



At the Crossroads

Life Orientation Textbook

Grade
11



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



NATIONAL
EDUCATION
COLLABORATION
TRUST



2030
NDP

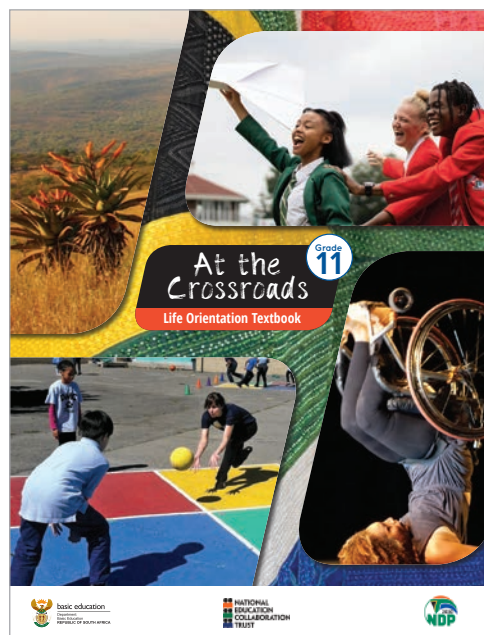




At the Crossroads

Life Orientation Textbook

Grade
11



First published in 2025 by the Department of Basic Education as part of the *At the Crossroads* textbook series for the Curriculum and Assessment Policy Statements for Life Skills and Life Orientation for Grades 4 to 12.

© Department of Basic Education, South Africa 2025

This content may not be sold or used for commercial purposes. Teachers and learners may copy and share the content for non-profit educational purposes but must acknowledge the Department of Basic Education as the source. For any other use, permission is required from the publishers. <http://creativecommons.org/licenses/by-nc-sa/4.0/>.

Contact the Department of Basic Education.

Email: info@dbe.gov.za

Call centre: 0800 202 933

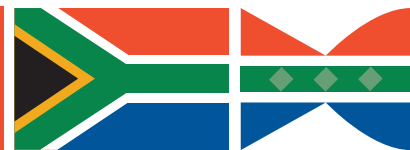
Switchboard: 012 357 3000

Private Bag X 603, Pretoria 0001

Sol Plaatjie House, 222 Struben Street, Pretoria

At the Crossroads Grade 11 Life Orientation Textbook ISBN 978-1-4315-3432-6

Contents



Contents	ii
Welcome to Grade 11 Life Orientation	iv
Preamble to the Constitution of the Republic of South Africa	v
How to use this book	vi
Skills: Further Education & Training Phase.....	viii
Make a skills bookmark	xii

Term 1

Lesson set 1	Goals and goal setting; relationships	
	Skills in English and siSwati	
Lesson 1.1	Directions and destinations.....	2
Info Page A	What we learn when we set goals.....	4
Lesson 1.2	What matters to me?.....	6
Lesson 1.3	Turning dreams into reality.....	8
Info Page B	Learning from someone who never gave up.....	10
Lesson 1.4	Lifetime, season or reason.....	12
Lesson 1.5	Detrimental relationships.....	14
Info Page C	From healthy to abusive.....	16
Lesson 1.6	Are these relationships real?.....	18
Lesson set 2	Post-school admission requirements and financial assistance	
	Skills in English and Sesotho	
Lesson 2.1	Your journey to the future.....	20
Info Page D	Admission requirements	22
Lesson 2.2	How much will your studies cost?.....	24
Lesson 2.3	Financing your studies.....	26
Info Page E	Your funding options.....	28
Lesson 2.4	Applying for a study loan.....	30
Lesson 2.5	What if you can't access funding?..	32
Lesson 2.6	Don't give up on your dreams.....	34
Lesson set 3	Democratic participation in society; sport and nation-building	
	Skills in English and isiZulu	
Lesson 3.1	What is democracy?.....	36
Info Page F	Democracy's principles and structures.....	38
Lesson 3.2	Another country.....	40
Info Page G	A summary of the Bill of Rights.....	42
Lesson 3.3	Democracy in action.....	44
Lesson 3.4	Vuk'uzenzele	46
Lesson 3.5	Sports support nation-building.....	48
Lesson 3.6	Bad behaviour detracts from nation-building.....	50

Physical Education

Generic stretches	52
Improving personal fitness and health levels.....	56

Term 2

Lesson set 4	Unequal power relations	
	Skills in English and Sepedi	
Lesson 4.1	When power is unequal.....	64
Info Page H	Acting against GBV.....	66
Lesson 4.2	Gender norms and inequality.....	68
Lesson 4.3	Discrimination and violence.....	70
Lesson 4.4	Gender inequality causes harm.....	72
Lesson 4.5	Men are affected too.....	74
Lesson 4.6	Ending violence; promoting equality..	76
Lesson set 5	Environmental issues that cause ill-health	
	Skills in English and Tshivenda	
Lesson 5.1	Healthy environments, healthy people.....	78
Lesson 5.2	Ethical thinking for environmental wellbeing.....	80
Lesson 5.3	The climate is changing. Why aren't we?.....	82
Lesson 5.4	Climate change – we need to act now.....	84
Info Page I	Attitudes and Actions: Coping with climate change and natural disasters.....	86
Lesson 5.5	Is <i>our</i> present destroying <i>your</i> future?.....	88
Lesson 5.6	Becoming a critical consumer.....	90
Lesson 5.7	You can change your future.....	92
Info Page J	Mitigating and adapting to global warming.....	94

Physical Education

Applying umpiring and leadership skills in games..	96
--	----



Term 3

Lesson set 6 **Healthy & balanced lifestyle choices; risky behaviour & situations** **Skills in English and isiXhosa**

Lesson 6.1	Lifestyle choices.....	104
Lesson 6.2	Eating well; staying active.....	106
Lesson 6.3	Choices and consequences.....	108
Info Page K	Be aware! Be alert! Be careful!.....	110
Lesson 6.4	Accidents can happen.....	112
Lesson 6.5	Facing the consequences.....	114
Info Page L	The Road Accident Fund.....	116
Info Page M	The Railway Safety Regulator (RSR) – Putting safety first	118
Info Page N	Using electricity safely.....	120
Info Page O	Be safe around electricity.....	122
Lesson 6.6	Negative influences on your lifestyle choices.....	124
Info Page P	Coping with life's challenges.....	126
Lesson 6.7	Healthy mind; healthy life.....	128
Lesson 6.8	Taking responsibility.....	130
Lesson 6.9	Positive influences on lifestyle choices.....	132

Lesson set 7 **Competencies, abilities, ethics; securing a job; developing a career** **Skills in English, Xitsonga and isiNdebele**

Lesson 7.1	Preparing for a 21st century career.....	134
Lesson 7.2	Beware the job scam.....	136
Lesson 7.3	Your CV; your story.....	138
Lesson 7.4	Time to apply.....	140
Lesson 7.5	Building a positive online presence..	142
Lesson 7.6	Managing a project.....	144
Lesson 7.7	The 21st century office.....	146
Lesson 7.8	Interviews and ethics.....	148
Lesson 7.9	Changing world, changing me.....	150
Info Page Q	The future of the world of work.....	152

Physical Education

Personal fitness; leadership in a recreational activity; safety.....	154
--	-----

Term 4

Lesson set 8 **Contribution of South Africa's diverse religions and belief systems** **Skills in English and Afrikaans**

Lesson 8.1	Learning to live in harmony.....	162
Lesson 8.2	What matters to me now?.....	164
Lesson 8.3	Learning to disagree respectfully.....	166
Lesson 8.4	When values clash, what then?.....	168
Info Page R	Your right to choose.....	170

Lesson set 9 **Goal-setting, studying, examination-writing and time-management skills** **Skills in English and Setswana**

Lesson 9.1	Managing your time.....	172
Lesson 9.2	Study skills for success.....	174
Lesson 9.3	Flex that brain.....	176
Info Page S	Work smarter.....	178
Lesson 9.4	Study smarter.....	180
Lesson 9.5	It's exam time.....	182

Physical Education

Umpiring and leadership skills in sport.....	184
--	-----

It's a wrap	192
--------------------------	-----

Acknowledgments	194
------------------------------	-----

Teachers are advised to use the *Teacher's Guide for At the Crossroads Grade 11 Life Orientation* with the textbooks. The Teacher's Guide includes helpful notes for strengthening the curriculum, facilitating activities and suggestions for assessment. The Teacher's Guide also assists with planning of progression from grade to grade.



Welcome to Grade 11 Life Orientation

Your school journey is nearing its end and exciting times lie ahead, whatever you choose to do. Life Orientation helps us understand our choices and directions, enabling us to make wise decisions. The Grade 11 Life Orientation curriculum focuses on that final push, honing the skills you need for the 21st-century world. This year there is a strong emphasis on developing a vision and setting goals for your career, study, lifestyle or relationships and turning these into actionable plans.

Your future career is likely on your mind, making it crucial to be prepared. This might involve improving your marks to pursue your dream career or preparing a winning presentation to secure a bursary or internship. These skills and more are explored throughout our Life Orientation journey together.

No journey is complete without self-reflection—on our values, strengths, relationships and place in the world. This has become more urgent as global challenges like poverty and climate change persist. Life Orientation provides the chance to reflect, discuss and find solutions to the challenges we face individually and collectively.

We hope that this year you will uncover more of the skills needed to navigate this complex world with confidence.

In this textbook, each activity is based on one of the 15 key skills described on pages viii – xi. As you move through your year in Grade 11, you will practise these skills and you will get better at them.

Your first activity for the year is to make a skills bookmark, on page xii. This bookmark will help you to keep all the skills close by, while you make your way through the textbook. It will also help you to find your place in the textbook.

Let's stand together, recite the **Preamble to the Constitution** and commit ourselves to a better South Africa for all.

Preamble to the Constitution of the Republic of South Africa

We, the people of South Africa,
Recognise the injustices of our past;
Honour those who suffered for justice and freedom in our land;
Respect those who have worked to build and develop our country; and
Believe that South Africa belongs to all who live in it, united in our diversity.

We therefore, through our freely elected representatives, adopt this Constitution as the supreme law of the Republic so as to:

- Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;
- Improve the quality of life of all citizens and free the potential of each person; and
- Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

May God protect our people.

Nkosi Sikelel' iAfrika. Morena boloka setjhaba sa heso.

God seën Suid-Afrika. God bless South Africa.

Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika.

How to use this book



Look quickly through the book to see how the information, fonts, colours, diagrams and images are placed. Everything has been put where it is for a reason.

There are two facing pages (a double-page spread) for each lesson. Most lessons will take about 30 minutes to one hour to cover. Each lesson starts with a **title**, find no. 1 below. All lessons include **activities**, look at no. 2 below, that will inspire you to do your own research, stimulate your thinking and present possibilities you may not have considered before. All activities are based around a main **skill**, see no. 3 below. **Reading boxes**, find no. 4 below – provide extra information. The journal icon, see no. 5 below, suggests when to write in your own private journal in a language of your choice. The **footer** at the bottom of the left-hand page, look at no. 6 below, shows the term and the curriculum topic.

1. The title of the lesson.

2. Each activity has a title and numbered instructions to guide you through a learning process.

The numbering continues across activities on the doublepage spread. Some activities you do by yourself, for others you work in pairs, in groups, or as a class.

3. A skills icon tells you the main skill you will practise in an activity. Each skill is translated into one of South Africa's official languages.

4. Reading boxes and diagrams explain concepts and provide background information to help you with the activities.



In your journal

Your journal is private and does not need to be shared without your permission.

5. A journal is a notebook where you write or draw your feelings and thoughts. Your journal is for you. You do not have to share it with anybody unless you choose to do so. In your journal, you can write in any language of your choice.

It's exam time

Assessments are all about you. They are about collecting, analysing and interpreting information to help you work out how far you are on your learning journey and what support you may need. Make them work for you! During the year, you have completed many formative assessments. Now it is time for your summative assessments (exams).



Practise, practise, practise

- Exams assess your progress after a block of work, normally at the end of the term or the year. Exams can be stressful. A good way to survive exams is to practise writing old papers:
 - Study the exam tips in the Info Box carefully.
 - Choose one of the subjects that you find particularly difficult. Get a copy of an old exam paper and set a time when you are going to "write" the paper.
 - Evaluate how the paper went and whether you used all the exam tips suggested.
 - Assess which tips worked for you and make sure that you use them in your next exam.



Exam tips

- Don't rush into writing. Read through all the instructions on the exam paper. Pay attention to what questions you have to answer and where there is some choice.
- Figure out which questions carry the most marks. The more marks, the longer you should spend on that question. Do the easy questions first.
- Tackle each question. Begin by reading through the question and underlining the key words. Plan how you are going to answer the question. Write down a few notes.
- Write down something for each question. If you are running out of time, write the answer in point form.
- Try to answer all the questions rather than spending too much time on each one.
- If you're feeling anxious, take a short break. Close your eyes and take a few deep breaths to refocus. Return to the question and write down what you know and remember.
- Take time to go over your answers. Make corrections only to those questions you are sure you have answered incorrectly.
- Use all the time you are given in the exam. If you finish early, go over the questions and your answers again.
- After the exam, spend a few minutes thinking about what went well and what did not. You can always improve your exam preparation and writing skills.

StudySpot Educational Services (2017) 'Exam tips for students' Williams, J <https://studyspot.ca/blog/2017/01/23/exam-writing-tips/> (Date accessed 12/02/2020)

182 Grade 11 Term 4: Study skills

6. The term footer gives the curriculum topic and helps you to find your place in the textbook.



The colour and pattern in the quarter circle on the right top corner of the page shows the **curriculum topic** of the lesson, look at no. 7 below. **Pictures**, find no. 8 below, help with understanding the ideas in the lesson. You will find **Info Pages** in the lessons, look at no. 9.

Each lesson is part of a group, or set, of lessons within a curriculum topic. Each lesson is numbered within the lesson set. The **lesson set footer**, see no. 10 below, helps you to find your place in the lesson set. Each lesson set works as a whole, so look through a lesson set to see how the lessons build on one another. Look at no.11, a **sticker** shows you've come to the end of a lesson set.

Ready, steady, goal!

While you are preparing for your end-of-year exams, it is also a good time to think ahead to Grade 12 and after.

- Review your Vision Board and the goals that you set at the beginning of the year.
 - Describe what progress you have made.
 - Identify which goals you have not managed to achieve yet.
 - Explain what has changed since the beginning of the year.
 - Decide if you have new goals and write them down.
- Now, develop three SMART goals for the next few weeks of exam preparation:
 - A study goal:** What will you sacrifice during this period (e.g. less parties or social media)? What will you do differently?
 - A health goal:** What foods will you eat for energy and brain power? What foods will you cut out for optimal health?
 - A fitness goal:** Exercise reduces stress, anxiety and depression. When will you exercise? What will you do?
- Discuss your goals with a partner:
 - Assess why these goals are important for you.
 - Evaluate how they tie in with the future you desire.
 - Identify what will motivate you to achieve them.
 - Describe how you will be when you achieve them.

Why these goals?

Reflect on how your goals align with what you want to achieve in Grade 12. Journal about how you are feeling as you approach your final year of school. Identify one action you can take now to move closer to those goals.

Your journal is private and does not need to be shared without your permission.

Well done

Lesson 9.5: Goal-setting, studying, examination-writing and time-management skills **183**

7. This colour code shows the curriculum topic of the lesson.

8. Pictures are there to inform, explain and inspire, so spend some time looking at them.

9. Some lesson sets have Info Page pages which provide more information about a topic. You will use them to complete some of the activities. You can also read these pages anytime on your own.

From healthy to abusive

In healthy relationships, individuals make decisions together and openly discuss whatever they're dealing with. In an unhealthy relationship, one person tries to make most of the decisions, while, in an abusive relationship, one person makes all the decisions and tries to control the other.

Study this infographic to understand the differences between healthy, unhealthy and abusive relationships.

The Relationship Spectrum

HEALTHY	UNHEALTHY	ABUSIVE
Based on quality and mutual respect Open communication Trust & honesty Equality	Based on attempts to control the other partner Dishonesty Lack of trust Inconsiderate & disrespectful behaviour	Based on power and control Harmful communication Disrespect Isolation
You enjoy your personal time and have connections with others Physical safety	Struggles for control Only spending time together Jealousy when a partner connects with others	Accusations and blame-shifting Manipulation Violence

Info Page C

16 Grade 11 Term 1: Development of the self in society

10. The footer on the right-hand page shows the lesson number and the topic of the lesson set.

11. This sticker shows the end of a lesson set.



What is going on in the world around you? This question is important because in the 21st century you need to be able to work things out for yourself. All the following thinking skills can help you to do just that. As you progress your use of these skills will develop depth and become more refined.



Ask questions that guide, probe and produce useful information

School is often about giving the best answer – one the teacher already knows. It is, however, more important to ask the best **questions**, especially ones to which we do not know the answers. The ability to ask questions is the most important thinking skill of all.

Effective questions are also powerful tools. You can question why a person has authority and why they are making demands. You can question harmful generalisations, superstitions, stereotypes and prejudices that do not add anything to our understanding of the world. Even more importantly, we need to question our own thinking habits.



Pause, reflect and assess your emotions and thoughts

How much awareness do you have of what you carry around in your mind all day? Do you react in a knee-jerk way or can you step back and ask questions about what is going on inside you? This is called 'thinking about thinking', or 'metacognition'.

Metacognition is about monitoring and managing your feelings and thoughts. This may mean delaying some gratification so you can achieve even greater satisfaction in the future. If you can pause and reflect on how you got into a particular state you can become more deliberate about what state you are going to experience next.



Persevere and work it out

It is very easy to give up quickly, but this is a thinking habit we need to question.

Perseverance is about being willing to sit and grapple with a problem. This means turning it around to see all the parts from different angles. Start somewhere: play with something that looks familiar, see where it takes you. Do a rough sketch or some online research, ask for help, or maybe start over.

We all fear failure. This is the biggest obstacle to growing and building an understanding of the world and ourselves.



Do your research and present your ideas or hypothesis

You could think of your ideas as your hypothesis or 'model of reality'. Are these beliefs something you have inherited from an authority, a role model or an influencer on the Internet? Do you ever question the reliability of these sources and do your own independent research? Do you compare different points of view and then find a pattern that makes sense to you about **what is really going on**? Do you reproduce and consume knowledge passively? Or are you an active agent of your own knowledge production? You cannot claim you are in charge of your life if you do not know where your ideas come from.



Represent
your idea or
data in an
image, story
or model

Having new ideas is not just about collecting facts and data, but about creativity. Creativity is a playful skill that often uses one thing to make sense of something else. For example, we can see our country's diversity as a rainbow, because 'diversity' and 'rainbow' both share something. This kind of thinking is used when poets, artists and designers make unpredictable connections and reveal new insights. It is a powerful tool and can help us make sense of something new by making a connection with something we already know. We call this 'analogical thinking'. It starts with saying: "It's just like a ..." Even scientists have wild ideas about models of reality for which they discover the evidence only later..



Find, examine
and weigh up
the evidence

Creative thinking can lead to innovation, but critical analysis is needed if we want to use new ideas to reshape reality. Evidence is unlike fantasy or belief. It continues to be real, whether you believe in it or not.

Are you willing to consider evidence that does not support your point of view – especially before you jump to conclusions or make generalisations? The purpose of weighing up all the conflicting evidence is to work out what is most probably true. New evidence might later prove you wrong, but you can use the available evidence to tell the story of what is really going on now.



Be willing
to challenge
your thinking
habits

Real learning starts with asking probing questions about an experience. This enables more critical observation of the available evidence. With this in mind you can make a creative, honest attempt to explain what is going on. This is called an hypothesis. Testing your explanation by experimenting and evaluating the results of the experiment enables you to revisit your explanation and ask new questions.

Real learning is, therefore, a self-correcting cycle. This cycle never stops because knowledge is never complete. That does not mean there are no risks. A successful experimental attitude includes the ability to evaluate and reduce risks by making informed choices. Safe and healthy experimentation is where creativity and critical thinking come together in a dynamic way.



Make an
informed
choice with an
awareness of
consequences

We make judgements about our preferences all the time. When these choices are informed by reliable information and clear intentions we have more power over the direction of our lives. We can express our goals with a sense of self-determination rather than fulfilling the expectations of others. We can even adapt those goals when the available information and opportunities change. We can become critical consumers, assessing the value of products and making deliberate lifestyle choices. We can become active citizens, participating in the decisions that will create the future and protect every person's freedom to choose.

Skills: Further Education & Training Phase

continued



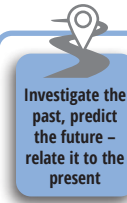
Critical thinking is the ability to work things out for yourself. Examine the reasons you are using to support what you claim is true. Do your ideas build a clear step-by-step argument? Can you explain your understanding of the words you are using? Can you ask questions and use evidence to support your point of view?

Critical thinking also enables you to analyse the claims, explanations and arguments of others – especially the media and those in power. As an independent thinker you can be immune to manipulation and irrational arguments based on fear, ignorance, guilt, superstition and misinformation. Structuring a logical argument takes some skill and needs to be practised in conversations with others.



Conversations are not just about sharing information. They are opportunities to create knowledge together. In 'productive dialogue' you need to be willing to create space for all voices. Also, give and receive feedback respectfully. Criticise ideas, not people.

It helps to agree on criteria for disagreements that benefit everyone, like the use of evidence and logic. It also helps if you define the problem you are trying to solve together. Sometimes you need to negotiate and work harder to find the common purpose between 'what I want' and 'what they want'. Instead of having an argument in order to win, have a conversation in order to understand what is really going on.



Understanding what is going on depends on understanding how events influence and change each other over time. For example, are you interested in where the things you consume come from, and where the waste you produce goes to? This kind of awareness of 'time' gives you the power to solve the problems you have inherited and invent the future you will pass on to others.

Your model of reality has been determined by everything that came before. Can you improve it and predict what comes next? If you use your creative and critical-thinking skills to project into the future you can define success for yourself and increase your chances of contributing to that future.



Most of us want a future in which our pleasure increases and our pain decreases. So you need to learn everything you can about eating nutritious food, exercising regularly, getting enough sleep, pursuing your interests, doing meaningful work, making a sustainable living, enjoying the company of friends and experiencing physical intimacy.

If you do not take this seriously you are less likely to seek medical help when you need it. You are also less able to ensure your safety and less empowered to protect your rights – especially your right to say "No", even to those you love. To take better care of yourself you need to like yourself enough to really get to know yourself.



Try to acknowledge your emotions, learn from them – without becoming them

Knowing yourself includes becoming aware of your emotional states and responses. Emotions are a unique language in which your brain and body communicate with each other. If you make an effort to develop this language you can increase your well-being significantly.

To do this you need to acknowledge your emotional states. You need to practise describing them in detail, work out what triggers them and then predict how different situations might make you feel. This can be done without judging yourself, because every emotional state carries a valuable insight. This will give you the courage to tell others what you are feeling and what your expectations are. No emotional state is right or wrong. How you act on it can be helpful or harmful.



Use empathy to perceive emotions and explore perspectives

Understanding your private emotional language gives you clues to how other people feel. You should never assume you know what someone is feeling. Always ask.

You can develop the skill of empathy by listening deeply and trying to imagine how someone feels. Some feelings will be different from yours and difficult to relate to. It is not important to be right, it is important to be available. Make sure you do not hold onto emotions that do not belong to you.

It is easier to empathise with people you care about. To feel empathy for others you first need to remove the labels you have given them. Empathy has limitations. Sometimes we have to rely on our understanding of social justice to do more.



Question the way you make moral judgements

Justice is not only about fairness and ensuring everyone is able to access the same opportunities. It is also about thinking ethically. This is not about knowing what is right or wrong. It is about knowing **how** we work out what we think is right or wrong.

Ethical thinking recognises that all ethical dilemmas – or moral challenges – arise in a unique context. They cannot always be understood through generalisations. Simple opposites like 'good' and 'bad' are also not enough to help us understand complex situations.

Ethical thinking also involves thinking about consequences. Who benefits? Who suffers? Only once we have made the effort to explore all these contexts, connections and consequences can we make an informed and deliberate moral judgement.

If you don't understand all the words or ideas in these skills boxes, don't worry for now. You will have plenty time in Grade 11 to practise these skills, become more familiar with them and get better at them. On the next page you will find out how to make your skills bookmark.

Make a skills bookmark



A bookmark is something that keeps your place in a book.

Make a bookmark that shows the skills you will practise this year.

Your bookmark will show each skill in two of South Africa's official languages, English and another of your choice.

Choose a language for your bookmark. You may choose a language you speak at home; a language you hear when you think or dream; or a new language you would like to learn.

Tell your teacher the language you chose. Your teacher will give you a photocopy of the skills in the language of your choice.

Your teacher will find the skills bookmark templates for photocopying in the Grade 11 Teacher's Guide.

Bookmarks in South African Official Languages

- Afrikaans
- isiNdebele
- Sepedi
- Sesotho
- Setswana
- siSwati
- Tshivenda
- isiXhosa
- Xitsonga
- isiZulu

How to make your skills bookmark



- a photocopy of the skills in your chosen language
- a piece of cardboard (for example, from a cereal or tea box)
- glue
- scissors

- a. Your teacher will give you a photocopy of the skills in the languages of your choice.



- b. Cut the cardboard so it is a bit bigger than your photocopy.



- c. Use some glue to stick your photocopy onto the cardboard. Make sure the glue covers the whole photocopy page. Press the paper firmly onto the cardboard.



- d. Cut around the dotted line to finish your bookmark.



If you don't have any glue, you can mix some flour and water to make a paste, or mix some cooked rice or macaroni with a little water to make a paste.



Use your skills bookmark

Turn to the first lesson on pages 2 - 3.

1. How many skills can you find in this lesson?
2. What languages are the skills presented in?
3. Read the skills in both languages on the page.
4. Read the skills in the language of your book mark, if it is not one of the languages on this page.

Take a look at the six lessons and three Info Pages in Lesson set 1.

5. Identify one of the following skills and explain your choice:
 - A skill that could improve your academic performance
 - A skill that could improve your relationships
 - A skill that you think is most important for future career success
6. Scan Info Pages A, B and C. Which skill do you think is best applied to each of the Info Pages? Explain.
7. Choose a skill that you find challenging. Develop a plan on how you can improve in this area this year. What resources or help will you need?

Leave your book mark in your book at the first lesson, so you can quickly get started next lesson.



Directions and destinations

“Where am I going?” is a very important question to answer as you prepare to finish high school. Goals help you to choose a path for your life. A goal is something that you want to achieve. Planning how you will achieve it is called goal setting. Goals provide the direction you need to reach your destination, the motivation to sustain you on your trip, and a way to measure your progress. Once you have set your goals, it is up to you to work hard to accomplish them.

<https://www.cuesta.edu/>



Make an informed choice, with an awareness of consequences

Tsatsa sincumo
lesisekelwe
kulwati
ngekucondza
miphumela
yakhona

Where am I going?

Without direction, you are like a leaf in the wind, blowing this way and that. If you have a direction, you will be more able to face life's challenges and unexpected events. While life does not always go as planned, with direction, it is easier to get back on track. Even if you can only take small steps towards your destination right now, keep making progress, and learn from each experience. The best way to get results is to plan for the future, but take positive actions in the present. Before you set your goals, you need to decide what you want your future to look like. This is called a vision.

1. Create a mind map, called ‘Where am I going?’, in which you identify:

- What you like about your life at the moment
- What you don't like about your life
- What you would like to happen or have
- What you want not to happen or have
- What you need to do to close the gap between your current life and your future life
- Actions you could take today that will keep you in the moment while also creating a “happy and successful you” in the future

Keep taking those actions!



Represent your idea or data in an image, story or model

Khombisa
umbono
wakho
nobe idatha
ngesitfombe
nobe simo
nobe
umfanekiso

Dare to dream

A Vision Board is a fun way to imagine and record your future dreams and goals. Seeing your future makes it easier to work towards it every day.

In this activity you will start planning your Vision Board. You will be referring to it throughout this lesson set. Take time to create it. Make changes to it as you learn new information and discover things about yourself. Like you, and your life, your Vision Board is a work in progress!

2. Create a Vision Board that shows what you want to be or do with your life. Use photographs, magazine cut-outs, words or drawings to help you create your vision. Feel free to experiment with paint or colour. Think big.

Explore these questions, and your mind map, to help create your Vision Board:

- Define success for yourself.
- Determine how you will make a living.
- Describe what lifestyle you would like to have.
- Identify who will be the people in your life.
- Decide what causes you will fight for.
- Describe what difference you want to make in the world.
- Assess what your relationship with technology will be.



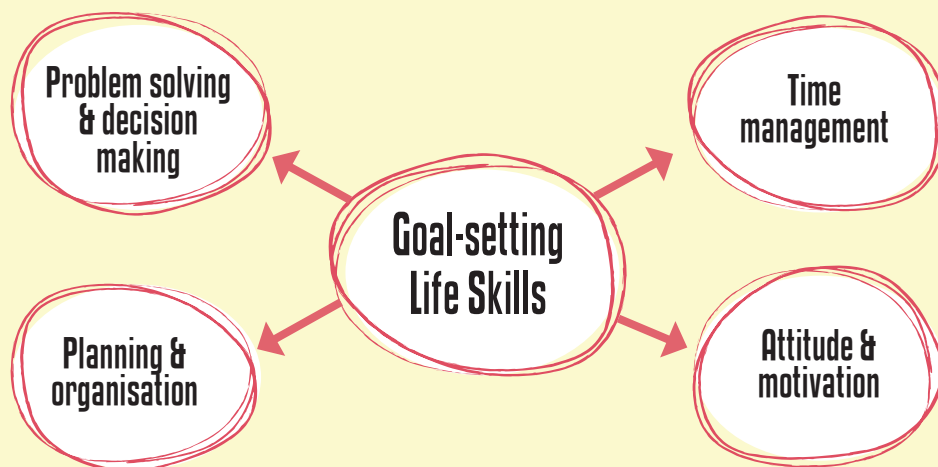
?

Ask questions that guide, probe and produce useful information

Botsa dipotso tse tataisang, batlisa hape o fane ka tlhahisoleseding ye bohlokwa

Learning from goal setting

Goal setting is one of many life skills that requires practice and a little effort to get started. And, when you begin to practise goal setting, you also gain many other useful life skills.



3. Read about each of these life skills on Info Page A and then examine:

- How can goal setting help you improve each of these life skills?
- Why is each goal-setting life skill important?

4. Identify which goal-setting life skill you are good at and which you need to work on most.

5. Create an action plan to improve one of these life goal-setting life skills.

Follow your plan!



What we learn when we set goals



Problem solving and decision making

When we set goals, we have to make choices. Making choices often involves solving problems and then deciding. Being able to weigh the pros and cons of a situation and make a well-informed decision is an important life skill.

Some examples of problem solving and decision making skills are:

- Identifying your goals
- Gathering information
- Weighing the pros and cons
- Making a plan
- Dealing with unforeseen events
- Evaluating the results

Time management

Time management is the ability to learn how to use your time wisely. It helps you focus your time and energy on achieving your goals. Instead of spending your efforts on meaningless activities and tasks, you will set your priorities (the things that are most important to you) and create an action plan.

Some examples of good time management include:

- Making a daily or weekly schedule
- Deciding what is urgent, what is important, and what is not
- Staying organised
- Avoiding procrastination

At the CROSS Roads

Use the acronym CROSS to help you solve problems and make decisions:

- C** – Choice - What is the choice I'm making?
- R** – Reality - What is happening now?
- O** – Options - What are my options? What are the pros and cons?
- S** – Select option/s and create a plan.
- S** – Start over.

www.greatexpectations.org



CHECKLIST

How to achieve your goals

- Take action
- Work hard
- Keep practising
- Explore different ways
- Ask someone how to do it better
- Do your best
- Learn how others have done it
- Build upon your strengths
- Review and fix any mistakes
- Don't give up

Planning and organisation

Organisational skills are important for keeping track of belongings, papers and important dates (appointments, tests, events).

Some examples of good organisational skills are:

- Using a planner or diary
- Making to-do lists
- Creating a filing system
- Keeping track of important papers
- Cleaning and organising your living and working spaces

Attitude and motivation

Setting goals starts with a vision. See yourself succeeding. Goals give you hope and something to aspire to. In this way, they provide motivation.

If you set goals that are meaningful and personal to you, you'll want to achieve them. This gives you the motivation and energy to keep going towards your end goal. You'll also look forward to achieving them, which will give you a positive attitude. You are your own best motivator!

As you begin achieving your short-term goals, you will establish a can-do achievement attitude, which serves as fuel for motivation. It is a cycle.

Your attitude and motivation must come from within yourself. Others may try to encourage you, but you are the only one who can attain what you desire. You must convince yourself - you can!

If you develop your dreams into goals, and your goals into realities, then your realities will become your successes!

www.yourtherapysource.com

What matters to me?

Picture all the things you want to do this week. If you tried to do them all at once, you would probably not get any of them done. It really is easier to do one thing at a time, rather than all at once. When we place things in order from most important to least important, we are prioritising them. In order to know what your priorities are, it is important to know what matters to you. Your values are the things that you believe are important in the way you live and work. Your values determine your priorities.



Investigate
the past –
predict the
future –
relate it to
the present

Phenya
lokundlulile
– cagela
likusasa –
lihlobanise
nanyalo

What values are important to me?

Values are like a compass that guide us. They help us to make our decisions and set our goals – the person you would like to be, the way you want to treat yourself and others and the things you feel passionate about. Every single person is unique, which means that everyone values things differently. If you enjoy the sciences, you may value curiosity and exploration; If you like team sports, you may value teamwork and cooperation. As you go through life, you'll experience new things and learn more about who you are. Some things will always be a part of who you are – like your language and your culture. Some things, such as your interests and relationships, will change. Your core values will always be a part of you. Stay true to your values and do things that make you proud to be you.

We can find out what our values are by looking at our personal stories and our passions. Our passions are the things that we are most interested in, and that we love to do.

1. Examine your personal stories:

- When have you felt happiest, and when have you felt unhappy?
- What experiences or achievements are you proud of?
- Are there any moments where you feel you could have done better?

2. Identify your passions:

- What do you often find yourself daydreaming about?
- If you could have one wish granted right now, what would it be?
- Whom do you admire, and who do you follow on social media? What draws you to them?

3. Use your answers to the questions above, and the values circle, to create a piece about what your core values are and how they play a part in your everyday life.

4. Read about Kirtanya on page 7. Create your own motto and words of encouragement.

The Values Circle

achievement, appearance,
beauty, compassion, commitment,
courage, creativity, excitement, faith,
family, freedom, friendship, hard work,
honesty, integrity, justice, kindness,
knowledge, patriotism, perseverance,
power, respect, responsibility,
safety, security, selflessness,
social justice, success,
wealth, wisdom



Words to live by

Kirtanya Lutchminarayan is passionate about nature and the environment. She has her Masters in Biological Science and is a Project Officer at WWF South Africa working on consumer awareness and inspiring action around sustainable consumption.

Motto: *"If not me, who?
If not now, when?"*

Words of encouragement:
*"Develop the courage to walk alone.
Get your energy from you, instead of
relying on external sources that have
a shelf-life."*

The Young Independents (2017) 'Mzansi's 100 of 2017: Healer, Kirtanya Lutchminarayan' <https://www.tyi.co.za/our-people/healers/mzansis-100-of-2017-healer-kirtanya-lutchminarayan-1075709310757093> (Date accessed: 26/03/2018)



**Take better
care of
yourself**

**Tinakekele
kahle**

Putting values into action

Values and priorities are linked. Your priorities are the outward expression of your internal values and help you decide what comes first in your life and what is non-negotiable. Think of priorities as your values in action. We can examine our priorities by looking at how we use our resources – time, energy and money – we invest them in what we value. For example, do you choose to watch series, sleep longer or go jogging? What does this say about your priorities?

5. Determine your priorities by evaluating:

- How you spend your money (or, if you had money, how you would spend it).
- How you spend your time (what you do with your 'free' time).
- How you use your energy (what you give your attention to).

Goals are the last piece of the puzzle. Your goals represent your values, passions and priorities working together. When your goals and actions match your values and priorities, life feels on track. But when these do not align well with your personal values, things might go wrong or feel off-track. When this happens you need to rethink your values, goals or actions.

6. Review your Vision Board. Make changes based on your values, passions and priorities.

Turning dreams into reality

Those big dreams you have for your future can become reality — if you are able to prioritise your goals, and plan when and how you are going to achieve them. It's the start of a new school year and a good time to make plans so that you are able to achieve your goals.



Make an informed choice, with an awareness of consequences

Tsatsa sincumo
lesisekelwe
kulwati
ngekucondza
miphumela
yakhona

What goals do I want to focus on?

A short-term goal is something achieved in a short period of time such as a week to a few months. These would be goals such as improving your marks, writing better study notes, reading more books or participating in something that's important to you. Medium- and long-term goals take a longer period of time to accomplish. These would be goals such as becoming fitter, saving money or developing better friendships.

1. Analyse your Vision Board and use it to prioritise your goals. Copy this table into your workbooks and then prioritise your goals by writing them in the correct column. You do not need to have a goal for every time period, but you should have at least one for each area of your life.



Setting goals for sustainability

A sustainable livelihood means being able to support your wellbeing now and in the future. Financial goals help you to plan how to sustain yourself and your family. They also allow you to budget (plan how to spend and save your money so you don't run out and can meet your financial goals). Earning and saving money keeps you disciplined, prepared for unexpected expenses and more able to reach all your goals!

Area of my life	Short-term goals	Medium-term goals	Long-term goals
	What do I want to achieve this year?	What do I want to achieve in the next five years?	What do I want to achieve 10 years from now?
Learning			
Career			
Financial			
Social			
Family			
Health			



**Persevere
and work
it out**

**Beketela
uphindze
uyisebente**

Thinking SMART

All goals require you to take action to be able to realise them. SMART is a tool that you can use to plan and achieve your goals. SMART is an acronym that stands for specific, measurable, attainable, relevant and time-based. You can use the SMART model to help you achieve your goals, no matter how big or small these are.

2. Choose one of your short-term goals from the table:

- Write each of the SMART letters vertically down the page.
- Work through each of the letters.
- Answer the questions for each.

3. Share you plan with a partner. Choose this partner carefully. They are there to support and motivate you throughout the year.

S



Specific: What exactly do I want to achieve? Why is this goal important?

M



Measurable: How will I know if I have made progress or reached my goal? How will I measure this?

A



Attainable: How realistic is the goal? With hard work and resources, can I achieve this goal? This is there to stretch your abilities but still remain possible.

R



Relevant: Why and how is this goal important to me?

T



Time-based: By when will I reach my goal? What is the deadline? What can I do six months from now? What can I do six weeks from now? What can I do today?



**Investigate
the past –
predict the
future –
relate it to
the present**

**Phenya
lokundlulile
– cagela
likusasa –
lihlobanise
nanyalo**

Persist and persevere

"I believe that when one door closes, there is certainly always a window left open." – Musa Motha

Like your heartbeat, life is a series of ups and downs. Despite our best efforts, life does not always go according to plan. That is when our motivation and discipline kick in, to keep going despite the obstacles, and to achieve our goals by not giving up. Persistence and perseverance are two important qualities that will help you to stay focused. When we persist, we carry on; when we persevere, we push through!

Musa Motha is a role model for persistence and perseverance in overcoming disabilities. His story has the power to motivate us all to believe in our own strength and resilience.

4. Read about Musa on Info Page B, and then discuss these questions:

- Identify Musa's dream for his life and how life circumstances forced him to change his goals.
- List Musa's three most important values and explain why they are significant to him.
- Assess how Musa's values align with his dreams, goals and actions.
- Explore the ways in which Musa's story demonstrates persistence and perseverance.

5. Create a piece (written, visual or digital) that shows what Musa's story teaches you about dreams and goals.

Use examples from your own life or others to illustrate how persistence and perseverance can lead to success.



Learning from someone who never gave up

Persistence is the ability to keep pushing forward despite difficulties or challenges. We keep trying, keep working, and don't give up when facing obstacles. Perseverance, on the other hand, implies strength and patience. It refers to the ability to remain committed to your goals. We keep going over a long period, even when progress appears slow. Persistence helps us to tackle short-term goals, while perseverance allows us to maintain focus on our long-term vision.

Musa Motha, who grew up in Sebokeng, in Gauteng, dreamed of becoming a professional soccer player. When he was 11 years old, as a result of bone cancer, his left leg was amputated. Musa had to accept that he would not be able to pursue this dream. He had to change and adapt his life goals. One day, his friends, who loved dancing, persuaded Musa to do various moves using his left crutch as a left leg. Musa had found his new goal – to become a professional dancer. In 2023, Musa's audition on Britain's Got Talent made history when all the judges hit the buzzer after agreeing that his act deserved to go straight through to the live shows. Musa had achieved a goal, but this remarkable man still has many dreams and goals for his life!

Read an interview that Musa had for *The Book of Role Models* to see persistence and perseverance in action.

What attracted you to dancing?

After my recovery programme had finished, I was working as a DJ and playing music with a group of friends who were also dancers. One day, they drew some boxes on the floor and told me to do various moves using my left crutch as a left leg. This experience determined my choice to go into dancing.



What type of dance do you find most enjoyable?

I like to know every dance genre possible and to express my feelings through dancing. Because I am an introvert, and struggle to open up to other people, dancing helps me to show my feelings. In a way, I use dance as a therapy and way of expression. Making my audience happy is one of the goals I have set for myself.

Which aspects of dancing do you find most difficult?

One difficulty I have is following instructions of a choreographer and copying what someone else is doing. I am always tempted to give it my own twist and, of course, I need to adjust the moves to suit my dancing with a crutch. At the Vuvani Dance Theatre, where I started my professional dancing career, I was given the freedom to make mistakes and that helped me to come up with solutions tailored to my circumstances. I had to adapt to the whole group of dancers who were using hands while I was dependent on crutches. I suggested I eliminating one of the crutches, so that I could use one hand. That is when I really started developing my own technique.

If you were not in dancing today, what else would you like to do?

There are moments when I think I cannot actually sustain myself from dancing. I live in a country that is so ignorant when it comes to the arts. Nowadays, it is difficult for artists to make a living. However, because I have the drive and the right mindset, I am convinced that if I do what I believe in, money and success will follow. One of my long-term goals is to open a school for physically disadvantaged people and empower them to become entrepreneurs. We will show them that they can live with dignity and become independent and self-sustaining in their chosen field.

What is the driving force in your life? Share your recipe for success.

I would say hunger for personal growth. Every day I can do more than yesterday. I live by the slogan 'In everything I do, I do my best'. Doing your best will always attract attention. Every time I perform, I try to give it 100%, so that when other artists and choreographers see me, they would want to hire me. I often say, 'Musa doesn't believe in the word impossible; I break the word into two: I'M and POSSIBLE'. This sends the message that everything is possible if you really try hard.

'Do your best' is easier said than done! What does your daily routine look like?

I get up at 7:30 am and feed my dogs. Then I have a two- to three-hour workout, of push-ups and weight lifting, followed by a ballet routine. I am also an entrepreneur, motivational speaker, music producer, video editor and photographer which involves a lot of preparation and meetings. This all keeps me pretty busy!

What has been your biggest struggle in life?

In this industry, I have had to compromise on a whole lot of things. I had to learn to eliminate one crutch, which was very straining at the beginning. Similarly, adapting to new dance styles is a never-ending challenge because of how my body works. I always succeed, but it takes me more time than it would an ordinary dancer. The other thing that can be difficult is keeping myself motivated, but I have finally mastered it by creating my own principles and slogans to live by.

Which values are the most important for you?

Peace, happiness and family. Without peace, it would be misery; without happiness, it would be a sad, unhealthy life; and without family, I do not believe I would be where I am today.

How do you define happiness?

Happiness is a space where you are able to live the life you always wanted by eliminating worry and as many negative things as possible. For me, happiness is the power to change that one positive thing into a thousand pluses.

What would be your one piece of advice to others?

Find your purpose as this will help you to set your direction. Don't believe in impossibilities and don't settle for less. In everything you do, do your best and never let any obstacles come in your way.

If you had a superpower, what global issue would you address and why?

I would change people's mindsets to erase the negativity in everyone's lives and instil happiness instead. I would remind everyone of their purpose – knowing that is really important.

Adapted from: <https://bookofrolemodels.com/musa-motha/>

Lifetime, season or reason

Wellbeing refers to feeling good physically, mentally and emotionally. It goes beyond simply being free of illness and includes happiness, physical health and a sense of purpose in life. Wellbeing is influenced by many factors, such as relationships, lifestyle choices and access to resources, which may not always be within your control. It is unique to each individual; what makes you feel well may not work for another. It is important to focus on what brings you personal happiness, health and wellbeing.

Having relationships with different people or groups who support and care about you can boost your wellbeing. Supportive connections provide emotional comfort, companionship and a feeling of belonging, contributing to your overall happiness and resilience during challenges.

At the same time, your wellbeing can shape the quality of your relationships, influencing how you communicate, empathise and handle conflicts constructively.

Significant relationships include family, friendships, partners and work relationships. These relationships can change over time as we grow and develop. Relationships can be informal and non-committal (casual), committed and exclusive (serious), follow social or professional norms (formal), or involve emotional intimacy (romantic).

Read about how relationships can affect our wellbeing before completing the activities on page 13.



Boundaries are the guidelines, rules or limits that explain how a partner can and can't treat you or behave in a relationship. Each partner needs to explain clearly what their boundaries are. You don't have to obey the other person without question.

Respect is when you are thoughtful and kind, and when you are mindful of how others feel, what they think and their needs/rights.

Individuality in relationships refers to recognising and appreciating the unique characteristics, opinions and rights of each person.

Relationships and wellbeing

Throughout your life, relationships will come and go. Some relationships, such as with your family and meaningful friends, can last a lifetime. Some relationships come for a season, and provide us with experiences; others come for a reason, to teach us something. From friendships to romance, relationships can enrich our lives and make us happier. Relationships can bring joy, support and a sense of belonging, but they can also be a source of stress and conflict. Relationships impact our wellbeing – influencing and being influenced by our emotional and physical health.

Positive, respectful and supportive relationships can positively impact our overall wellbeing by:

- providing emotional support: Having someone to talk to and to rely upon, in good and difficult times, can make a big difference in our overall happiness.
- giving us a purpose and a sense of belonging: Being part of a community or a family can increase our confidence and boost our self-esteem (make us feel better about ourselves).
- having a positive impact on physical health: Studies have shown that people in healthy relationships tend to live longer and have fewer health problems.



Try to
acknowledge
your emotions,
learn from
them – without
becoming them

Yati imivo,
fundza kuyo,
ngaphandle
kwekutsi ube
ngiyo

Investigating relationships

Healthy relationships are meaningful. When we are in meaningful relationships, we feel safe, respected, happy, connected to others and accepted for who we are. In a healthy relationship, you make decisions together and openly discuss whatever you're dealing with. While it may take effort to build and maintain healthy relationships with others, they are good for our wellbeing, health and happiness.



Each person in a relationship has their own needs, desires and **boundaries**. We must **respect** each other's **individuality** to maintain a healthy relationship.

In unhealthy relationships, we may feel anxious, confused, uncertain, guilty, ashamed and even unsafe. Then we have to work towards repairing them or walking away.

1. Assess your understanding of relationships:

- Describe the qualities of your healthy relationships and how they contribute to your wellbeing.
- Explain 'lifetime, season or reason' and reflect on how this idea applies to your relationships, including those that have positively or negatively changed over time.
- Discuss the effects of unhealthy relationships on your wellbeing. Suggest practical ways to improve or rebuild them into strong, healthy connections based on respect, trust and open communication.

2. Evaluate whether each of these statements is a sign of a healthy or unhealthy relationship. Put a next to those that show a healthy relationship and a next to those that don't. Explain your choices.

- | | |
|--|--|
|  <ul style="list-style-type: none"> • There are no rules / boundaries in our relationship. • At times I am pressured into doing things I don't want to do. | <ul style="list-style-type: none"> • I am responsible for my own behaviour and happiness. • We are able to resolve our differences. |
|  <ul style="list-style-type: none"> • We trust each other, respect each other's feelings, communicate openly and listen to each other's opinions. • I am not allowed to speak to or spend time with anyone else. • Being jealous shows how much I really love a person. • I can make independent decisions and choices. | <ul style="list-style-type: none"> • This person encourages me. They are genuinely interested in what I am going through. • I am frightened of the other person's temper. • I can be myself and don't need to please the other person. We don't try to fix or control each other. |

3. Summarise your evaluation of healthy and unhealthy relationships.

Provide clear reasons and examples, where possible, ensuring your piece is logically structured and easy to follow.

Detrimental relationships

Human beings are wired to be in connection with others. But it is not enough just to have many friends, or even a committed partner. It is the quality of our relationships that matters. Many relationships start in a healthy way, but can become unhealthy or even abusive. Not all relationships are going to be perfect all the time, and we all have moments when minor disagreements will occur, causing frustration with others. That is just a part of managing our relationships with other people.

Unhealthy and abusive relationships have a **detrimental** impact on your self-esteem, steering you away from your goals. Both these types of relationships are harmful to your wellbeing and personal growth. Although unhealthy relationships may sometimes contain abusive behaviour, abusive relationships are always unhealthy. They are both detrimental!

Detrimental:
causing harm
or damage.



Take better
care of
yourself

Tinakekele
kahle

The relationship spectrum

1. Refer to *The Relationship Spectrum* on Info Page C (page 16) and use your own experiences to explore the following questions:
 - How do the qualities of a healthy relationship impact your wellbeing?
 - How can the rights and responsibilities in the Info Box below guide us in creating meaningful relationships?
 - What distinguishes an unhealthy relationship from an abusive one?
 - Which rights are violated in abusive relationships, and how could this affect a person's individuality?
 - What actions can you take to prioritise your wellbeing in relationships?



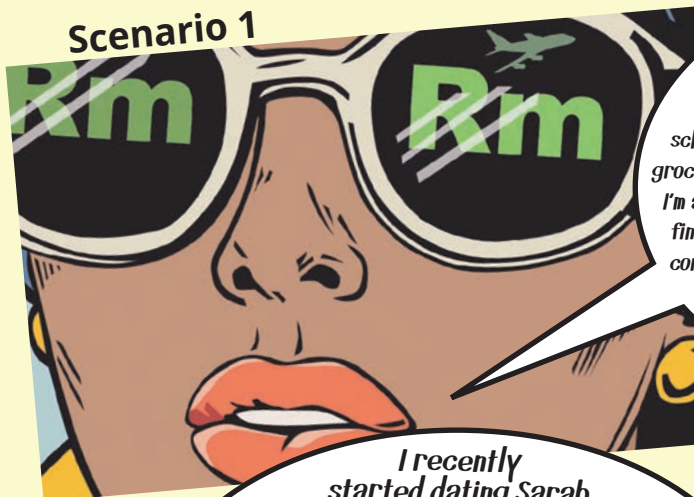
Relationship Rights and Responsibilities

- Respect
- Safety
- Equality
- Privacy
- Consent (You can say 'no')
- Individuality
- Communication
- Boundaries
- Trust
- Support
- Conflict Resolution

Detrimental
relationships affect
everyone.



Scenario 1



HAVE I BEEN BLESSED?

I've found someone to love me and settle my bills. This means no more worry about school fees or clothes...I can even help Mom with groceries. So what if he is 15 years older and insists I'm always available for him even if I'm in class. I'll find a way to manage that! Having sex without a condom does worry me though. I can't talk to him about this as he just gets angry. I'm a big girl and can take care of myself. It's so worth it!

I recently started dating Sarah

The problem is that she just doesn't like my best friend, Linda. Linda and I are good friends, and we help each other to study! Sarah keeps telling me not to hang out with Linda anymore. She says Linda and I spend too much time together. She thinks Linda is in love with me. I keep telling her that Linda is just a friend. But she keeps telling me she's not prepared to share me with anyone. This situation is ruining my friendship with Linda.

Scenario 2



Try to acknowledge your emotions, learn from them – without becoming them

Yati imivo, fundza kuyo, ngaphandle kwekutsi ube ngiyo

Relationships that harm

It is important to understand the difference between healthy and unhealthy relationships. You should learn to identify when a relationship is going well and notice “red flags” that may indicate that your relationship is becoming unhealthy or abusive.

2. Use the information on page 17 of Info Page C to discuss and evaluate how detrimental relationships can negatively affect our wellbeing.
3. Read the two scenarios depicting detrimental relationships. Analyse one of them using the questions below:
 - What are the signs of controlling behaviour, and how do they impact the autonomy and wellbeing of those involved?
 - How does a lack of boundaries affect these relationships?
 - What examples of controlling behaviour can you identify, and how do they influence the self-esteem of those in the relationship?
 - What is the potential impact of these detrimental relationships on the mental and emotional health of the people involved?

4. How could the individuals in one of the scenarios resolve their issues in a healthy way? Discuss how they could improve communication, set boundaries and rebuild trust.

Think about the qualities you want in your future, healthy relationships. Journal about these qualities and explain why they are important to you. Consider what qualities you will bring to your relationships.

Remember to write in your journal whenever you want to reflect on your experiences. Your journal is private and does not need to be shared without your permission.



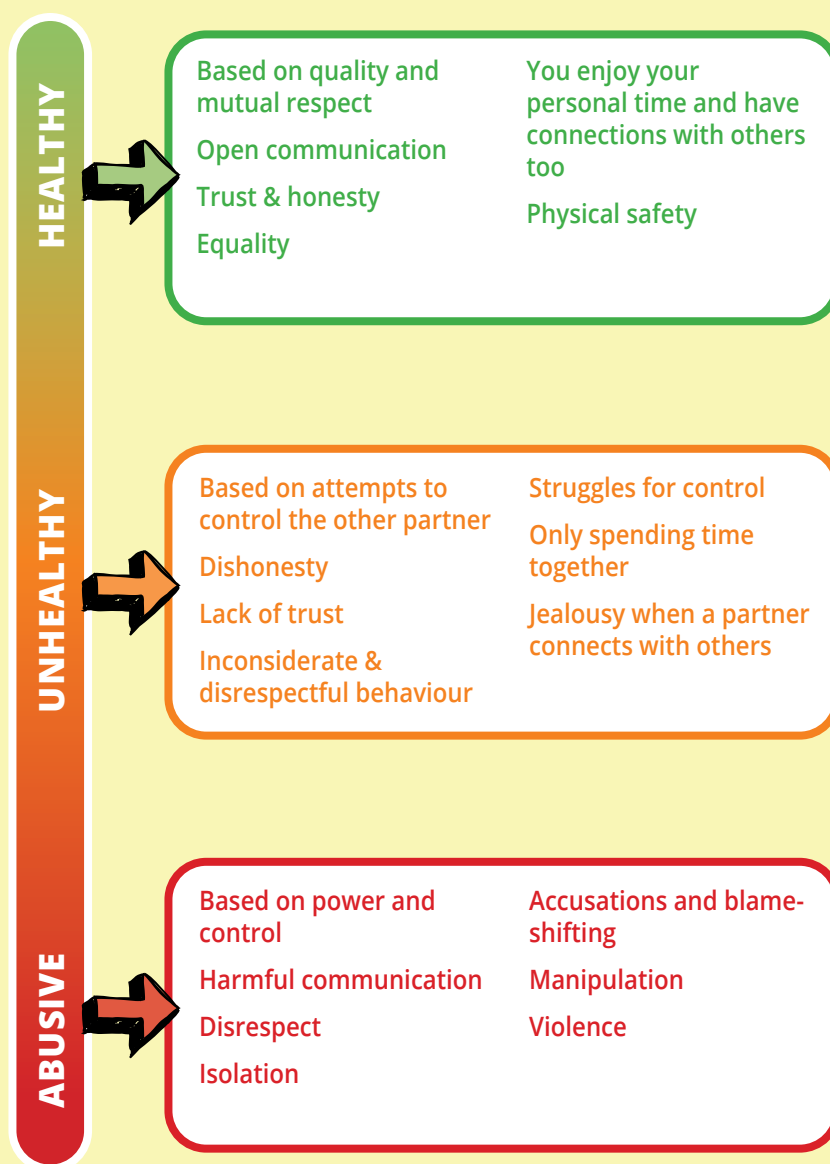


From healthy to abusive

In healthy relationships, individuals make decisions together and openly discuss whatever they're dealing with. In an unhealthy relationship, one person tries to make most of the decisions, while, in an abusive relationship, one person makes all the decisions and tries to control the other.

Study this infographic to understand the differences between healthy, unhealthy and abusive relationships.

The Relationship Spectrum



Factors that can cause relationships to be detrimental to our wellbeing

- **Conflict and stress:** Constant arguing or tension in relationships can lead to high stress levels.
- **Peer pressure:** Pressure from friends to do things you don't want to, or that are harmful, can negatively impact your wellbeing, making you feel stressed or uncomfortable.
- **Bullying:** Being mistreated, teased or bullied by can seriously harm your self-esteem, mental health and overall happiness.
- **Isolation:** Feeling left out or excluded from social groups can lead to loneliness, sadness and a sense of not belonging, which can negatively affect your wellbeing.
- **Abuse:** Any form of emotional, physical, or verbal abuse in a relationship harmful and can have severe consequences on your wellbeing, causing fear, anxiety and even physical harm.
- **Unhealthy boundaries:** When someone in a relationship doesn't respect your boundaries or makes you uncomfortable, it can negatively impact your emotional wellbeing.
- **Toxic friends:** Friends who are always negative, competitive or manipulative can drain your energy and hurt your self-esteem.
- **One-sided relationships:** If you're the only one putting effort into a relationship, it can be frustrating and lead to feelings of unappreciation and unhappiness.
- **Lack of support:** Not having people who listen and understand you when you need it can make you feel alone and unsupported, affecting your wellbeing.
- **Loss of independence:** Overly controlling or possessive relationships can limit your freedom and autonomy, which can be detrimental to your self-esteem and wellbeing.

It is important to recognise when a relationship is harming your wellbeing and seek help or talk to a trusted person about it. Healthy relationships should be supportive, respectful, and make you feel good about yourself.



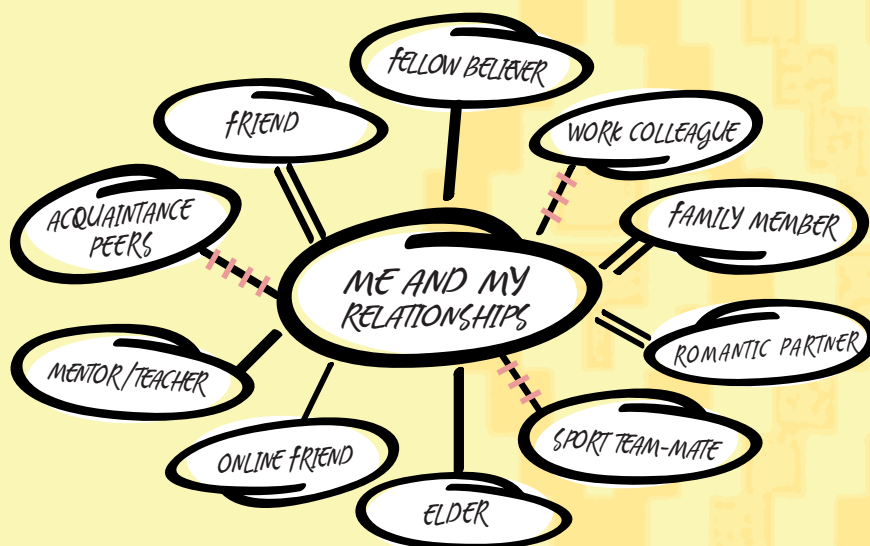
Compromise happens when you sacrifice and accept something that is different from what you really want. This is about give-and-take and can happen when you consider the wishes of others.

Controlling behaviour is when you only want someone to do things your way.

is

Different types of relationships

Natural developments that change relationships: Moving, meeting new people, health changes, new interests, getting older, earning money.



Unexpected events that change relationships: Accidents, unemployment, crime and violence, divorce, death.

Are these relationships real?

Many factors, including cultural and societal views, can influence how we see and think about relationships. For example, discrimination or prejudice can lead to unhealthy dynamics and negatively impact our wellbeing.

The media also bombard us with images and messages that can influence the way we see relationships. Not all of these messages are healthy, positive or even true. It is important to be critical of media messages so that we can create our own ideas of what a healthy relationship is.

People who create media messages in entertainment, advertising and social media, have their own beliefs, values, opinions and biases. Bias is a tendency to favour one perspective, idea or group over others, often in a way that is unfair or unbalanced. They select words, images, actions and other effects to tell a story from their point of view, or a story they think will sell. This affects how a story is told.

The media, through movies, TV shows, social media and music videos, shapes our values and beliefs about relationships in the following ways:

- **Unrealistic expectations:** Very often, the media make relationships seem perfect. In real life, relationships have ups and downs. The media can give us unrealistic expectations, making us think our own relationships should always be like those on screen.
- **Idealised beauty:** Look around, and you'll see that the media often portrays certain body types and looks as "ideal". This can make us feel pressured to look a certain way to attract someone or to be accepted in a relationship. But remember, real beauty comes in all shapes and sizes!
- **Gender stereotypes:** The media can reinforce traditional gender roles, suggesting that boys should be tough and girls should be nurturing. These stereotypes can affect our expectations in relationships. It's important to know that anyone, regardless of gender, can be caring, strong or sensitive.
- **Social media comparisons:** Social media can make it seem like everyone else's relationships are perfect. Remember, people usually post their best moments online. It's okay to have struggles; it's part of being human.
- **Pressure to start early:** Some movies and shows might make it look like you should start dating early in your teens. But it's important to date when you're ready and not because you feel pressured. It's okay to focus on friendships and personal growth first.
- **Influences on communication:** The media often shows characters not communicating well, which can lead to misunderstandings and drama. Good communication is the key to healthy relationships. Learn to talk openly and honestly with your partner.
- **Peer pressure and romance:** Sometimes, the media portrays peer pressure to engage in romantic activities. Remember, it's okay to set your own pace and say "no" if you're not comfortable.
- **Diversity and representation:** The media is getting better at showing diverse relationships, but there's still work to be done. It's important to see different types of relationships, backgrounds and orientations represented to understand that love is universal and unique for everyone.



Do your research and present your ideas or hypothesis

Enta lucwaningo lwakho bese wetfula imibono yakho lenga-kacinisekiswa (hypothesis)

Do your research

As young and active media consumers, you need to understand what the “real” story is or if this is simply something that the media would like us to believe.

Choose one medium to research. This could be a magazine, music videos, a movie, a TV series, social media platforms, a podcast or a selection of adverts.

Step 1: Use the media survey below to monitor the medium. Assess how this medium portrays relationships.

1. My Media Survey

- Identify the types of relationships depicted and the roles of men and women within these relationships.
- Examine how the media represents different gender identities and sexual orientations.
- Analyse how success is portrayed and which behaviours are shown as desirable.
- Is this the ‘real’ story? Assess whether these portrayals reflect reality or a constructed narrative.



Find, examine and weigh up the evidence

Hlola uphindze ulinganise lobufakazi

Share your research findings

Step 2: Compare your research findings with the common messages others have identified across all platforms.

2. Common Media Messages

- Determine the objectives of these media messages and the social and cultural norms they promote.
- Compare these portrayals with your lived experience.
- Evaluate the healthiness of these messages and explain your reasoning.
- Discuss the potential impact of these messages on your wellbeing, health and happiness.
- Offer advice to a young person on how to consume media responsibly.



Use empathy to perceive emotions and explore perspectives

Sebentisa luvelo kute ubone imiva yabo nekutsi uvise imicondvo yabo

Create your own media messages

Step 3: Create three short media messages that challenge how relationships are currently portrayed in the media. Think of all the positive things you could say to challenge gender norms and role expectations. Use empathy to understand how these portrayals impact others and create inspirational messages that promote real, healthy and ethical relationships instead.

3. Post!

- Post your messages on social media. Commit to using social media constructively and as a force for change.



While the media has a big impact on how we view relationships, it's important to remember that real relationships are complex and unique. Don't let the media dictate your values and beliefs about love. Use critical thinking and trust your instincts. Healthy relationships are built on trust, communication, respect and being yourself. Embrace your individuality and create relationships that make you happy and fulfilled, no matter what you see in the media!



Well done

Your journey to the future

Have you decided what you want to do after you leave school? There are so many options. A career is a long-term professional journey based on your passions, abilities and competencies. It is the path you choose to fulfil your dreams and goals. A career might last your entire life and be made up of numerous jobs as you progress and build your professional life. Your study path is what you choose to study. Ideally, your study path should take you towards a career. For example, if you choose to study education, it is probably because you want to work as a teacher one day.



Pause,
reflect and
assess your
emotions
and thoughts

Kgefutsa,
nahanisisa
mme o lekole
maikutlo le
mehopolo ya
hao

Career goals

Your choice of career will have a direct impact on what you need to study in the future.

1. Review your Vision Board and goals from the previous lesson set. Now, focus specifically on your study path and career goals. Write down your career goals and vision:
 - Reflect on what activities you enjoy doing.
 - Identify what skills or tasks you excel at.
 - Consider which careers align with your interests and strengths.
 - Explore what kind of work environment or daily tasks would suit you best.
2. Write down your medium to long-term career goals.
3. Use these goals to set short-term goals. Do you want to apply for further studies, bursary opportunities, or do you need to explore potential study or career paths further?
4. Plan your study path using *Info Page D Admission Requirements* and other research sources to which you have access.



Represent
your idea or
data in an
image, story
or model

Hlahisa
mohopolo
wa hao kapa
dintlha ka
setshwantsho
kapa
boemo kapa
mmotlolo

Develop a career portfolio

Making decisions about your career path is a significant step that can shape your future.

A career portfolio is a valuable way to showcase your skills, achievements and aspirations to potential universities, programmes, employers or scholarship committees. A well-organised portfolio can help you stand out and demonstrate your readiness for future opportunities on your study and career path.

Compile a career portfolio by completing one of the following activities.

5. The Department of Higher Education & Training (DHET) has developed a Career Plan Guide ("Khetha Booklet") to guide you through this process. Guided by your teacher, who will give you a copy, work through the booklet. Pay particular attention to the sections on developing a career portfolio.

OR

6. Develop your career portfolio by following the 10-Step Career Portfolio Process on page 21.



Complete each
step of the process
in your own time.
Remember, you
cannot rush this
important process.

10-Step Career Portfolio Process

1. Define your purpose	Use your goals to determine the purpose of your portfolio as this will guide the content you include. Are you creating it for job interviews, university or other applications?
2. Choose your format	Decide whether you want a physical portfolio (e.g., a physical file with printed materials) or a digital portfolio (e.g., a website or a digital document). Digital portfolios are easier to share and update.
3. Gather academic records and other skills and certifications	Include transcripts, reports and highlight any special academic achievements. Include any relevant skills, certifications or training programmes completed.
4. Showcase your extracurricular activities	Include details about clubs, sports teams, student government or any leadership roles held. Mention specific accomplishments and contributions.
5. Highlight volunteer and community service	Describe your involvement in volunteer work, community service projects or charitable organisations. Include photos, testimonials or any notable outcomes.
6. Showcase projects and work samples	Include any significant class projects, research papers, art pieces or other work that demonstrates skills and interests. Explain the context and the skills developed through these projects.
7. Write a personal statement	Include a well-written personal statement or career objective that explains your aspirations, values and why you are a strong candidate for your chosen path.
8. Include letters of recommendation	If possible, request letters of recommendation from teachers, mentors or other significant adults who can speak to your character, work ethic and potential. Include these in the portfolio.
9. Design and organise	Organise content logically into sections with clear headings and navigation. For digital portfolios, choose a clean and professional design.
10. Seek feedback	Before finalising your portfolio, consider seeking feedback to ensure that it effectively represents your skills and achievements.



Remember, a career portfolio is a dynamic tool that can evolve with your career. Regularly review it, and keep it up to date to reflect your latest accomplishments and experiences.



Admission requirements

If you have a career in mind, it is important to start now to look at what to study and the marks you might need if you are to turn your dreams into reality. Each education and training institution has specific admission requirements that relate directly to the courses you wish to study.

- Research what you need to study for the career of your dreams. Find out:
 - If you would have to register for a degree, diploma or certificate course.
 - The institutions that offer these courses.
 - The admission requirements (what pass marks you need). Use the information below, and on page 23, to guide you.
- If you do not have the right marks for your study path, create an action plan to improve your marks or adjust your study path accordingly.

See the Info Box on page 25 if you are not going to university, and wish to pursue an apprenticeship, skills programmes or learnership. You will learn more about learnerships on page 32.



Get the right pass marks

Spaces at education and training institutions are filled by those who have the right pass marks and who achieve the best results. You will need to make sure that you have the right pass marks for the study route you have chosen. These marks will need to align with the academic requirements of the institution where you wish to study.

There are three different pass levels for the National Senior Certificate (NSC) – a Certificate, Diploma or Bachelors pass. Each opens up a different study route.

Bachelors Pass

- At least 40% in your Home Language
- At least 50% in four Higher Credit subjects (see *Admission Requirements* for the list of Higher Credit and Lower Credit subjects)
- At least 30% in two other subjects.

Your ticket to:

A university for an undergraduate degree or diploma.

Diploma Pass

- At least 40% in your Home Language
- At least 40% in the first Additional Language
- At least 40% in three Higher Credit subjects
- At least 30% in two other subjects
- Can fail a subject but must have a year mark for this.

Your ticket to:

- A University of Technology for a diploma.
- A learnership.

Higher Certificate Pass

- At least 40% in your home language
 - At least 40% in two other subjects
 - At least 30% in four other subjects
- One of your languages must be either English or Afrikaans.

Your ticket to

- A TVET or private college for a certificate qualification or an apprenticeship.
- A learnership.

Spaces at education and training institutions are filled by those who have the right pass marks and who achieve the best results. It is always a good idea to try and improve your marks even if you might have the right pass for your study path.

Universities offer merit bursaries for those with a high Admission Point Score based on your marks. The better your results, the better your chance of getting where you want to go.

The Admission Point Score (APS)

The APS is an individual score calculated by using your matric marks (usually from prelims and finals). The way the points are calculated can differ between universities. You can find these scoring systems on the university website or get them from the university directly.

Below, you will find an example of one university's APS. The percentages of your top six matric subjects (excluding Life Orientation) are converted into points to see whether you qualify for a course or not. Make sure you know what the higher and lower credit subjects are so that you can calculate accurately.

NSC Rating Code	NSC %	APS	%	APS for Maths & English	APS for LO	APS for other subjects
		8	90-100	$8+2=10$	4	8
7	80-99	7	80-99	$7+2=9$	3	7
6	70-79	6	70-79	$6+2=8$	2	6
5	60-69	5	60-69	$5+2=7$	1	5
4	50-59	4	50-59	4	0	4
3	40-49	3	40-49	3	0	3
2	30-39	2	30-39	0	0	0
1	0-29	1	0-29	0	0	0

Universities also give out merit bursaries for those who pass matric with flying colours and score high on the APS.

If you want to work out your current APS, use your latest exam results from the end of Grade 10. If you plan to go to university, make sure that you work to improve your APS.



Most universities use an Admission Point Score (APS) Test while others also insist on a National Benchmark Test (NBT) as well. The NBT assesses how ready you are for university. There are two tests, the Academic and Quantitative Literacy (AQL) test and a Maths test (MAT). Everyone has to do the AQL but the MAT is only for those whose studies include maths. Follow this link to learn more about the National Benchmark Tests: <https://nbt.ac.za/>

20 Credit NCS

Subjects are given more recognition by tertiary institutions and include: Accounting, Agricultural Sciences, Business Studies, Dramatic Arts, Economics, Engineering Graphics and Design, Geography, History, Consumer Studies, Information Technology, Life Sciences, Mathematics, Mathematical literacy, Music, Physical Sciences, Religion Studies and Visual Arts.

10 Credit NCS

Subjects include: Agricultural Management Practices, Agricultural Technology, Civil Technology, Computer Applications Technology, Dance Studies, Design Studies, Electrical Technology, Hospitality Studies, Life Orientation, Mechanical Technology and Tourism.

How much will your studies cost?

Tuition costs are high and might put you off even thinking about studying further. A budget can give you some idea of what your studies might cost. From there you can work out what you can afford to pay and what financial aid you might need.

Xolani's study budget



Hi, Xolani here. I live in Joburg with my mother. I want to study Information Technology (IT) and have asked different institutions for a copy of their annual fees. I would prefer to go to the University of Johannesburg (UJ) but this depends on my budget and financial aid.

Information Technology (BIT, BTechIT, BScIT or equivalent)

Tertiary institution	Tuition: 1st Year
Cape Peninsula University of Technology (National Diploma)	R20 040
Rosebank College	R30 990
Damelin (Diploma)	R32 910
University of Johannesburg	R35 800
University of KwaZulu-Natal	R39 900
Rhodes University	R47 472
North-West University	R50 160
University of Pretoria	R55 000

Parent24 (2019) 'How much did a first year at a SA tertiary institution cost in 2018?' <https://www.parent24.com/Learn/Tertiary-education/how-much-does-a-first-year-at-university-cost-20160317> (Date accessed: 11/11/2019)



Persevere
and work
it out

Tiisetisa mme
o e sebetse

Xolani's budget is based on UJ's fees. He has included a financial breakdown that covers everything he needs for his first year of study.

- Study Xolani's budget and familiarise yourself with what it costs to study IT at the different institutions. Work out:
 - What it will cost Xolani to study at the institution of his choice.
 - What options he could pursue to make his studies more affordable.
 - What his most cost effective option would be.
 - What financial aid package he might need if his mother is able to contribute R30 000 and he:
 - Studies at his preferred institution.
 - Pursues the most cost effective option.

Xolani's budget (University of Jhb)	How much
Tuition Fees	R35 800
Application Fees	R0,00 (Web application)
Acceptance Fee	
Registration Fee	R610,00
Residence Fees (double room)	R28 028,00
Meals per day	R15 000,00
Textbooks	R2 000,00
Field Trips / Tools	R1 500,00
Transport	R0,00
Living expenses	R10 000,00
Any other? (IT levy)	R460,00
Total	



Ask questions that guide, probe and produce useful information

Botsa dipotso tse tataisang, batlisa hape o fane ka tlhahisoleseding ye bohlokwa

Budget for your own studies

2. Work through the following steps to learn about course fees and determine whether you will need financial aid to achieve your goals.

Step 1: Choose your studies

What course would you like to study?

List all the institutions that offer this.

Step 2: Cost your studies

What will your preferred course cost?

Look at the fees from a range of institutions, not just one.

Have you considered additional costs, e.g. books, food, transport? What else?

Use Xolani's list to help you work this out.

What will be the total costs for the year?

Step 3: Work out your finances

How much of your own money do you have for your studies?

Deduct this from what your course costs.

How could you cut costs and save?

How much financial aid would you need?

Step 4. Start to save

Select one of your budget items that you would like to save for, this year. This will help you decide how much you will need to put away each week or month. Choose a manageable target, for example, the target in Xolani's case could be the IT levy.

Think how you could raise and save this money. What small project could you start? What part-time job could you do?

Open a bank account that you will use to save your money. Find the bank with the best benefits and the lowest bank charges. To open an account, you will need your ID, your guardian's ID and a proof of residence.



What is required for apprenticeships, skills programmes and learnerships?

In a learnership, you study while you work. It combines both theoretical and work place training. The employer ('workplace') pays for you to get a qualification, which is directly linked to the occupation in which you are working. See page 32 for more.

Admission requirements differ depending on whether you are registering for an apprenticeship, skills programme or learnership. Even within these courses, there are different admission requirements. For some programmes, Grade 9 is needed, for others Grade 12 with maths and science. Once you know what course you want to study, you need to research the requirements.

Courses can be completed at Technical Vocational Education and Training (TVET) colleges or through private providers. The courses include both practical and theoretical training, with the focus being on preparing you for the job market. Courses are mostly shorter than university study with certificates taking up to one year and diplomas between 1 and 3 years.

Financing your studies

Now is a good time to start thinking about what kinds of financial aid you might need for your studies. Study loans, bursaries and scholarships are just some of the options. Don't give up: if one option doesn't work out, move on to the next one.



Do your research and present your ideas or hypothesis

Etsa dipatlisiso
tsa hao mme
o hlalise kgo-
polotaba ya
hao e hlohang
ho netefatswa

Who to approach for funding

Companies, institutions and government all offer financial aid packages for post-school study. Read *Your funding options* on Info Page E to find out more.

1. Research a study loan, bursary or scholarship currently on offer from government or a private company. (Get your classmates to select different options so that you learn about a range of possibilities).

Use the Info Box, *The research process*, on page 27, as a guide to explore the requirements of your option.

Find out:

- The name and contact details of who is offering the financial aid.
- The field of study that the loan, bursary or scholarship covers.
- The funding amounts and who qualifies.
- What the funding includes / excludes.
- How to apply for the funding. (What documents must you submit? Is there a means test?)
- The conditions of the funding. Will you have to pay this back or work for the company?

Keep this information for your final report in lesson 2.5.



Study Loans: A loan that students can take to help pay for their studies. Loans need to be paid back to the institution from which they were borrowed.

Bursaries: A grant or amount of money given to a student to allow them to study. Bursaries are given to students who are in financial need.

Scholarships: These are awarded to students who have very high grades, or who have excelled in a certain area, e.g. sport or drama, in order for them to pursue or continue their studies.

A **means test** is done to find out your financial circumstances and to work out if you qualify for assistance. Your guardians will be asked whether they are working, how much they earn etc. They might have to prove this by handing in bank statements.



The research process

Understanding and following the research process will help you to find the information you need.



Step 1:

Decide what topic you will be researching.



Step 2:

Think through all the questions you want answered. What do you want to know? Do you want to add any to those that have already been suggested on the opposite page and on the *Admission Requirements* Info Page D?



Step 3:

Take notes of where you are getting your information. If it is from a website, write down the website address and date you got the information. If it is a book, note down the name of the book, the date it was published, and who wrote or edited it.



Step 4:

Read and select the information you need, to answer your questions. Make notes.

Check out the closing date for each scholarship and bursary. Late applications are not considered. Universities also advertise funding opportunities so make sure you look regularly at their websites. My persistence helped me secure this scholarship.



Where to find information

There are many different places you can go to find out about bursaries and scholarships:

- Visit the school library or public library. Ask the librarian to assist you.
- Do an online search.
- Speak to someone who has received financial assistance for their studies.
- Ask your principal about any information that has been sent to the school.
- Contact the institution (university, private college or TVET college) about funding options.
- Speak to the Department of Higher Education and Training (DHET): Call them on: 086 999 0123 or check out their Career Portal on www.careersportal.co.za/bursaries



Your funding options

Bursaries and Scholarships

You can apply for bursaries and scholarships from government, universities and private companies.

Bursaries are available for those who cannot afford to pay for their studies. You will have to do a **means test** to prove that you cannot afford your studies without this bursary. A means test is done to find out your financial circumstances and to work out if you qualify for assistance. Your guardians will be asked whether they are working, how much they earn, etc. They might have to prove this by handing in bank statements.

You will not need to repay the bursary, unless you fail your courses. However, you may have to work for the company that

awarded you the bursary, after graduating. This is often useful as you will have little employment experience – something that most companies and organisations demand of job seekers.

Scholarships are available for those learners who have done well in their studies. These do not have to be repaid. Full scholarships cover your tuition as well as textbook requirements. You might even be given a monthly stipend for your living expenses. Partial scholarships may also be awarded.

For a list of scholarships in South Africa visit: <https://www.scholarshipportal.com/scholarships/south-africa>

Adapted from: EduConnect 'Find Funding' <https://educonnect.co.za/find-funding/> (Date accessed 23/03/2019).

NSFAS will verify household income and will inform the applicant whether they qualify. Not everyone who applies for this funding will get it as there is a limited amount of money available.

NSFAS does not fund short or part-time courses, or studies at any private institutions either. Funding will only be made available once NSFAS has received confirmation of a VALID registration at an APPROVED university or TVET college for an APPROVED course.



The National Student Financial Aid Scheme (NSFAS)



In 2018, government began subsidising free tertiary education. The NSFAS funding originally worked as a study loan but in 2018 was converted into a bursary after protests from poor and working class students. This bursary is based on merit and financial need.

Who can apply for the bursary:

1. Students from families with a combined household income of not more than R350 000 (three hundred and fifty thousand Rand) per annum, and registering at a TVET college or public university for the first time and studying an approved course.
2. Students returning to TVET colleges and public universities to complete or continue their first undergraduate qualification, if registered after January 2018 and having a combined household income of not more than R350 000. You apply and meet the entrance requirements of the university or college.
3. Students with disabilities and a combined household income of not more than R600 000 (six hundred thousand rand).
4. Students from families with a combined household income of R122 000 (one hundred and twenty-two thousand Rand) returning to TVET colleges and universities who first registered before January 2018.
5. Students from families who are recipients of South African Social Security Agency (SASSA) grants will qualify for NSFAS funding automatically.
6. Orphans will automatically qualify for NSFAS funding, provided there is confirmation of their status.

Only Department of Higher Education (DHET) approved courses at approved institutions will be considered for funding. You can find out from NSFAS if your course is on its list of DHET-approved courses.

How to apply

Online applications are the best way to apply. If you do not have online access an application form can also be completed manually at selected centres across the country and captured online. Ask at your NYDA or Social Development offices where these centres might be.

You will need to submit the following documents:

- An application form
- A consent form that gives NSFAS permission to verify all information and details submitted. Your parent / guardian must sign this.
- SA Identity Document: a certified copy no older than 3 months old
- Proof of income (Payslips, Salary Advice, Letter of Employment)
- Disability form
- Declaration form for orphans (signed by a social worker).

NSFAS contact details

To find out more about the National Student Financial Aid Scheme, go to the NSFAS website www.nsfas.org.za or email NSFAS on info@nsfas.org.za or call them on 0860 067 327.

Ref: 'NSFAS the 2019 student pocket guide. Your guide to the 2019 applications, post-applications and allowances'.

Funza Lushaka is a South African bursary for students who wish to become teachers.



Visit <http://www.funzalushaka.doe.gov.za/> to apply.

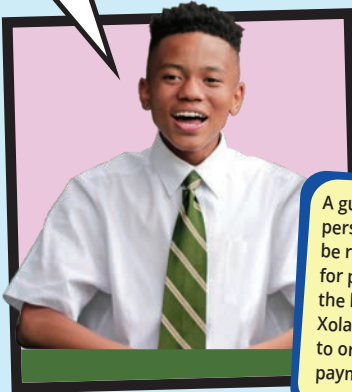


Applying for a study loan

Sometimes people borrow money from the bank if they don't have enough to cover their studies. Banks charge interest and this can end up costing a lot. Shop around for the best rates but remember to look at other ways to raise money to avoid this expensive option.

Xolani plans to study next year. He went with his uncle to the bank to find out about their study loans. Xolani is sharing his experience with friends who are also looking for funds to cover their studies.

My uncle went to the bank with me as he is my guarantor. He brought along his three months' bank statements, ID card, proof of residence and his latest pay slip to prove he is working. We're asking for a study loan of R60 000 per year for three years.



A guarantor is a person who will be responsible for paying back the loan should Xolani be unable to or misses any payments.

Will they give it to you?

Sure but interest is a killer – it's fixed at 10% for a loan of R60 000 until I complete.

That means that in first year you will have to pay R500 interest per month. And by second year, your loan will have increased to R120 000 so your interest repayments will go up too!



By the end of three years I will owe R180 000....

Remember, you will owe R180 000 and the 10% interest per month. By the time you finish you could end up paying close to R330 500!

But at least you won't have to worry about your fees, books and accommodation...

Sure, but if I don't get a job I will really have to worry. My advice is to spend time exploring financial options. Let's think of other ways to save and raise money.



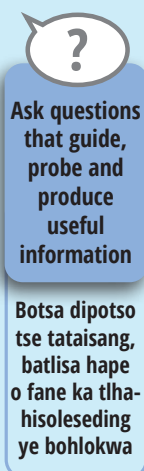


The cost of borrowing

1. Analyse Xolani's story and work out how much it would cost him if he is to get a study loan from the bank. Use the questions below to guide you.

Amounts borrowed (cumulative)	Interest rate	Amount per year	Amount per month
Year 1: R60 000	10%	R6 000	R500
Year 2: R120 000	10%		
Year 3: R180 000	10%		

- Calculate how much interest Xolani would have to pay for Year 2 and 3 if the bank's interest rate is fixed at 10%.
- Determine how much interest Xolani would have paid by the end of Year 3.
- Estimate how much interest Xolani will have to pay back on the loan when he completes his studies and gets a job.
- Explore other funding options Xolani should consider before deciding to take the loan.
- Advise Xolani on how to manage his repayments efficiently if he has no other choice but to take this study loan.
- Work out how much Xolani would have to pay back on his loan if he borrowed from a loan shark who charged an interest rate of 60%.



Compare bank study loans

2. Approach different banks to find out about their study loans.
 - Prepare a set of questions to ask about rates and what they offer.
 - Meet with the bank manager or phone them to ask your questions.
 - Compare your findings with your classmates.



What is interest?

A person who borrows money has to pay interest to the lender for the use of their money. Interest is normally calculated as a percentage per year. The amount you pay back is set by the institution or individual that has lent (loaned) you the money.

Borrowing from loan sharks

Loan sharks charge massive interest rates. There is no control over how much interest they charge you as they do not operate within the law. No bank, according to the National Credit Act, may charge anyone more than 27.75%. Loan sharks are charging you much more (it can be up to 60%).

Even if you need funding to cover parts of your student loan, avoid going to loan sharks! You are likely to end up getting into debt. Try to find other ways of obtaining the money.

What if you can't access funding?

It's not the end of the road if you cannot access funds to study after matric. You could apply for a learnership as this does not cost anything. There are also free online courses. As you explore various ways to get financial assistance, it is important to understand the costs and things you'll need to do for each option so that you can make responsible choices for your future.

Learn while you earn

Learnerships were introduced to address unemployment and skills shortages in South Africa especially for young people. Learnerships combine theory with practical skills training within a workplace. Learners are paid a stipend while in training and/ or in the workplace.

In 2018, there were 21 Sector Education and Training Authorities (SETAs). SETAs are responsible for managing learnerships. Each SETA identifies the skills needs of different economic sectors in South Africa. Every year they advertise a list of learnerships that relate to these skills needs. Some learnerships give preference to women or persons with disabilities.

You can apply for a learnership if you:

- Are between 16 and 35 years of age.
- Meet the entry requirements of the specific learnership (eg, this may be an NSC or a maths pass).
- Are a South African citizen (you may have to show proof by presenting your ID document).

South African Qualifications Authority (SAQA) 'What is a learnership'
<https://www.saga.org.za/docs/webcontent/2014/web0310.html> (Date accessed: 23112019)



?

Ask questions that guide, probe and produce useful information

Botsa dipotso tse tataisang, batlisa hape o fane ka tlhahisoleseding ye bohlokwa

Learning about learnerships

1. Choose a SETA and find out about what learnerships are on offer. Imagine that this SETA wants to interview candidates for the learnership.
- Brainstorm some of the questions the SETA may ask.

Here are some possibilities to get you started:

- Why do you want to do this learnership?
- What are your career plans and how will the learnership help you realise these?
- Why do you think you are a good candidate?
- How are you going to use what you learn to make South Africa a better place?
- Act out the interview process.
- Evaluate on how the interview went and how you could improve on your answers.





Explore **free** online courses

There are many free online courses. They range from courses on biology and architecture, through to communication and financial skills. These help keep you up-to-date with a study area. Record them in your CV. Taking online courses also shows commitment to learning and that you are serious about your studies.

Search online at: www.edx.org or www.coursera.org.

Financial Arrangements: Obligations

- Loans are usually paid with interest (the cost of credit). This involves a legal contract and loan agreement with the bank / institution.
- Bursaries do not usually need to be paid back (unless you do not pass or drop out).
- Scholarships generally do not need to be paid back, but you do need to do well and get good marks.
- Learnerships do not need to be paid back.



Make an informed choice, with an awareness of consequences

Etsa kgetho o na le tsebo mme o be le bolemohi le tsebo ka ditlamorao

Financial obligations and arrangements

In this lesson set you have learned about these financial assistance options: Study Loans, Bursaries, Scholarships, Apprenticeships and Learnerships (SETAs). It is important to know about the costs of the options, as well as your obligations (the things you have to do in return). This will help you to understand the full picture of each option.

2. Based on the financial assistance option you have chosen:

- Gather and organise all the information you have collected in this lesson set:
 - List the eligibility criteria and the step-by-step application process.
 - Calculate the costs related to your chosen financial assistance option, such as application fees, tuition fees not covered, or additional costs during the period (e.g. travel or rent).
- Describe your commitments or responsibilities tied to the financial assistance, e.g. service agreements, work-study requirements or repayment terms for loans. Analyse how these obligations may impact your educational journey and future.
- Assess your own eligibility for the selected financial assistance option and its alignment with your goals.
- Compare your findings with other learners to gather insights on the different financial assistance options.

3. Compile a report outlining the costs and obligations involved in your chosen financial assistance option. Include an analysis of the eligibility criteria, application steps, costs, any potential challenges, and how you could overcome them.

Don't give up on your dreams

Thousands of learners apply each year to study for courses they have set their hearts on. Space is limited, competition fierce, and funding is not always available.

In the face of such challenges, resilience is very important. Resilience is the ability to bounce back from setbacks, adapt to changing circumstances, and persevere in the pursuit of one's goals. Don't give up! With resilience, determination and discipline, you can achieve your dreams.

Read about Tania who showed great resilience, and the tips to build resilience, before completing the activity *Facing challenges head on* on page 35.

TANIA'S STORY: "I DIDN'T GET A B PASS BUT I STILL FULFILLED MY DREAMS"

Drum, 2018-01-05 12:39

"My parents had dreams of me becoming an industrial psychologist or a lawyer – whichever of these two courses I was accepted for would make them happy. So I sent off my applications to the traditional universities

they suggested and waited for my results.

A message came through on my phone the day the results were posted in 2011. "You passed Tania! Three distinctions and a D pass".

Long story short, my marks were not good

enough to get me into any university, though.

"It was in this year that I discovered that I really wanted to be a writer and I registered for a diploma in journalism without my parents' knowledge. I excelled in my course and now work for a well-

known media company. I love my job!

To all of you who have had setbacks, remember: Your life is not over. Find your strength and grow. You are not a failure. Sometimes the journey is longer than expected and that's fine too."

Adapted from: Drum (2018) My matric story: 'I didn't get a B pass but I still fulfilled my dreams' <https://www.news24.com/SouthAfrica/News/my-matric-story-i-didnt-get-a-b-pass-but-i-still-fulfilled-my-dreams-20180105> (Date accessed 25/11/2019)





Tips to build resilience

Resilience means being able to bounce back from challenges, as well as the ability to keep going despite obstacles. Resilient people find ways to stay hopeful when life gets hard.

The following strategies will help you to build resilience:

- Recognise that failure is necessary and that it is something to learn from. Apply the insights so that you progress on your learning journey.
- Keep motivated and work at those tasks that you might not immediately be able to resolve. Try different approaches. See what happens. Persevere!
- Be prepared to give and receive feedback, dealing with criticism and disagreement. Understand that this will help you to build a better version of yourself.
- Reflect on your thought processes so that you can understand, monitor, adapt and change these in ways that support learning.
- Be willing to ask for help when you need it. Talk to people. Find a mentor. A mentor is a person you trust who can give you advice. It may be a voluntary counsellor or teacher who guides you in work, school or other areas of your life. It could just be a group of friends who support each other.
- Visualise your future and what success means for you. Understand that you will have to take many steps before you get to where you want to be.
- Discipline creates motivation. When you stick to your tasks, even when it feels hard, you build momentum, which fuels your motivation. This motivation strengthens your resilience, helping you to face challenges with more determination and hope.



Try to
acknowledge
your emotions,
learn from
them – without
becoming them

Ellelwa
maikutlo a
hao, ithute ho
tswang ho ona,
ntle le hore o
be wona

Facing challenges head on

1. Use Tania's story to examine the issue of resilience:

- Describe how Tania demonstrated resilience.
- Analyse how her setbacks contributed to her personal growth.
- List the characteristics of a resilient person.
- Provide an example of resilience from your own life or someone you know.
- Suggest ways you could further develop your resilience.
- Add to the list *Tips to build resilience*.



Reflect and journal about a current challenge you are facing.

Think about how you can build resilience by considering what actions you can take, what lessons you can learn and who can support you as you move forward.

Your journal is private and does not need to be shared without your permission.



What is democracy?

Democracy is about people's power: all citizens have a say in who governs their country and how they govern it. In South Africa, citizens elect (vote for) political parties and leaders who will best represent their interests in government. Everyone is encouraged to participate in their community, play an active role in decision making, take collective action to raise issues of public concern, hold elected leaders accountable, and advocate (support and promote) for increased justice and development.

Voting is one of the most important ways to participate in our democracy. However, there are many other ways to participate. You can attend community meetings, join civil or political organisations, and also protest and petition. Paying taxes is another important form of participation and, when you are older, you can also stand for elections yourself!



Did you know?

The word 'democracy' comes from combining two Greek words, demos (which means 'people') and kratos ('force, power').

Many African societies practised democratic processes, like choosing leaders and collective decision making, before European colonising nations arrived on the continent.



Participate actively in productive dialogue

Bamba iqhaza ngomdlandla kwingxoxo enomphumela

Democracy's principles

Every country has a unique democratic system, made up of different structures, but they all have certain principles in common. Read about these principles on page 38 of Info Page F.

1. For each principle:

- Define what it means for you.
- Discuss how you can support it through your own actions.
- Identify examples in South Africa where it is not being upheld.
- Explain how you can participate (be involved with others) to uphold it.

13 Principles of Democracy

Democratic participation
Transparency
Economic freedom
Equality
Rule of law
Political tolerance
Control of the abuse of power
Human rights
Accepting the results of elections
Multi-party system
Bill of rights
Regular free and fair elections
Accountability

The Constitution of South Africa sets the rules for how our government works and explains the roles and functions of the different branches (the legislature, the executive and judiciary), spheres (national, provincial and local), traditional leaders and the public service. You need to get to know these institutions well if you are to participate effectively in democracy.



Find, examine and weigh up the evidence

Hlola/
Vivinya kanye
nokukala
ubufakazi

Can you help?

In a healthy democracy, everyone participates. Our institutions work for us. We are able to interact with them, raise our queries, hold leaders to account and advocate for change.

2. Study the graphic *Our system of democracy*, on page 39 of Info Page F, before completing the following activities. Use your understanding of the structure of our democracy to help advise the following people how and where they can get their queries or issues clarified or resolved.

Scenario 1:

Our community recently marched to the provincial legislature to demand water and sanitation services. The province said that this was not the right sphere of government to be talking to. What does this mean? Who is responsible for what? How do I hold them to account?

Scenario 2:

Traditional leaders in my village say that they have the power to make the decisions on land issues. Is this the case? What is their role in our democracy? Who has the power to pass laws?

Scenario 3:

Unemployment is high, and we also cannot afford data to look online for jobs. This is a basic right that should be in law. What can the different branches of government do to help us get our rights? Who has the final say? Who can help us get these rights?



Be willing to challenge your thinking habits

Zimisele
ukufaka
inselele
kwimikhuba
yakho
yokucabanga

How our democracy is organised

Governance is the way a country is managed by its leaders. South Africa is governed in such a way that:

- One person or party should not hold all the power.
- Elected leaders should not abuse or exploit their power.
- Government should be brought close to the people.
- Government should take everyone's needs into account.
- Everyone must participate in and decide on policy and laws that affect them.

3. Create a piece in which you assess the extent to which you think these objectives have been met. Motivate your reasoning and discuss what can be done to change things for the better. Include the actions you can take.



The Law-making Process

- 1. Drafting:** Legal experts and government officials create a proposed law (bill).
- 2. First reading:** The bill is introduced in either the National Assembly or the National Council of Provinces.
- 3. Committee stage:** The bill is examined and debated in a parliamentary committee.
- 4. Public participation:** Stakeholders and the public may have the opportunity to provide input and feedback.
- 5. Second reading:** Parliament debates the general principles of the bill.
- 6. Adoption:** If approved, the bill moves to the next stage.
- 7. Consideration in the other house:** The bill is sent to the other house (Assembly or Council) for review.
- 8. Committee stage in the other house:** The bill is scrutinised in a committee in the other house.
- 9. Public participation in the other house:** Additional public input may be sought.
- 10. Second reading in the other house:** The bill's general principles are debated in the other house.
- 11. Adoption in the other house:** If approved, the bill moves to the final stage.
- 12. Assent:** The bill receives formal approval from the President and becomes law if assented to.



Democracy's principles and structures

Principles of democracy

Although no two democratic countries are exactly the same, the following basic principles must exist in order to have a democratic government.

Democratic participation	Participation is the key role of citizens in democracy. It is not only their right, but it is their duty. Participation builds a better democracy.
Equality	Equality means that all individuals are valued equally, have equal opportunities, and may not be discriminated against because of their race, religion, ethnic group, gender or sexual orientation. In a democracy, people still maintain their right to have different cultures, languages and beliefs.
Political tolerance	Democratic societies are politically tolerant. This means that while the majority of the people rule, people who are not in power must be allowed to organise and speak out. Individual citizens must also learn to be tolerant of each other. A democratic society is enriched by diversity.
Accountability	In a democracy, elected and appointed officials are responsible for their actions, and have to be accountable to the people. Officials must make decisions and perform their duties according to the will and wishes of the people, not for themselves.
Transparency	For government to be accountable the people must be aware of what is happening in the country. This is referred to as transparency. A transparent government holds public meetings and allows citizens to attend, and the media and the people are able to get information about what decisions are being made, by whom and why.
Regular free and fair elections	The citizens of a democracy express their will by electing officials to represent them in government. These elected officials must be chosen, as well as removed, in a free and fair manner. Obstacles should not exist which make it difficult for people to vote. Intimidation, corruption and threats to citizens during or before an election are against the principles of democracy.
Multi-party system	Many political parties must participate in elections and play a role in government. A multi-party system provides voters with a choice of candidates, parties and policies to vote for.
Accepting the results of elections	In democratic elections, there are winners and losers. Often the losers in an election believe so strongly that their party or candidate is the best one, that they refuse to accept the results of the election. This is against democratic principles.
Economic freedom	Economic freedom means that private ownership of property and businesses is allowed, and that people may choose their own work and trade unions. While the state should not totally control the economy, in some democracies, where great inequality of wealth exists due to past discrimination, the government may play a stronger role in the economy.
Control of the abuse of power	Governments may not misuse or abuse their power. One of the most common abuses of power is corruption. Corruption occurs when government officials use public funds for their own benefit or exercise power in an illegal manner.
Bill of rights	A bill of rights is a list of rights and freedoms guaranteed to all people in the country. It limits the power of government and may also impose duties on individuals and organizations. In a democracy, courts have the power to enforce these rights.
Human rights	Democracies strive to respect and protect human rights. Human rights mean those values that reflect respect for human life and dignity. Democracy emphasises the value of every human being. Human rights include freedom of expression and association, the right to equality, and the right to education.
The rule of law	In a democracy no one is above the law, not even an elected president. This is called the rule of law. Everyone must obey the law and be held accountable if they violate it. Democracy also insists that the law be equally, fairly and consistently enforced.

Adapted: From "Democracy for All," Street Law, Inc.: <http://www.streetlaw.org/democlasson.html>

Our system of democracy

Separation of powers

This separation of powers ensures that members of our society are protected from abuses of state power. Each arm of the state checks up on how the other arms are using their power.



The **Public Protector** is an independent Chapter 9 organisation. The Public Protector holds government to account for misconduct. This can include maladministration, abuse of power, a breach of ethics or unlawful enrichment.



The Constitution is the supreme law in the land. The Constitution gives the different branches of government their power.

National level of government

The Legislature

Made up of the National Assembly (Parliament) and the National Council of Provinces (NCOP)



Parliament is responsible for making laws and seeing that the Executive implements and enforces these. The NCOP ensures that provincial interests are taken into account on a national level.

The Executive

Made up of Cabinet (President, ministers and other officials)



Cabinet is responsible for the day to day running of the country and for implementing laws and policy.

The Judiciary



The Judiciary is responsible for interpreting the laws and for judging disputes. It is independent and is accountable for upholding the law and the Constitution.

There is a National Traditional Authority and nine Provincial Traditional Authorities. Traditional leaders cannot change or pass laws but can and must be consulted for input into new laws.

Provincial level of government



Limpopo



Northern Cape



Eastern Cape



Western Cape



Free State



Mpumalanga



North West



KwaZulu Natal



Gauteng

Each province has a legislature or "mini-parliament" which can make laws only applicable for that province. However, it is important to note that provinces must have their constitutions aligned with that of the South African Constitution.

Local level of government

Local governments (or municipalities) manage the affairs of the cities and towns. They must provide basic municipal services that promote social justice.

These include water and sanitation, electricity, refuse removal (including cleaning streets), public transport and roads, and municipal health services. There are 278 local municipalities.



Citizens vote every five years in elections for political parties of their choice or people who will represent them in all structures of government.

Another country

On 26 April 1994, Allister Sparks, a South African journalist, wrote: “Tomorrow is another country...” These words may seem strange, but South Africans did indeed wake up in a new country on 27 April 1994. They woke up in a democracy! For the first time, every citizen had the right to choose their leaders, as well as to live in a country where everyone enjoyed equal human rights. The right to vote, and to give meaning to democracy through active participation, should never be taken for granted!

Learn about South Africa, Trevor Waller, Awareness Publishing, 2008

The preamble (introduction) of the Constitution introduces the key ideas and values that shape our democracy. The Bill of Rights, Chapter 2 of the Constitution, guarantees that all South Africans have the right to respect and equality under the law. It also prohibits discrimination - treating someone unfairly or differently on the basis of race, gender, sexual orientation, religion, nationality, being differently abled or other personal characteristics. By embracing the spirit of the preamble, and the protections contained in the Bill of Rights, you can play an active role in combating discrimination and human rights violations, and shaping our democracy into a more inclusive society for all.



Pause,
reflect and
assess your
emotions
and thoughts

Yima kancane,
buyekeza
kanye
nokuhlola
imizwa kanye
nemicabango
yakho

Giving meaning to democracy

1. Read the Preamble to South Africa's constitution on page v and the summary of South Africa's Bill of Rights on Info Page G.
 - Identify key words or phrases that convey the principles of democracy in the preamble.
 - Analyse how the preamble reflects the aspirations and struggles of the South African people during that time.
 - Discuss how the rights outlined in the Bill of Rights contribute to creating a fair and just society in South Africa.
2. Choose three rights from the Bill of Rights:
 - Explain how these rights contribute to the functioning of a democratic society.
 - Analyse how the three rights are interconnected and support one another.
 - Discuss how these interconnections strengthen democracy in South Africa.
3. The sculpture and photographs opposite each tell a story about democracy. Look at the sculpture and photographs and read the information about them.
 - Brainstorm what you imagine democracy means for the artist and photographers. Explain what makes you think this.

Journal about your thoughts on democracy. Reflect on what democracy means to you and how far South Africa has come. What do you think are the greatest threats to democracy and how can you contribute to strengthening it?



Your journal is private and does not need to be shared without your permission.



Place of Water

Nicky Newman, a documentary filmmaker and stills photographer, has been photographing the Pavilion, a public swimming pool in Cape Town, since 2013. Robben Island is visible in the distance on the ocean side, and the Cape Mountains and high rise buildings on the other. For her, this pool symbolises the freedom we now experience, as under apartheid the pool was open to white people only.

History, 2003, bronze by Dumile Feni

Dumile Feni, a well-known South African contemporary artist, was born in 1942 and died in 1991 after more than two decades in exile. Much of his work reflects on the struggle against apartheid. This sculpture, titled *History*, is found at the entrance to the Constitutional Court. The sculpture depicts how black people were treated under apartheid and how their labour was exploited during colonial times. The artwork shows a large yoked figure drawing a cart. Two other smaller figures sit on the cart, which is represented as another human figure.



A student demonstration



In 2016, Dennis Dvornak, an amateur film maker and photographer, photographed the #Feesmustfall protests at Wits University in Johannesburg when students began demonstrating against an 8% fee increase and calling for government to provide additional funding for tertiary education. When violence erupted on campus, the university management brought police onto the campus. This resulted in further clashes and accusations by students of police brutality. Students called for police to leave campus.



A summary of the Bill of Rights

The South African Bill of Rights protects the rights of all people in our country. It is built on the democratic values of human dignity, equality and freedom.

Section 9, Equality: All people are equal and the law has to treat us all the same way. No one, not even the government, can discriminate against you on the basis of your race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth. Affirmative action, to undo imbalances and disadvantages caused by discrimination in the past, is allowed.

Section 10, Human dignity: You have dignity as a human being. You have the right to have your dignity respected and protected. You have the duty to respect the dignity of others.

Section 11, Life: You have the right to life. No one is allowed to take the life of any other human being. The courts cannot sentence anyone to death.

Section 12, Freedom and security: You cannot be put in prison without good reason, or held in jail without a trial. You cannot be tortured. You have the right to be free from all forms of violence. Only you have the right to make decisions about your own body.

Section 13, Slavery, servitude and forced labour: You cannot be forced to work for someone else. You have the right to choose who to work for, and what work you do. You must be paid for your work.

Section 14, Personal privacy: You have the right to be as private as you choose. No one is allowed to search you, your home, or anything you own. No one is allowed to take your belongings or listen to your private communications.

Section 15, Freedom of religion, belief and opinion: You have the right to your own thoughts, opinions and religious beliefs. This includes not believing in any god.

Section 16, Freedom of expression: You have the right to express yourself freely. Anyone may create any media they choose, as long as they do not break the law, encourage violence or cause harm with 'hate speech'. There must be press freedom.

Section 17, Assembly, demonstration, picket and petition: You are free to organise and take part in public meetings and demonstrations and to present petitions, as long as you do so peacefully.

Section 18, Freedom of association: You can associate with, meet with, be friends with, and do business with, anyone you choose.

Section 19, Political rights: You are free to start or join a political party. If you are a citizen and over 18 years old you have the right to vote for your government in regular free and fair elections. You can keep your vote secret. You can also put yourself forward for election.

Section 20, Citizenship: If you are a citizen of South Africa no one can take that citizenship away from you.

Section 21, Freedom of movement and residence: You can move or live anywhere in South Africa. If you are a citizen you can leave the country and return at any time. You have the right to own a South African passport.

Section 22, Freedom of trade, occupation and profession: If you are a citizen of South Africa, you have the right to do whatever work you want as long as it is legal and you have the skills, experience or qualifications needed for the job.

Section 23, Labour relations: You have the right to be treated fairly at work. You can form or join a trade union or an employers' organisation. You have the right to take part in collective bargaining and to strike.

Section 24, Environment: Your right to a healthy environment must be protected by legislation.

Section 25, Property: You have the right to own and sell property. The government can take property from you for public purpose (like building a dam or a railway line) or for land reform (for instance, to compensate for land stolen in the past). If this happens, you must be paid a fair price for it.

Section 26, Housing: You have the right to a decent place to live. The state must do all in its power to help you achieve that. No one is allowed to deprive you of your home unless they have an order from a court.

Section 27, Healthcare, food, water and social security: You have the right to healthcare, emergency medical treatment, food, water and social security (government grants to help you if you do not have a job, or do not earn enough to support your family).

Section 28, Children: All children have the right to a name, to be a citizen, to parental care, to shelter and to healthy food. Children who have no family have the right to receive proper care from others. Children may not be neglected or abused, or forced to work. All children have the right to be free from war and other violence. They have the right to get legal help if they are charged with a crime.

Section 29, Education: You have the right to a basic education, including adult basic education. You also have the right to further education and the state must make this available and accessible. You have the right to receive education in the language of your choice.

Section 30, Language and culture: You can use the language, and follow the culture, or the religion, of your choice. (This includes the right not to follow any religion.) But you must respect everyone else's human rights when you do so.

Section 31, Cultural, religious and linguistic communities: You and the members of your community may not be denied the right to your culture, religion and language. But no community may do anything that affects the rights of others. You have the right to take part in any organisation you choose.

Section 32, Access to information: You are allowed to get any information the government or anyone else has, if that information will help you to protect your rights.

Section 33, Just administration: State administrators must provide you with the services that are your right, in a legal, reasonable and fair way.

Section 34, Access to courts: You have the right to have any legal disagreement resolved in a fair public hearing in a court, or by another independent decision-making body. The government must provide you with a lawyer if you cannot afford one.

Section 35, Arrested, detained and accused persons: If you are arrested, you have the right to a lawyer, a fair trial and fair treatment. No one can force you to confess to anything or say anything that can be used as evidence against you.

Section 36, Limitation of rights: All these rights can be limited if it is fair to do so. In other words all rights are interconnected and should work together to support each other. The freedom of one individual or community should never violate the freedom of others.

Section 37, States of emergency: Your rights can be limited when the life of the nation is threatened by war, invasion, general insurrection, disorder, natural disaster or other public emergency. In this case individual rights become less important than everyone's right to survive in an emergency.

Section 38, Enforcement of rights: If you believe your rights have been infringed or threatened you have the right to go to court. You can also do this on behalf of others or in the public interest.

Section 39, Interpretation of the Bill of Rights: The language used in the Bill of Rights is sometimes broad and open to interpretation. When this is the case judges need to base their interpretations on the values of dignity, equality and freedom.

Democracy in action

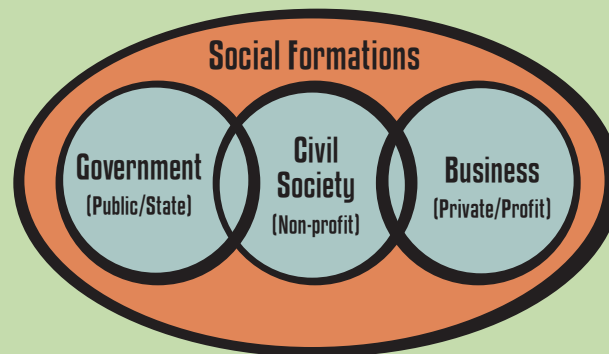
South Africa is made up of three sectors: the public sector, which is the government and its branches; the private sector, which includes businesses; and the civil sector, which includes the organisations that act in the public's interests but are not motivated by profit or power.

INFO

Advocacy: actions that speak in favour of, recommend, argue for a cause, support or defend, or plead on behalf of others. For example, learners may advocate for their rights at school

Lobbying: the ways in which individuals or private interest groups try to influence the decisions of government.

Mandate: an official order to do something. When a politician is elected, they have a mandate (or 'go-ahead') to implement their policies.



South Africa's constitution gives a special place for civil society to play an oversight role over democratic institutions, monitor human rights and to give citizens the tools to know and assert their rights. Civil Society Organisations (CSOs) encourage all members of society to be active participants in a democracy:

- An NGO is a Non-Governmental Organisation that is independent of any government, usually non-profit, and often addresses social or political issues.
- A CBO is a Community-Based Organisation that is non-profit and works at a local level to improve life for residents.
- Faith-Based Organisations (FBO) are religious-based groups, while Representative Councils of Learners (RCL) are a way for learners to take part and practice democracy in schools. (See Lesson 3.4)

Civil Society

1. Analyse the role of civil society:

- Explain why you think it is important for a democracy to have a vibrant civil society.
- Identify Civil Society Organisations you know about.
- Describe the difference you have seen them make in your life or the lives of others.

2. Have a class debate: Do you think Civil Society Organisations are important even though it is the government's duty to improve the lives of its citizens? Assign learners to argue for or against the proposition that civil society is a crucial force in driving positive change in South Africa.

3. Reflect on how your moral judgements – decisions about what is right and wrong based on your beliefs and values – influenced your position in this debate.

Question
the way you
make moral
judgements

Zibuze indlela
owehlulela
ngayo okuhle
nokubi

Empowering communities: Participation and advocacy in local governance

Local community structures allow citizens to communicate, collaborate and participate in shaping the development of their communities. Through community meetings, public consultations and volunteering, civil society ensures that the diverse needs and concerns of communities are addressed. This engagement reinforces democratic principles such as inclusivity and openness, in South Africa's local governance, to create a more empowered society. Examples include Community Policing Forums (CPFs) and Ward Committees.

CPFs bring together community members and the police to work on safety issues and prevent crime together. Ward Committees are groups of elected representatives and community members that address local needs, advise local government and oversee service delivery. Citizens may lead and participate in directed meetings within local community structures where decisions are made, perspectives are shared and collective actions are planned.

Citizens can also shape change through democratic tools such as petitions and protests. Protests (peaceful marches or demonstrations) provide a platform for citizens to collectively express dissatisfaction or demand action from government. Petitions, as outlined in Section 17 of the Constitution, grant every citizen the right to present written complaints or requests to Parliament. The petition process begins with citizens identifying a specific concern and drafting a formal petition outlining the issue and their desired result. Signatures are collected to demonstrate community support. Once submitted to Parliament, the petition undergoes review, which may then lead to further parliamentary actions such as debates, discussions or referrals to committees for investigation and resolution.

Citizens may also engage in **advocacy** and **lobbying** to influence governmental decisions. Citizens can also influence how things work by choosing representatives, and these representatives use their **mandate** to make decisions for the betterment of the community.



Getting involved

In 2015, the government introduced a Learner Transport Policy that talks about safe and efficient transport for learners. In 2017, when the policy had yet to be implemented in many schools, the learners from Nquthu, KwaZulu-Natal started a protest to demand this right.

4. Discuss:

- Describe how you think these learners are affected.
- Identify the school structures that could support the learners in their advocacy.
- Identify outside organisations or democratic institutions that could help. Explain.

5. Draft a petition, on behalf of the learners from Nquthu, to influence the government to implement the policy effectively. Outline the specific concerns, propose the necessary actions and explain how this could benefit the community. Structure the petition clearly to present your arguments.

Vuk'uzenzele

“Vuk’uzenzele” means “get up and do it yourself”. Vibrant and active members of society often create their own organisations to hold leaders to account and to advocate for change. The success of any organisation depends on how well it is run and whether it can get enough people to support it.

Democracy right here, at your school

A Representative Council of learners (RCL) is just one of the ways that learners can take part and practise democracy in school. The South African Schools Act gives learners the right to have an RCL in secondary schools. Each class must elect two learners to the RCL. The Act (84/1996, as amended) also requires induction and leadership training for RCL members and includes learner representation in school governance.

Systems need to be put in place for the RCL to be efficient and effective. This includes drafting a constitution and learning how to run effective meetings.



Represent
your idea or
data in an
image, story
or model

Khombisa
umbono
wakho
noma ulwazi
ngomfanekiso
noma
isilinganiso,
noma imodeli

Draft a constitution

A constitution is important as it sets the rules for your organisation that everyone should agree on. It is a contract between everyone in the organisation.

1. Draft a constitution for your RCL or, if you already have a constitution, read through and try and improve on it. Use these points as your guide:
 - The organisational aims and objectives.
 - How it will work; its broad principles.
 - The basic process for decision making and getting the work done.
 - Its membership.
 - How often it will meet.
 - How leaders will be elected.
 - The roles and responsibilities of leaders.
 - Ways to ensure that leaders are held accountable.



Make an informed choice, with an awareness of consequences

Khetha ngokusekelwe kulwazi ngokuqondisisa imiphumela

Plan your meeting

2. Plan to organise and run your first meeting, now that you have a constitution. The aim of the meeting is to introduce the RCL to learners.
 - Decide on the purpose of the meeting and what you want to achieve.
 - Allocate different roles and responsibilities. Who will be the chairperson? Who will take minutes?
 - Select who to invite. Who will be the main speakers? Are there other organisations that you want to involve?
 - Plan the agenda. What will be the main items you will present and discuss?
 - Agree on how to manage the meeting. How much time will you allow for discussion on each point?
 - Advertise the meeting. Will this be via a printed pamphlet? Or email? A poster? WhatsApp? Word of mouth? Instagram? TikTok? Another social media platform?



Participate actively in productive dialogue

Bamba iqhaza ngomdlandla kwingxoxo enomphumela

Hold your meeting

3. Role-play your first meeting.
 - Choose which group members will play the roles of the Chairperson, Secretary, and Treasurer. Allow a few people to act as other learners.
 - Work through the agenda items. Allow all items or presentations to be explained clearly, questioned and discussed.
 - Assess whether you are ready to hold the meeting or if more planning is needed.



Duties of democratic leaders

- Communicate regularly with your constituency. This means getting mandates and giving report-backs. A mandate gives leaders the authority to represent learners' views, even those you might disagree with.
- Stick to the mandate unless the learners decide to change what they want you to say or do.
- Be accountable. Listen to, and accurately represent, learners' interests and concerns in a responsible way. Remember: You need to account or answer for any decisions taken.
- Stay true to the values and issues you stood for in the RCL elections.

At the height of the #FeesmustFall protests, leadership held successful mass meetings to seek mandates and report back to students on agreements reached around student fees. Social media and word of mouth were used to get students to these mass meetings.

Sports support nation-building

Nation-building is when a society of people with diverse origins, histories, languages, cultures and religions come together to work towards removing divisions and injustices of the past to build a unified national identity. Sports can play an important role in nation-building.

Sports bring people together, helping to create a strong sense of togetherness and pride in our nation. When we play or cheer for a team, we feel a shared connection, no matter our differences. This shared joy and enthusiasm help build a common identity. Sports also teach us important values like teamwork, respect and fair play, which are essential for a united and harmonious society. Sporting events often become a source of national pride, breaking down barriers and contributing to the overall goal of nation-building.

“Sport has the power to change the world. It has the power to inspire. It has the power to unite people. Sport can awaken hope where there was previously only despair.” NELSON MANDELA



Investigate
the past –
predict the
future –
relate it to
the present

Phenyisisa
ngokwendlule
– qagela
ngekusasa –
kuqhathanisa
nokwenzeka
manje

The role of sport

1. Choose a recent or historical sporting event that has contributed to nation-building:
 - Describe the specific contributions this event has made to uniting the nation.
 - Analyse whether this event aligns with Mandela’s views on the role of sport in society.
 - Reflect on your views regarding the role of sports in nation-building and how this event illustrates those views.
2. Read the Info box on page 49 to evaluate how the values of sport can contribute to nation-building.
 - Write two paragraphs presenting arguments for and against the statement:

Sport is a powerful tool for nation-building.

- Use examples and evidence to support your points and illustrate your arguments.



Youth sports programmes develop ethical adults

- Sport teaches athletes to respect effort. It breaks down biases (sex, ethnicity, privilege) and allows people to see each other based on merit. As adults, this allows them to embrace equality and respect people equally, based on values and actions instead of stereotypes.
- Sports teach athletes that individual teammates have unique skills and talents that should be utilised, not suppressed. This lesson manifests as adults who value and respect each other for their talents and skills.
- Athletes learn that, if you want a person's best effort, that person must feel valued and appreciated. Team leaders gain the loyalty of their teammates through collaboration, not intimidation. As adults, they lead collaboratively and don't exploit a position of authority to exert power over another person.
- Athletes learn that losing doesn't reduce your value or self-worth. Competition – and life – is a series of wins and losses that don't change who you are. As adults, this grows into the respectful give-and-take found in successful personal and professional relationships.



Be willing
to challenge
your thinking
habits

Zimisele
ukufaka
inselele
kwimikhuba
yakho
yokucabanga

Sport at your school

3. Evaluate the role that sport can play at your school:
 - Identify the sports that take place in your school or community.
 - Discuss common perceptions about the role of sport in your school or community.
4. Suggest ways that sport could be used to: bring diverse people together; build democracy; encourage collaboration on projects; create economic growth; change perceptions of the community.
5. Plan a sporting event, with a view to testing your theory about the role of sport in nation-building.
 - Determine how you will know if your sport experiment has succeeded in bringing diverse people together.
 - Specify the criteria you would use to assess your success.

Bad behaviour detracts from nation-building

While sports have the potential to unite people and contribute to nation-building, there are times when sports may weaken nation-building. Negative incidents, such as violent behaviour among fans, or discrimination on the basis of race or gender, can create division and undermine (harm) the values that should promote unity.

In sports, triggers refer to specific incidents, situations or factors that can cause intense emotional responses from participants or spectators. These triggers, when negative, can lead to “bad behavior”. We need to identify and manage these triggers to ensure that the focus remains on the game itself rather than on negative behaviors that can detract from the overall experience.

What triggers bad behaviour in sport?

Social identity

People have a basic need to belong to groups. In the case of two sports teams, fans divide themselves into two separate groups, and putting two groups with such big differences between them close together often causes trouble.

Social circumstances of fans

Fans often bring their own outside problems and issues into a match. Often, they don't have many options to let out their stress and frustration. An energetic atmosphere like at a sports match gives them a reason to let loose. This excitement causes some people to lose their cool, and act in a way that they wouldn't normally.

Events during the match

Events that happen during a match can cause bad behaviour by spectators, especially about the score or result of the sports match. If it is an important game, fans may get very upset when their team loses. This may cause them to lash out at the source of their anger: the other team, or their fans.

The effects of alcohol

Alcohol is often consumed at large sporting events and it can cause bad behaviour by spectators.

<https://sportmanagementhub.com/bad-behaviour-in-sports-byspectators>



**Question
the way you
make moral
judgements**

**Zibuze indlela
owehlulela
ngayo okuhle
nokubi**

The causes of bad behaviour

1. Examine how sport can detract from nation-building:

- Evaluate the effect of bad behaviour in sport on participants, other team members, spectators, fans, opposing teams, the community and the nation.
- Define “social identity” and discuss how it may contribute to bad behaviour in sport.
- Analyse how the social circumstances of fans may lead to bad behaviour, including your own experiences.
- Identify other behaviours that impact negatively on sport, incorporating your own experiences.



Fair play values

The concept of “fair play” is fundamental to sports and other competitive activities. It is about playing honestly and adhering to the rules, both in letter and in spirit, to ensure that the competition is just and equitable for all participants. “In letter and in spirit” means following the rules as they are written and also understanding and respecting the reasons behind them. It emphasises the importance of not just mechanically following rules, but embracing the values that the rules aim to uphold.

Fair play values include **respect, team spirit, tolerance, friendship and equality.**

Positive behaviour programmes in sports, emphasising respect for authority, opponents and spectators, contribute to a healthy sporting culture. These programmes help to shape individuals into responsible citizens who understand the values of sportsmanship and fair play.



**Structure your
argument**

Hlela kahle
ngononina
ingqikithi
yephuzu
lakho

Positive behaviour

2. Examine positive behaviour and fair play values in sport:
 - Explain your understanding of each of the values in sports.
 - Discuss why these values are important in sports and how they affect the way games are played and perceived by others.
 - Recall a time when someone did not follow the values of fair play and describe the consequences for the game and the players involved.
 - Explore how the values of fair play in sports apply to other areas of life, such as school or work.
3. Create a positive behaviour policy or code of conduct (including rules) that you think would help encourage more ethical behaviour among sports fans, and promote democracy and a positive attitude in South Africa.



Well done

Generic stretches

DYNAMIC STRETCHES

- Dynamic stretches involve movement.
- Use dynamic stretches to warm up.
- Focus on movements that will be experienced in a particular sport or event.
- Dynamic stretches improve your range of motion.
- Dynamic stretches prepare the muscles for the activity by waking up the stretch-shortening complex, increasing muscle temperature and stimulating the nervous system, which results in greater power output.
- Dynamic stretches involve active movements, where your joints and muscles go through a full range of motion; and quick stretches, slightly greater than your normal range of motion.

STATIC STRETCHES

- For static stretches you sit, stand or lie still and hold a single position for a little while.
- These stretches are safe and effective ways to cool down.
- Gradually stretch your muscle to the point of mild tension, not pain.
- Focus on technique during the stretch.
- Hold stretches for 15 to 20 seconds initially, then for 30 seconds.
- Do four reps for each stretch for optimal gain.
- Keep breathing slowly and rhythmically during each stretch.
- Longer holds do not reap more rewards.
- Key benefits of static stretches are: increased muscular endurance and muscular strength.

BENEFITS OF FLEXIBILITY TRAINING

- Increases range of motion.
- Reduces the incidence and severity of injuries.
- Improves posture and muscle symmetry.
- Delays the onset of muscular fatigue.
- Prevents or reduces muscle soreness after exercise.
- Increases the level of certain skills and muscular efficiency.
- Promotes mental relaxation.

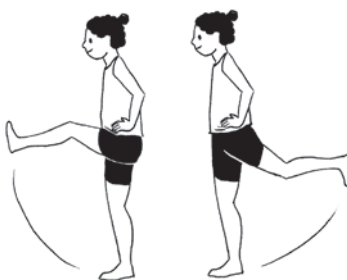
WARM-UP: DYNAMIC STRETCHES

1. Lateral movements



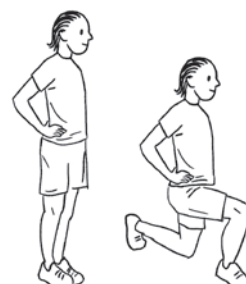
With your feet apart and hands on hips or waist, shift your weight from side to side. Bend your supporting knee and extend the other leg. This is to prepare knees, ankles and hips for any and all movement patterns. Start in a half squat position with legs apart, then shuffle sideways. Do a variation with a quick side step-hop manoeuvre.

2. Leg swings



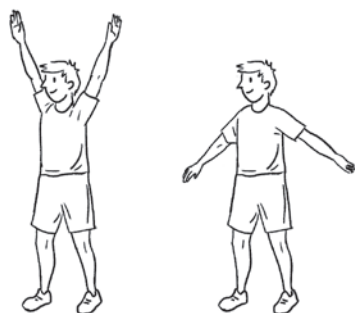
Swing and kick your leg up as high as you can, feeling a stretch in the hamstrings and glutes while activating your hip flexors. Try to keep your other heel flat on the floor. Continue with the opposite leg.

3. Lunges



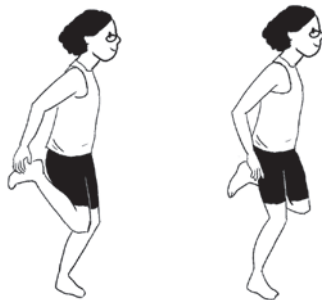
For dynamic lunges take a longer stride than traditional lunges. Allow your back leg to bend only slightly, and keep your front knee behind your toes. Hold the downward position of the lunge for two to three seconds, then push off the front leg and continue with the other leg.

4. Arm circles



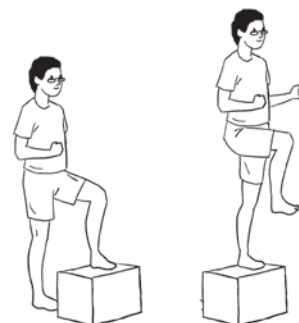
Controlled arm circles activate the muscles of the shoulders, back and chest while stretching those same muscle groups. Circle your arms forward and backward for 30 seconds each. Do torso twists by keeping your arms up while rotating at the hips, back and forth, to activate the abdominals and lower back.

5. Butt kicks



While running on the spot kick your heels against your buttocks. Then do the same exercise (action) while jogging slowly.

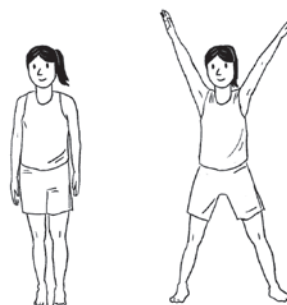
6. Knee raises



While running on the spot raise your knees in line with your waist. The progression would be to raise your knees toward your chest. For variety, use boxes for stepping up and down.

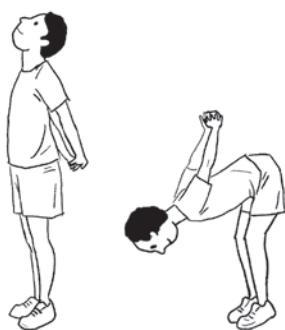
7. Jumping jacks or star jumps

From a standing position raise both arms to shoulder height while simultaneously lifting both legs sideways off the floor (see image). Progression will be to raise hands to touch above your head in the initial action.



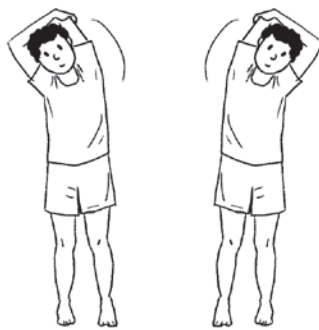
COOLDOWN: STATIC STRETCHES

1. Chest stretch



Push both arms backward and lock your fingers behind your back. Now raise your arms behind your back as high as possible. Hold this position at its highest point for 30 seconds. Do 4 reps.

2. Tricep stretch backward



In an upright position let your shoulders relax, with your arms hanging at your sides. Bring your right arm behind your back with your hand touching the middle of your back, between your shoulder blades. With your left hand, grab your right elbow and push it back as far as you can. Hold this position for 30 seconds, relax and repeat for other side.

3. Calf stretch



Stand up straight with your feet evenly placed, approximately your shoulders' width apart. Put your hands on your hips and step forward with your right leg. Bend the front leg while pushing the left leg back. Keep your left foot flat on the ground and push your body weight forward onto your right leg. Hold that position for 30 seconds. Reverse the position with the other leg. Use support for this stretch if you need it.

4. Hamstring stretch A



Stand up straight with your feet evenly placed, approximately your shoulders' width apart. Step forward with your right leg. Straighten the front leg while bending the left leg. Bend your body forward and move your head towards your right knee. Hold that position for 30 seconds. Reverse the position with the other leg.

5. Hamstring stretch B



Sit on the ground with your feet extended. Raise your right leg towards your left arm and then do the same for your left leg towards your right arm.

6. Quadriceps stretch



Unlike your hamstrings, the quadriceps involve the front of your upper leg. In a standing position lift and bend your right leg back. With your left hand reach behind you and grab your right ankle. Gently pull your right foot up towards your buttocks. Hold this position for 30 seconds, then relax and return your foot to the ground. Repeat for the left leg. Use support for this stretch if you need it.

7. Gluteus stretch



Lie on the floor or a mat. Bend the right leg and keep the right foot flat on the floor. Cross your left leg over your right thigh. Hold onto the back of the right thigh with both hands. Pull both legs toward your torso. Repeat on the opposite side.

8. Groin stretch



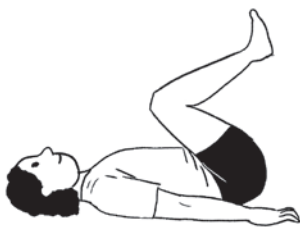
Sit on the floor with the soles of your feet touching. While holding your feet lean your upper body forward, bending from the hips. Hold this position for 30 seconds.

9. Outer thigh stretch



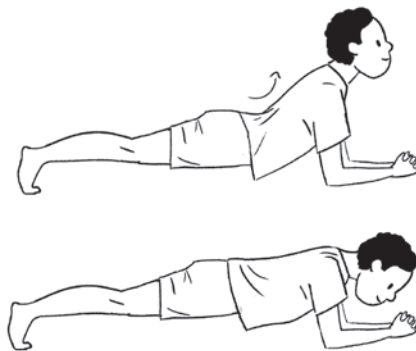
Sit with your legs flat on the floor. Bring your left leg towards your chest then place your left foot on the outside of your right leg. Place both hands on your left knee and pull the knee towards your chest. Hold this position for 30 seconds. Change legs and repeat.

10. Lower-back stretch



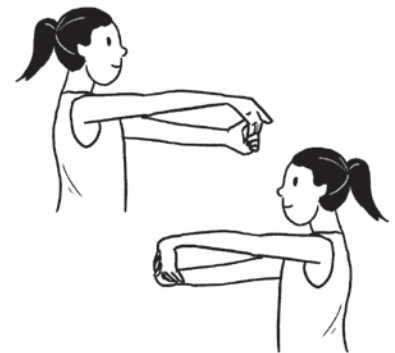
Lie on your back with your knees bent. Hug your shins and slowly pull your knees up to your chest until you feel a gentle stretch in your lower back.

11. Abdominal stretch



Lie on your stomach with your hands underneath your shoulders. Gently push your upper body off the ground and use your toes to balance, keeping your back and legs as straight as possible. Hold.

12. Wrist stretch



Extend both arms straight forward and on top of each other, with your palm facing away from your face. Use your left hand to bend your right wrist back as far as you can until you feel a stretch in your wrist/forearm. Repeat with the other hand. Then bend your wrist in the opposite direction until you feel a stretch. Repeat with the other wrist.

Circuit training

This fitness programme will build your muscle strength and endurance, as well as improve your cardiovascular fitness and flexibility.

THIRTY SECONDS CIRCUIT TRAINING

There are eight stations in this circuit. You have 30 seconds to complete as many repetitions or sequences as possible at each station. Make sure that you take 30 seconds to rest before you move to the next station.

WARM-UP

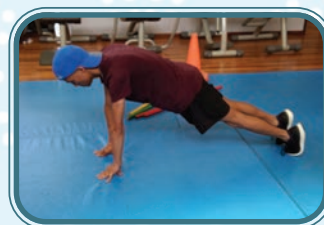
Complete these hop-skips and jumps as part of warm up: double leg jumps; single leg hops; skip jumps; hop-skip-jumps and tuck jumps. Do these for 20m going backwards and forwards.



1

BURPEES FOR CARDIOVASCULAR FITNESS

Carry out this burpees sequence to help build muscle strength. Then repeat the sequence.



1) Do one press-up in a prone position. (2) Jump to a wide-legged position and then bring your feet back together again. (3) Jump forward to crouch position. (4) Stretch jump up, return to a crouch and then jump back to a prone position.

2

TYRE ARM LIFTS

Face forward. Place both hands on a tyre or raised object in front of you. Step back and allow your arms to support you. Following a four-count sequence, lift the left arm up, place it down, lift the right arm up and place it down. Repeat this sequence.



3

JOINT FLEXIBILITY

Lie on your stomach. Reach your hands behind your back and grasp your ankles. Pull yourself up into a bow position and then relax.





4

RUN, LIE, RUN

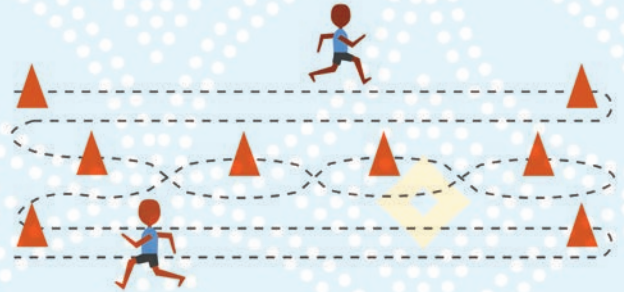
Sprint for 20m and lie down on your back. Jump back up and sprint back to the start.



5

ILLINOIS AGILITY TEST

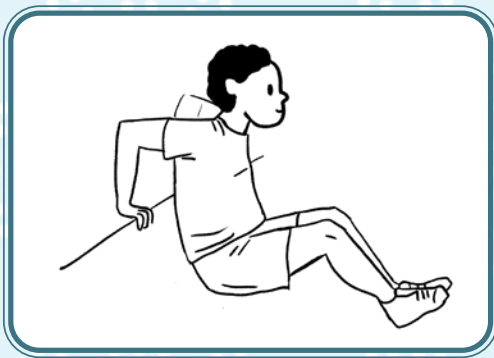
Place cones or markers as shown in the picture. The outer markers should be 10m apart. Start with a sprint between the top outer markers, weave through the four inner markers and finish with a sprint between the lower outer markers.



6

CHAIR DIPS

Place your hands behind you on the edge of a chair / bench. Extend your legs out in front of you with your heels touching the floor. Lower yourself off the chair and push back up with your arms.



7

STEP JUMPS

Hop onto a low step and back down using one leg. Switch legs after 15 seconds.



8

LEG EXTENSIONS

Sit on the edge of a chair and hold onto the sides of the seat. Raise your legs so that they are level with the seat and lower them again.

**COOLDOWN**

Go for a light jog. Break up the jog by walking with high knee lifts and swinging your arms forwards and upwards. Finish off with static stretches.



Obstacle course

This fitness programme will build your muscle strength and endurance, as well as improve your cardiovascular fitness, speed and flexibility.

Dynamic Stretches

Do a general warm-up starting with a 200m jog and a 100m walk between each of these full-body movement activities. Finish by doing a minute of forward plank.



Forward lunges



20 jump squats



Forward plank



Obstacle course

Divide into eight teams. Team members must start the obstacle course together. However, you can move on to the next station if you complete the activity ahead of your other team members.



1

COLLECT THE CARDS

Write numbers 1 – 4 on a set of cards and on each include an exercise sequence. Place these cards in random order at the corners of a square you have chalked out. Team members run from corner to corner within the square and must find the correct numerical sequencing of the cards. Once done, each team member must complete the exercises on the cards (such as ten star jumps or ten forward lunges).

2

RAISE THOSE ARMS

Raise your arms to shoulder height and slowly drop them to your side (called lateral arm raises). Do this with weights (or cooldrink bottles filled with sand) in each hand.



3

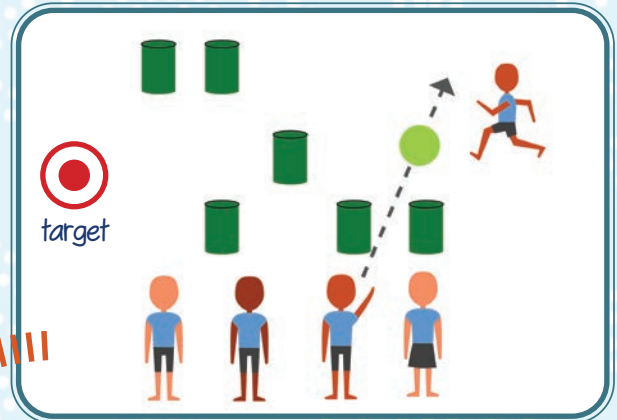
RUN THE GAUNTLET

Run the gauntlet past four fellow learners who block you using a pillow or padding in each of the four marked out zones (one blocker per zone).

4

TENNIS BALL DODGE

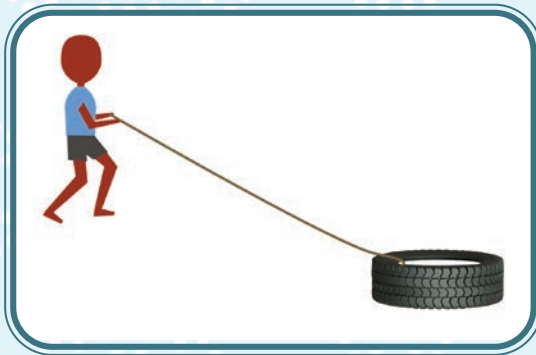
Run towards a target, while dodging tennis balls that are being thrown at you. Bins have been set up for you to hide behind to avoid being hit. If you are hit by a ball, you need to start the activity again.



5

PERFORM POWER PULLS

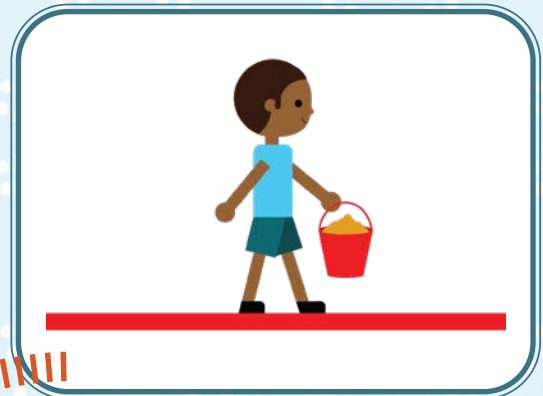
Tie a 10m rope to a tyre (or another heavy object). Bend your knees and use both your arms to pull the tyre or object towards yourself.



6

BALANCE WALK

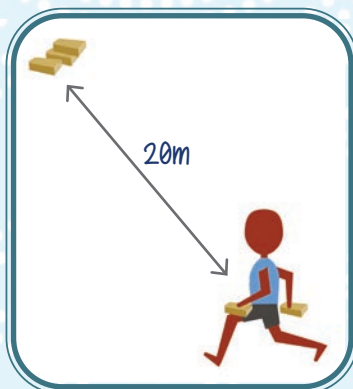
Set up planks above the ground in a large square formation (could also use benches placed upside down). Walk along these planks while carrying a full bucket of sand in one hand. If you fall off the planks, restart the activity.



7

BRICK SPEED CARRY

Carry a pile of ten bricks, two at a time, across a distance of 20m – as quickly as possible.

**COOLDOWN**

Go for a light jog. Break this up by walking from time to time. Finish off with a few static stretches.

Working on fitness together

Working with a partner can be a fun way to improve your health and physical fitness. Compete with other pairs on the fitness race track!

WARM-UP

Walk, jog and jump around the track when you hear a whistle or the clapping of hands. Then complete some full-body stretches on page 53.

Fitness Race Track

Choose a partner and decide who will run track first, while the other completes the exercise activity at the station. Start the activity when you hear the signal. Complete as many exercises as possible while your partner runs track. On your partners return to the station, record their score and switch places with them. The same routine is repeated at each station. Record your finishing time after the last station.

1

CHAIR STEP-UPS

Step up on to a box, bench or step – left leg up, right leg up, left leg down and right leg down. This four-step sequence counts as one repetition.



2

ALTERNATING PLANKS

Start in full plank and then drop down onto your elbows (elbow plank). Push back up to full plank. This counts as one repetition.



3

SIDE ROTATION PUSH-UPS

Do two forward facing push-ups. End each with a side rotation to the left and then to the right. This counts as one repetition.





4

LEG JUMPS

Use both legs to jump over a line or rope that is at knee height.



5

POWER BURPEES

From standing, crouch down and place the palms of your hands on the floor. Kick your legs back and make sure that the front of your body faces the floor. Do one push-up. Jump back into a crouch position and end with a stretch jump.



6

WALKING SQUATS

Do walking squats while you carry a branch or other object across your shoulders.



7

POWER LIFT

Lift a tyre or other heavy object over your head with your arms fully extended (a shoulder press). Lower yourself into a squatting position. Use the proper weightlifting technique in this exercise.

**COOLDOWN**

Walk lifting your knees high and swinging your arms forwards and upwards. Finish off with static stretches.

Group physical fitness activities

Team and group activities are great for developing physical fitness in a fun way. What team games or challenges do you enjoy doing with your friends?

DYNAMIC DANCE WARM-UP

Teach your group any aerobics or dance routine you might know – like breakdancing, quick step or free style.

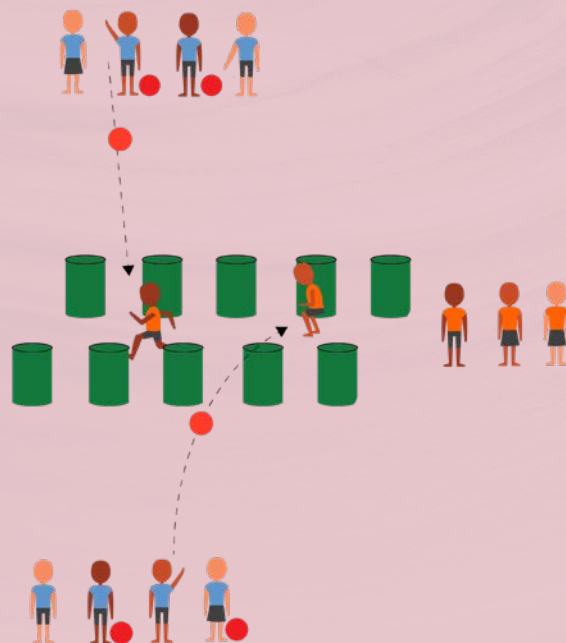


TEAM GAMES

These team games will help develop your health and physical fitness. Remember the most important thing is to have fun!

GLADIATORS

Set up 8 - 10 barriers (drums/large refuse bins) in two rows which must be 5m apart. Divide into two teams. Team A stands 8m behind the barriers while Team B lines up at one end of the playing area. The aim of the game is for Team A to hit as many of the Team B members as possible with a set of balls as they run from barrier to barrier (trying to use the barriers as protection). No two Team B members should be in line with the same barrier at any time. Each Team B member who is able to complete the run without being hit by a ball scores one point. If a Team B member gets hit with a ball anywhere along the way, they drop out.





TENPIN BOWLING

Tenpin bowling is most often played in teams. A game of tenpin bowling is divided into ten frames. In each frame, a player gets two chances to knock down the ten skittle targets (called pins). All the players have a turn to complete their frame in a pre-determined order before the next frame begins. The scores are added up cumulatively as the game progresses and the team with the highest total points is the winner.

How to score

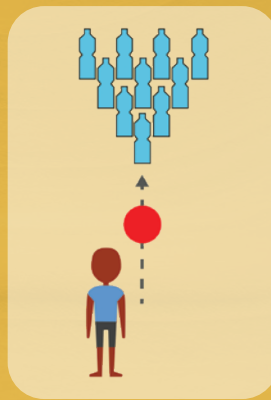
You mostly keep score by adding the number of pins knocked down in each frame. Special bonuses are awarded for **strikes** and **spares**.

STRIKE

The player is awarded a **strike** if they roll the first ball and this knocks down all ten pins. If the player scores a strike, they receive a ten for the frame (one point for each pin that has been knocked down). All the pins are set up again. The player is then given two further opportunities to bowl. For every pin knocked down, their score is doubled. If the player scores two or more strikes in a row, the score for the next ball will be tripled (three points for every pin knocked down). If in the tenth frame you knock down all ten pins, you will get an extra bonus.

SPARE

The player is awarded a **spare** if after the first bowl, pins were left standing but are then knocked down in the second bowl in the frame. If the player scores a spare, they receive ten points for the frame, and all the pins are set up again. The player then gets one more chance to bowl. When the next ball is bowled, the score from this bowl is doubled (two points for every pin knocked down with this extra ball).



MODIFIED GOLF

You will need a tennis ball, a cricket bat for each team or any similar stick (to act as a golf club), and a wastepaper basket (to act as putting holes). You may have to carry your wastepaper basket around the different holes. A game consists of 18 holes, but this can be reduced depending on the time available. Start by setting up the "golf course". Play in teams (of six or less) and vary the distance from tee-off (start) to each hole depending on the space available. If there is limited space, try and make it as challenging as possible. Each hole can vary in distance and may require more than one shot. Keep a record of the number of shots taken for each hole. The team with the lowest score for all the holes wins.



COOLDOWN

Jog in a circle and then do static stretches.

When power is unequal

People who have power are able to influence others and also take action. People may use their power in positive ways e.g. to do good deeds and make a difference in the world. Unfortunately, in many societies, some people are able to access opportunities and advantages, as well as influence and control others, simply because of the groups they belong to. This can lead to discrimination if power is abused.



**Question
the way you
make moral
judgements**

Botšiša ka
mokgwa wo
o ahlolago
ka wona tše
nepagetšego
le tšeo di sa
nepagalago

Who has the power?

Power is exercised between individuals and social groups. Power changes depending on the situation and the relationships between the people. An individual or group's experience of power and powerlessness may be different based on their age, race, gender, sex, disability, religion, nationality and any other number of these factors combined. People may exercise power by controlling, rewarding, punishing, managing or influencing others.

1. Each photograph shows different power relations:

- Identify who is most likely to hold the most power and explain why.
- Discuss in what ways they may influence and control each other.
- Describe the opportunities and advantages you would imagine them to have.
- Discuss what causes different individuals to have varying options, opportunities or influence in society.



- In what situations/relationships do you feel powerless?
- What can you do to stand up for yourself?
- In what situations/relationships do you feel powerful?
- How can you exercise your power responsibly?

Your journal is private and does not need to be shared without your permission.

Patriarchy and gender dynamics

Sex is about the physical characteristics we are born with (male or female). Gender is about the expectations that society associates with being male or female. It is also about how we choose to identify. Men and women may choose to identify as male, female, both or neither. Gender is an important aspect of who we are and how we relate to others, shaping many things, from the clothes we wear to the activities we're encouraged to pursue.

Gender inequality reflects the power imbalances between men and women. Patriarchy is the system that keeps these power imbalances in place – in homes, workplaces and societies. The powerful group – men – stay in control because they believe in their superiority.

Some women struggle to challenge patriarchy, especially when cultural and societal beliefs cause people to 'buy into' the system. They may uphold traditional gender roles and norms that support male dominance, teaching younger generations to follow these norms, or criticising those who challenge them, thereby contributing to keeping patriarchy in place.

At times, violence and abuse can be used to keep things from changing. Gender-based violence (GBV) is deeply rooted in gender inequality. GBV is violence directed against a person because of their gender. Both women and men experience gender-based violence but the majority of victims are women and girls.

Uyinenene "Nene" Mrwetyana was a South African student at the University of Cape Town. On August 24, 2019, she was raped and murdered. Her murder highlighted the broader national problem of GBV and femicide in South Africa, and sparked countrywide protests with women asking, "Am I next?" Following the outcry, the South African parliament introduced new laws to protect women and children.



Do your
research
and present
your ideas or
hypothesis

Dira di-
nyakišišo tša
gago o be o
tsweletše tše
o naganago
gore di tla
direga

Am I next?

Read about these laws on Info Page Page H *Acting against GBV*.

2. Research the different forms of gender-based violence. Your research must include a paragraph on each of the following:
 - Physical - using force to cause physical harm e.g. hitting, kicking, burning
 - Mental/Emotional - controlling another person's mind and feelings by intimidation, manipulation and threats
 - Domestic - violence in the home or family including physical, emotional or sexual abuse
 - Sexual harassment - unwanted or inappropriate sexual remarks or physical advances
 - Rape - a form of sexual violence involving any sexual intercourse, without consent (agreement), through physical force or manipulation
 - Femicide - the act of killing a woman or girl, often following a pattern of violence or discrimination against women



acting against gbv

Introduction

Many people suffer acts of violence and discrimination based on their gender, gender identity and sexual orientation. One of the main causes is that the perpetrators wish to punish the victims because they do not conform to the norms of how men or women 'should' behave.

Two main groups of people are the victims of GBV:

- Women: GBV is a way of maintaining women's inferior position in society. Violence against women, and the threat of it, is a form of GBV that deprives women of their rights to equality, dignity and safety.
- LGBT (Lesbian, Gay, Bisexual and Transgendered) people and men who do not act according to dominant masculine gender roles. (You will learn more about this group in Lesson 4.3.)

On 28 January 2022, President Ramaphosa signed three new Bills into law. The Bills were first introduced to Parliament in June 2020, following the public outcry about GBV, which President Ramaphosa described as "no less than a war being waged against the women and children of our country."

These new GBV laws are intended to improve protection for women, children, and gender and sexual minorities, and give better access to justice for victims and survivors of GBV.

Criminal Law (Sexual Offences and Related Matters) Amendment Act Amendment Bill

This Bill makes revisions to the existing Criminal Law (Sexual Offences and Related Matters) Amendment Act.

- Sexual intimidation is now an offence. This means that if you are threatened by someone's behaviour towards you, verbally or otherwise, you can report it and ask for legal action to be taken against the person.
- The National Register for Sex Offenders (NRSO) is a record of names of people who have been found guilty of sexual offences. Previously, the NRSO only applied to acts against children and mentally disabled people. This has now been expanded to include all sex offenders. This means that any person who has been convicted of a sexual offence, must have his/her/their details included in the NRSO.
- The list of vulnerable people who must be protected now includes:
 - women under the age of 25 who are living in a student residence;
 - people with physical, mental or intellectual disabilities; and
 - people over the age of 60 who receive community-based care and support services, like people who live in retirement villages or who receive 24-hour care in a facility.

- Anyone whose name appears on the NRSO is not allowed to work with anyone belonging in a vulnerable group and should disclose that they are on the NRSO when applying for work in an environment that includes vulnerable groups.
- In the past, everyone had a legal duty to report any information about sexual offences against children and mentally disabled persons. This duty has now been expanded to include all vulnerable groups.

Criminal and Related Matters Amendment Bill

Previously, accused offenders were granted bail easily, and perpetrators only had to serve minimum sentences for their serious crimes. Now, anyone who is accused of GBV can only be granted bail under exceptional circumstances.

The Bill makes changes to several existing Acts to:

- protect vulnerable persons against victimisation in court;
- allow a victim to give evidence through an intermediary, instead of doing so themselves;
- allow a victim to give evidence via audio-visual links, instead of having to do so in person;
- allow a victim of GBV to participate in parole proceedings; and
- regulate sentences for GBV offences that have been committed against all vulnerable people.

Domestic Violence Amendment Bill

This Bill makes changes to the Domestic Violence Act to deal with challenges and gaps in the existing Act, by:

- providing new and expanded definitions for domestic violence, to include spiritual abuse, elder abuse, coercive behaviour and controlling behaviour;
- removing gender binary terms and relying on gender-neutral terminology to ensure inclusive and equal protection for all;
- including acts of GBV that occur through the use of electronic communication, like:
 - repeatedly contacting a person online;
 - tracking a person's movements or activities without their consent; and
 - electronic messages that are abusive, degrading, offensive or humiliating.

The Bill also allows for victims of GBV to apply online for protection orders against acts of domestic violence. The Departments of Health and Social Development is also now obligated to offer services to survivors of GBV.

After signing these three Bills, President Ramaphosa said that, "this legislation demonstrates democracy at work. Civil society's demands from the gates of Parliament were heard and listened to, and gave rise to our nation reaching a point where the demands of citizens are now cast in our law."

South Africa: President signs trio of GBV laws (<https://altadvisory.africa/2022/02/07/south-africa-president-signs-trio-of-gbv-laws/>)
 Understanding South Africa's New Gender-Based Violence Laws (<https://www.globalcitizen.org/en/content/south-africa-new-laws-gender-violence-what-to-know/>)
 New legislation to protect victims of Gender-Based Violence (<https://www.legalwise.co.za/news/new-legislation-protect-victims-gender-based-violence>)

gender norms and inequality

Social norms refer to values, beliefs, attitudes and/or behaviors shared by a group of people. All societies have norms, or 'unwritten rules', e.g. shaking hands or fist bumping when you meet someone. Norms, or what is 'normal', change all the time. This is particularly true when it comes to gender. Gender socialisation and gender roles shape people's lives, moulding and limiting who they are or can be, as well as determining their right and access to resources. We have the freedom to choose what is right for us, and the power to change those norms, particularly those that harm.

Challenging the norm

Our values and beliefs around gender will influence how we think and act in certain situations.

Sometimes we might not even be aware of what these values and beliefs are, and why we are thinking and acting in this way. Starting conversations around gender can encourage us to grapple with the issues and challenge us to create a gender positive society.

In a gender positive society, men and women are equal and enjoy social, economic and political rights equally. Men no longer hold the power and gender-based violence no longer happens.

The ten statements in the box, "Opinions about gender", reflect or challenge common stereotypes about gender values, beliefs and roles. Work in small groups to complete the activities below and on page 69.

1. Read each statement.
2. Choose two people in your group to have a mini-debate. One person must agree with the statement, and say why; the other must disagree with the statement, and say why.
3. After they have shared their arguments, open up the discussion so everyone can contribute. Allow everyone in your group to give their opinions and share their thoughts.

Remember that you are allowed to change your mind!

Opinions about gender

- Toys should be gender-neutral (for instance, dolls are for both boys and girls).
- Educating girls and women is a waste of money.
- Boys are better in sciences while girls are better in humanities.
- Women make better parents than men. Working mothers hinder their children's development.
- Sex is more important to men than to women.
- Housewives and mothers should be paid for housework.
- Men are more naturally more aggressive / violent than women.
- Men are better in decision making roles than women. Women are better communicators.
- Corporate office culture is sexist and discriminates against women.
- There are "jobs for men" and "jobs for women".

Sonke Gender Justice (2019) 'MenEngage Training Manual. Engaging Men and Boys to Address Gender Equality' <https://genderjustice.org.za/publication/menengage-training-manual/> (Date accessed: 20/10/2019)

Structure your argument

Beakanya kgopolo tša gago tša ngangišano

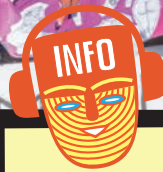


Be willing to challenge your thinking habits

Ikemišetše go hlama go hlohla ditlwaedi tša gago tša go nagana

Creating a new normal

4. After debating the ten statements, evaluate the topic of gender equality:
 - Assess how these statements help or hinder gender equality.
 - Consider how your beliefs and attitudes might affect your male and female friends, family or colleagues in the future.
 - Discuss the benefits gender equality would bring to the lives of both men and women.
5. Read the tips in the Info box. Then, create a piece about what the world could look like if gender equality was the new normal.
 - Describe how we can speak and behave differently to shift gender stereotypes, assumptions and unfair discrimination.
 - Identify the actions needed from parents, teachers and employers to change harmful attitudes.



Ten tips to challenge social norms and GBV

Challenge stereotypes: Ask questions and offer different views when you hear stereotypes about genders.

Educate yourself and others: Learn and share knowledge about gender roles and their impacts.

Use inclusive language: Use terms like “chair” instead of “chairman” to avoid reinforcing traditional gender roles. Be aware of hate speech!

Promote equal participation: Encourage everyone to take part in various activities, including sports and leadership, regardless of gender.

Support all gender identities: Use and respect people's pronouns to help everyone feel acknowledged.

Question media representations: Discuss the impact of gender stereotypes in media and suggest alternatives.

Encourage diverse role models: Highlight successful individuals of all genders in different fields.

Promote fairness in household tasks: Advocate for sharing household chores equally at home.

Support anti-discrimination policies: Get involved in initiatives that fight gender discrimination.

Reflect on your own beliefs: Consider how your views might be influenced by stereotypes and be open to change.



discrimination and violence

Gender discrimination is when someone is treated unequally or unfairly based on their gender. This includes discrimination based on sex, sexual orientation, gender identity or gender expression. Gender discrimination is often caused by false understandings of what gender is, how gender “should” look, or how gender is performed. For example, many people inaccurately believe that someone’s biological sex always determines their gender and, therefore, their attitudes and behaviours.

It is never okay to act unfavourably towards someone else based on their gender, sexual orientation, gender identity or what you perceive their gender to be. Gender discrimination often leads to abuse and violence. People who identify themselves as lesbian, gay, bisexual, transgender, questioning/queer, intersex or other (LGBTQI+) face discrimination and violence in many countries. South Africa’s Constitution was the first in the world to prohibit unfair discrimination on the grounds of sexual orientation. It thereby guarantees equality for gay and lesbian people. And, since 2003, transgender South Africans have been able to attain legal gender recognition. Despite the laws that are in place, South Africans who identify as LGBTQI+ still experience shocking violence and murders, as well as harassment and bullying.

Men often do not report incidents of sexual violence due to societal stigma, fear of not being believed and feelings of shame or embarrassment. They may also worry that reporting the violence will not be taken seriously due to stereotypes about masculinity.

Read the article below and then complete the activities on page 71.

A wide gulf*

On a foggy morning, Nnodana boarded a minibus and travelled more than 30 kms to the Ivan Toms Centre for Men’s Health to collect his free HIV medication. The gay-friendly clinic lies in a predominantly white neighborhood of Cape Town. The bimonthly trip is a long one and, on the surface, unnecessary: Mfuleni, the impoverished township where he rents a room, has its own HIV-treatment center. Yet to Nnodana, a slender, dreadlocked man in his early 30s, going there is not an option. The clinic is run-down and often overcrowded. Most of all, though, he fears harassment for being gay. “The officials don’t do their jobs,” Nnodana, who asked that he be identified only by his first name to avoid being targeted, told me. “Instead they are judging you.” ... Even though the country has some of the most progressive LGBTQI+ laws in the world, including full constitutional protections against discrimination, like countless others in his position, Nnodana soon came to see a wide gulf between this legal promise and the lived reality. “The law jumped miles ahead of society,” said Nigel Patel, an LGBTQI+-rights activist.

<https://www.theatlantic.com/international/archive/2019/07/southafrica-lgbtq-rights/593050/>



* A gulf is a large gap or difference between two people, things or groups



Participate actively in productive dialogue

Kgatha tema ka mafolofolo dipole-dišanong tše di atlegago

The law jumped miles

1. Examine and discuss gender discrimination:
 - Analyse what Ndodana's experience reveals about the lives of many LGBTQI+ people in South Africa.
 - Examine what Patel's statement ("The law jumped miles ahead of society") indicates about the challenges faced by LGBTQI+ people in society.
 - Discuss why violence against LGBTQI+ people is often neglected when GBV is discussed.
 - Explain why societal attitudes might discourage men from reporting sexual violence.
 - Some have argued that gender and gender identity is more important to resolve than race, class or sex etc. if we are to create a more equal society. What are your views?



Use empathy to perceive emotions and explore perspectives

Šomiša kwelobohloko go kwešiša maikutlo le kgopolo tša bona

Inclusivity is better for all

Comprehensive Sexuality Education (CSE) is an important part of Life Orientation, in which you learn about relationships, health and making good choices. It also aims to empower you to access health services and make informed decisions about your sexual health. There are some challenges in teaching CSE, e.g. resistance from some adults. However, the government supports CSE through policies that promote positive behaviours and knowledge about sexuality. CSE is not just about facts; it's also about your rights to equality, safety and making wise choices about your health, wellbeing and relationships.

Implementing CSE and combating GBV demonstrate South Africa's commitment to the rights of dignity, equality and freedom.

2. Read the equality clause (Section 9) of the Bill of Rights on page 42. Then, examine CSE:
 - Analyse how CSE can be used to uphold the right to equality and combat discrimination and violence against LGBTQI+ individuals.
 - Discuss why it is important for schools to provide a safe and inclusive environment for all learners, regardless of their sexual orientation or gender identity.
 - Reflect on whether learners in your school feel safe to express their sexual orientation and gender identity.
3. Express, in writing, visually or digitally, how you can contribute towards equality and respectful relationships in your school and community.



A survey of more than 2,000 LGBTQ people found that, within a two-year period, 39% had been verbally insulted, 20% had been threatened with harm, 17% "chased or followed," and nearly 10% physically attacked. About half of all black respondents knew people who had been murdered because of their sexual orientation. In 2011, the justice ministry established a task force to tackle the phenomenon of "corrective rape," routinely meted out to lesbian women and trans men to "cure" them of homosexuality.

<https://www.theatlantic.com/international/archive/2019/07/southafrica-lgbtq-rights/593050/>

Gender inequality causes harm

While gender inequality is a world-wide problem, South Africa remains one of the most unequal countries in the world. We have a long way to go to bridge the gap between men and women. Power inequities and some traditional beliefs, that men are superior to women, can make women and girls vulnerable to physical, emotional and sexual abuse. Men who believe they are superior to women believe they are more powerful, and show this power by abusing women.

Read the case studies 'Widowhood – my rites and rights' and 'Ukuthwala: the sex trafficking scandal devastating rural South Africa.' Both suggest how social norms have helped to maintain gender inequality which has led to an abuse of power and caused harm to women. Then complete the activities on page 73.

Widowhood – my rites and rights

"This is my experience of widowhood. When a husband passes away, the wife is made to sit on a mattress on the floor throughout funeral preparations. On the day of the funeral, the widow is bathed and dressed in mourning clothes ('thapo'). Depending on one's culture, family or church, widows must wear black, blue or seshoeshoe mourning clothes. A male who has lost his wife merely pins a piece of cloth to his sleeve.

"The mourning process is also discriminatory. The in-laws decide how long the mourning period will be for the woman. We are not supposed to find a new relationship but the men can, and may marry quickly.

"Widows are also supposed to be supported morally, financially and otherwise. Sometimes this works but I was a victim of forced marriage. My brother-in-law tried to force himself on me soon after my husband's funeral. I took my children and ran away, forfeiting the estate. I felt that losing the estate was better than being forced to marry somebody I did not love."



Adapted from: Commission on Gender Equality (2008) 'Widowhood Rites and Rights Research Report' http://www.cge.org.za/wp-content/uploads/2014/05/Widowhood_Rites_and_Rights_Research_Report.pdf (Date accessed 19/08/2019)

Ukuthwala: the sex trafficking scandal devastating rural South Africa

Ukuthwala is a well-established, respected cultural practice across South Africa, and many other African countries. In the Eastern Cape, ukuthwala is normal and has always been, so long as one has the means to pay lobola and if the girl's family consents to have her married.

The practice of ukuthwala involves the abduction of a girl or a young woman by a man and his accomplices, with the intention of forcing her family to agree to a marriage. This is prevalent in rural parts of South Africa. Ukuthwala goes hand-in-hand with other offences like kidnapping, sexual assault, and human trafficking.

In its traditional form, ukuthwala is a collaborative strategy used by consensual partners to secure marriage negotiations. But over the years the practice has changed. It is now often used to sexually exploit girls and young women, particularly in rural parts of the country.

Statistics show that child marriage, involving girls aged between 12 and 17, is rife in South Africa. In KwaZulu-Natal alone, more than 25 000 young women have been married, divorced, separated, widowed or are living with a partner or a husband. KZN has the highest number recorded in the country, followed by Gauteng with 15 000 women.

Adapted from: Maduna, L. (2017) 'Ukuthwala: the sex trafficking scandal devastating rural South Africa' <https://www.thedailyvox.co.za/ukuthwala-sex-trafficking-scandal-devastating-rural-southafrica-lizeka-maduna/> (Date accessed 18/08/2019)



Question
the way you
make moral
judgements

Botšiša ka
mokgwa wo
o ahlolago
ka wona tše
nepagetšego
le tšeo di sa
nepagalago

Digging deep – challenging gender inequality

1. Examine the issue of gender inequality, in the context of the case studies.
 - Analyse why gender inequality, as depicted in the two stories, has been allowed to continue.
 - Discuss the negative effects of gender inequality on the health and wellbeing of the people in each story and determine if there are any positive effects.
 - Reflect on actions or statements you have made that may have supported or contributed towards gender stereotypes and gender inequality.
 - Identify what still needs to change for gender equality to be achieved.
 - Develop arguments against the belief that social and cultural norms cannot change and propose suggestions that will help facilitate this change.



Use empathy
to perceive
emotions
and explore
perspectives

Šomiša
kwelobohloko
go kwešiša
maikutlo le
kgopolo tša
bona

How would you feel?

2. Analyse a character from one of the case studies:
 - Explain how you would feel if you were them.
 - Identify if you know of anyone who has had a similar experience.
3. Write about the unequal treatment of women and men that you have observed in your own life:
 - Describe your experiences.
 - Explain what you did, or could have done, to challenge this.
 - Reflect on the difficulties of standing up to gender discrimination.



Bullying and GBV both involve the harmful exertion of power and control over another individual. Both bullying and GBV can have severe and lasting consequences on the victims' mental, emotional and physical wellbeing.

What to do if you are being bullied:

- Be assertive - stand up for yourself. Bullies don't like strong 'victims'.
- Make eye contact.
- Tell the bully to stop, loudly, so that others can hear.
- Have confidence in who you are - you are not what the bully says you are!
- Make good friends and always stick together.
- Talk to someone you trust. You have the right to feel safe!

Despina Senatore, Soar! Page 245
(Self-published, 2021. © Purposeful Women)

Men are affected too

We all live under patriarchy, with its rigid separation of gender roles. Men who follow the “norm” find themselves under pressure to be strong, competitive, unemotional, confident and dominant. This can affect their relationships, their own feelings of self-worth and their mental health.

The poem “The Definition of a Man” raises some of the stereotypes that you would already have come across about what it means to be a man. The poet suggests an alternative view.

Read the poem (which has been shortened for space). Then analyse issues of masculinity and stereotypes by completing the activities on page 75.

The Definition of a Man

Adapted from: Power Poetry (2014) Philosopher ‘The Definition of a Man’ <http://powerpoetry.org/poems/definition-man-0> (Date accessed 12/09/2019)

What is a Man?
One who sheds no tears
Who drinks all day and night,
with vessels flooded with beer.

What is a Man?
One who has no goals,
makes his conscience dissolve,
and turns women’s hearts to holes.

What is a Man?
One who masks his pain,
Who lives, his whole life, a lie,
‘Cause since birth, he’s been gay.

What is a Man?
One who can’t be tamed
His anger stems from shame...
Six years by Father James.

What is a Man?
One who kills his own
Prompted to run from sirens
in bloody streets so cold.

What is a Man?
The pastor who’d molest you,

The husband who is aggressive,
The father that up and left you

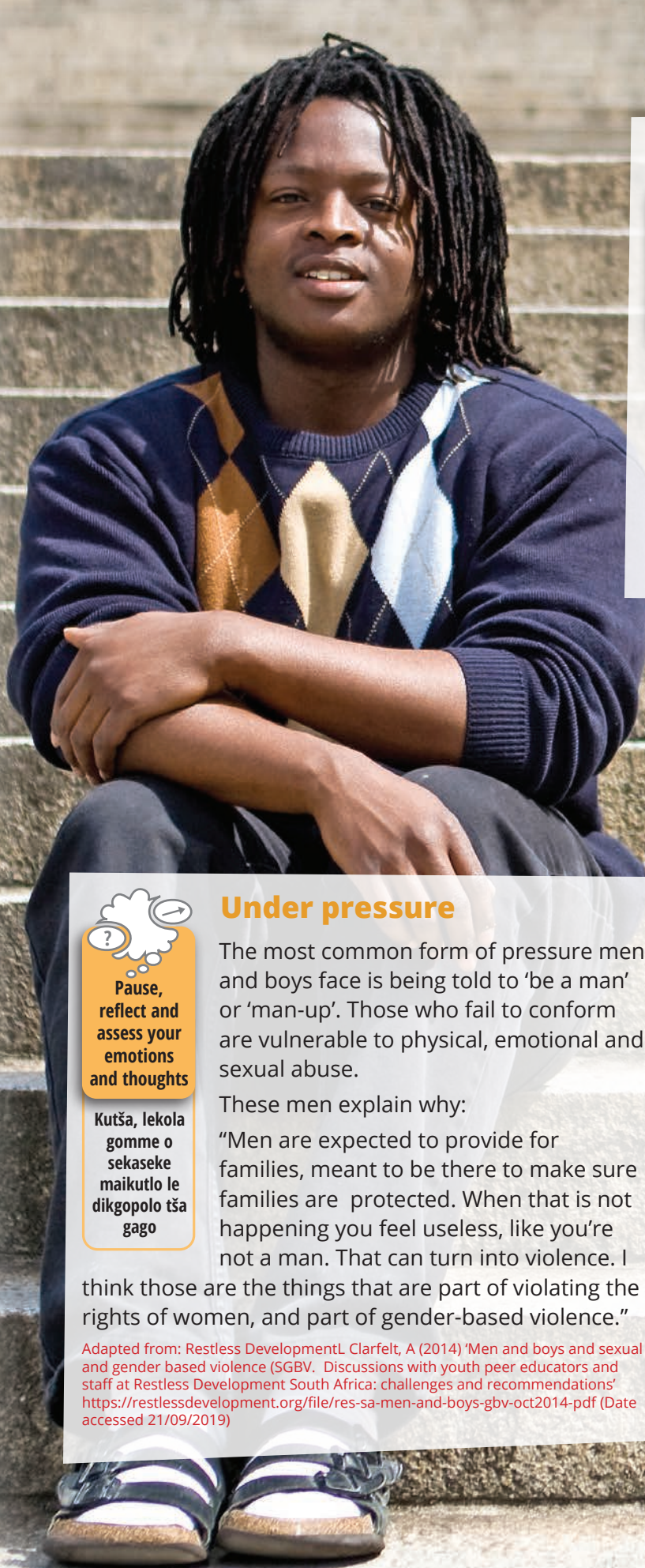
So am I not a Man,
Loving every girl who meets my eye?
I celebrate love;
Call me St. Valentine.

Am I not a Man
If I’m open about my thoughts?
I don’t ever wear a mask,
I’m not afraid to get caught.

And am I not a Man
If my goal’s not to look masculine
but rather be strong-willed,
profound,— even compassionate?

Am I not a Man
If I want my kids to love me so,
As I watch them blossom,
Just how a flower would grow?

The purest men are heroes,
They are in my eyes
A Man who knows how to be human:
The best kind alive.



Try to
acknowledge
your emotions,
learn from
them – without
becoming them

Hlokomela
maikutlo a
gago, ithute go
tšwa go wona,
o se fetoge go
ba wone

Changing perceptions

1. Brainstorm ideas about what qualities make the best kind of men.
2. Analyse how close this version of a man is to someone you might know.
 - Describe what you think the world would look like if these qualities were the norm.
 - Propose ways you could help change some of the perceptions of how men should feel, think and act.



Pause,
reflect and
assess your
emotions
and thoughts

Kutša, lekola
gomme o
sekaseke
maikutlo le
dikgopolo tša
gago

Under pressure

The most common form of pressure men and boys face is being told to 'be a man' or 'man-up'. Those who fail to conform are vulnerable to physical, emotional and sexual abuse.

These men explain why:

"Men are expected to provide for families, meant to be there to make sure families are protected. When that is not happening you feel useless, like you're not a man. That can turn into violence. I

think those are the things that are part of violating the rights of women, and part of gender-based violence."

Adapted from: Restless Development L. Clarfelt, A (2014) 'Men and boys and sexual and gender based violence (SGBV). Discussions with youth peer educators and staff at Restless Development South Africa: challenges and recommendations' <https://restlessdevelopment.org/file/res-sa-men-and-boys-gbv-oct2014-pdf> (Date accessed 21/09/2019)

"There is a lot of pressure to fit in. This can mean drinking, smoking, and being savvy with girls. If we don't act this way we are called a "moffie" (gay) or a weakling."

Adapted from: Sonke Gender Justice (2015) 'Changing gender attitudes to reduce risky sexual behaviour: a realistic evaluation.' <https://genderjustice.org.za/publication/changing-gender-attitudes-reduce-risky-sexual-behaviour/> (Date accessed 21/09/2019)

3. Analyse how social expectations pressure boys to behave in specific ways.
 - Describe your experiences with this pressure and how it has impacted your life.
 - Suggest positive ways this pressure could be resolved and what actions you could take.

Ending violence: promoting equality

Gender equality is vital if we are to build a society where the health, education, protection and wellbeing of girls and boys is promoted. In order to achieve gender equality, we need to remove all the barriers that prevent women from being fully equal with men. One of the greatest barriers is GBV, and we must all work together to reduce, prevent and deal with violence against women, children and other vulnerable groups.



**Persevere
and work
it out**

**Phegelela
gomme o
šomane le
yona**

What can we do?

We need to act now and use the power we have, constructively, to bring about positive change and an end to GBV and gender inequality.

In Grade 10 you learnt about the different ways that power can be used. You have power over someone when you can control the person because of your authority, position or abilities. But you can also have power with others when you act and make decisions together as a group. And there is your own power – power from within when you draw on your own inner strength to say or do something.

1. Read about the #saferide campaign. Investigate ways you could use your power positively to solve the problem of unsafe transport that these women have:
 - What could you do?
 - What could you say?
 - Evaluate your solutions with others in the class.

#saferide

The #saferide campaign is an example of a campaign that was taken up to promote safety for women and girls on public transport.

Gender-based violence (GBV) is a widespread problem and has contributed to high levels of violence, sexual harassment and sexual assault against women in South Africa. Public transport is one place where women feel particularly vulnerable. The campaign includes events for taxi drivers, queue marshals and commuters, where GBV is addressed.

Adapted from: Sonke Gender Justice (2018) 'Safe Ride! Facilitator's Guide, Put the brakes on gender-based violence in taxis' <https://genderjustice.org.za/publication/safe-ride-facilitators-guide/> (Date accessed 23/09/2019)

The taxi rank is the worst. Those catcalls and the men with wandering hands who sit right on top when you are inside the taxi. Sies!

I hate to be the last person dropped off by an Uber. My friend told me a driver tried to kiss her. He said that she had been flirting, but she was just chatting with him.

Sometimes our school transport does not arrive. We are forced to take a lift with anyone or else we will not reach home. I have heard of girls being raped.

Acting for gender equality and against violence

There are many organisations in South Africa and around the world that advocate for gender equality and an end to GBV. Read about some of these and the work they do:

POWA

People Opposing Women Abuse was established in 1981, originally offering referral services and shelter to abuse survivors. Today, POWA offers counselling services as well as legal support. POWA is also involved in social, economic and political issues that affect women and their rights. POWA provides national telephonic counselling. <https://www.powa.co.za/>

Sonke Gender Justice

Sonke believe women and men, girls and boys can work together to resist patriarchy, advocate for gender justice and achieve gender transformation. Sonke has adopted a holistic approach to gender justice, spearheading advocacy campaigns based on strong policy and research. They run a number of programmes which include a focus on children's rights and positive parenting, and sexual and reproductive rights. The Men Engage programme works with men and boys around gender equality. <https://genderjustice.org.za/>



Do your research and present your ideas or hypothesis

Dira di-nyakišišo tša gago o be o tswetše tše o naganago gore di tla direga

Choose to make a difference

2. Investigate organisations in your community or province that promote gender justice and/or work in the areas of violence prevention or child protection. Speak to your teacher to invite one (or more) of them to talk to your class. Assess whether you will join any of these and whether they match with your own beliefs, values and actions. If not, describe what you will commit to doing to raise awareness of GBV and promote gender equality.
3. Write an essay called "Ending violence; Promoting equality", in which you:
 - Discuss harmful gender norms that contribute to GBV.
 - Explain the physical, psychological and emotional trauma of GBV on individuals, families and society.
 - Examine how these gender norms lead to GBV, and explore the impact on family structures, the breakdown of trust in social relationships and increased strain on health and judicial systems.
 - Identify strategies to change these harmful gender norms and address power inequalities between genders. Explain how these changes could promote gender equality.



From 16 days of activism* to 365 days of action!

Every year, from 25 November to 10 December, we observe 16 Days of Activism for No Violence Against Women and Children. This international campaign aims to raise awareness of the damaging effects of violence and abuse. We must all take responsibility for standing up against it and changing our behaviour. What will your 365 days of action look like? What will you do?

***Activism:** Ongoing actions aimed at promoting or opposing a cause to achieve long-term goals.



Healthy environments, healthy people

Human beings depend on the environment to provide food, water, climate, clean air and raw materials. Over time, human activities have changed the natural environment, causing damage to planet Earth, as well as many health problems for human beings. We need to act now, and take responsibility for our environment.

Sustainable development means making sure that we use resources in a way that doesn't stop future generations from meeting their needs. It's about finding a balance between taking care of the environment, helping society, and growing the economy so everyone benefits.

We need to focus on the following important environmental issues as we work towards a better and more sustainable future:

Healthy environments, healthy people: Having clean air and water is crucial for keeping us healthy. Pollution can lead to serious health problems.

Climate action: We need to reduce harmful emissions from cars and factories to prevent extreme weather and protect our planet's future.

Water security: Everyone needs access to enough clean water for drinking, cooking and cleaning.

Land, biodiversity, and ecosystems: Biodiversity means having many different types of plants and animals. Ecosystems are the communities they form with their environment. Protecting these is important for keeping the planet healthy.

Waste and circular economies: In a circular economy, we recycle and reuse things instead of throwing them away, which helps save resources and reduce waste.

Sustainable food systems: We aim to grow and distribute food in ways that don't harm the environment. This means using fewer chemicals and taking care of the land and water.

Energy transitions: Moving from using old, polluting energy sources like coal and oil to cleaner ones like solar and wind energy helps reduce pollution and fight climate change.

In this lesson set you will examine these issues in more detail.



Find, examine
and weigh up
the evidence

Tolani nga
vhuronwane
ni kale
vhuṭanzi

Exploring environmental issues

1. Evaluate the impact of human activities on environmental health:

- Explain how human actions affect the natural environment and human health.
- Explore the key principles of sustainable development. How can they address environmental challenges?
- Discuss how different environmental issues are connected. How does this connection impact global sustainability?

Environmental degradation

Farmers face pressure to produce affordable food for a growing population, leading them to use harmful substances for better crops.. Chemical pesticides, herbicides and synthetic fertilisers increase food production but harm human health and the environment. The remains of these substances may enter the food chain, potentially causing long-term health issues. They also degrade soil quality, making it harder for plants to grow. **Degradation** is when something becomes worse in quality or condition over time.

Inhumane farming methods degrade society and the environment. Widespread impacts include soil erosion, pollution, radiation, floods and fires. Soil erosion results from washing or blowing away the top layer of fertile soil, reducing land productivity and raising flood risk. Pollution occurs when chemicals from farms enter water, dirtying it and harming animals. Using too much fertiliser creates nutrient-rich ocean areas, called dead zones, where marine life can't survive.

Radiation, whether from the sun, nuclear reactions or certain materials, is energy that travels as waves or particles. Exposure to radiation affects living things differently; managing it carefully is important to prevent harm. Some agricultural activities use radioactive materials, potentially threatening humans and animals. Unsustainable farming also disrupts natural drainage systems, causing widespread damage and displacement. Fires, often sparked by deforestation, endanger ecosystems and communities while worsening climate change. **Deforestation** is when forests are destroyed to make space for farming, cities or industries.



Investigate
the past –
predict the
future –
relate it to
the present

Thodisani
zwo fhiraho
– vumbani
zwa matshelo
– zwi
vhambedzeni
na zwa zwino

How the environment impacts our health

2. Examine the environmental impacts of agricultural practices:

- Identify the pressures that have led farmers to use increasing amounts of harmful substances in food production.
- Define soil degradation and explain its impact on plant growth.
- Explain how inhumane farming methods contribute to environmental degradation.
- Define 'dead zones' and how they are created.

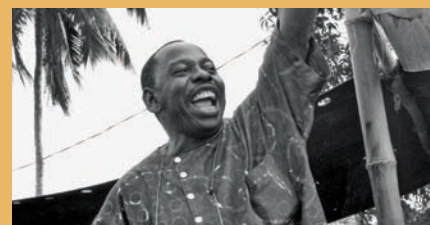
Read the poem by Ken Saro-Wiwa on the impact of environmental degradation on the Ogoni land and its people. Use the poem to inspire your journal writing below.

Ogoni! Ogoni!

By Ken Saro-Wiwa

*Ogoni is the land
The people, Ogoni;
The agony of trees dying
In ancestral farmlands,
Streams polluted,
weeping
Filth into murky rivers.
It is the poisoned air
Coursing the luckless
lungs*

*Of dying children
Ogoni is the dream
Breaking the looping
chain
Around the drooping
neck of a
Shell-shocked land.*



Ken Saro-Wiwa was an activist who opposed Nigeria's military regime and the environmental harm from the oil industry. Imprisoned for his activism, he died in custody. Over 25 years later, the Ogoni people still fight against environmental degradation.

Journal about your own relationship with the land of your country, and say how you can protect and care for it.

Your journal is private and does not need to be shared without your permission.



Ethical thinking for environmental wellbeing

Being ethical involves thinking deeply and critically about your impact on the world, and doing whatever you can to reduce harm to people, animals, plants and natural systems. By consciously reducing harm and making ethical choices, you can contribute to a more harmonious and sustainable world.



Find, examine and weigh up the evidence

Tolani nga
vhuronwane
ni kale
vhuṭanzi

Banning harmful pesticides

Balancing protection for the environment can sometimes clash with other important human needs. For example, how do we balance the need for electricity while reducing the effects of the pollution that electricity generation causes? Another such example is food production. As we have seen, farmers face the challenge of meeting the demand for affordable food for a growing population, leading to the use of larger quantities of harmful chemicals to improve crop quality. The result: even greater health and environmental risks! It is time to look for alternative farming methods if we are to sustain the planet and its people.

1. Read the case study.

- Identify the downstream health and environmental risks posed by herbicides and pesticides.
- Explain why consumers in Germany support farmworkers' actions.
- Suggest at least two practical actions that critical consumers* can do to reduce the use of harmful pesticides and herbicides.

* Being a critical consumer means thinking carefully about what you buy and why. See lessons 5.6 & 5.7 for more.

Case Study: Women farmworkers take a stand

On 28 August 2019, more than 200 women farmworkers from the Western Cape marched to Parliament to demand that the Department of Agriculture, Forestry and Fisheries work with the Department of Labour to ban 67 pesticides that have been banned in the European Union because they are a health risk. The pesticides include Dursban, Paraquat and Roundup.

According to Collette Solomon, the director of the non-governmental organisation Women on Farms Project, most of the seasonal women farmworkers do not even receive protective clothing when using the hazardous chemicals. Farmworkers complain of rashes and breathing problems.

She said workers staying near the vineyards are also affected, as the pesticides drift into people's homes. "If European farmers can find alternatives that are less toxic, our farmers can do the same," she said.

The Women on Farms Project's campaign is supported by larger organisations – Oxfam South Africa and Oxfam Germany. Oxfam Germany contributed a petition with 29 302 signatures from German consumers who supported the ban.

Adapted from: GroundUp (2018) 'Farmworkers want 67 pesticides banned'. <https://www.groundup.org.za/article/farmworkers-want-67-pesticides-banned/> article dated 29 Aug 2019 (Date accessed 23/11/2019)

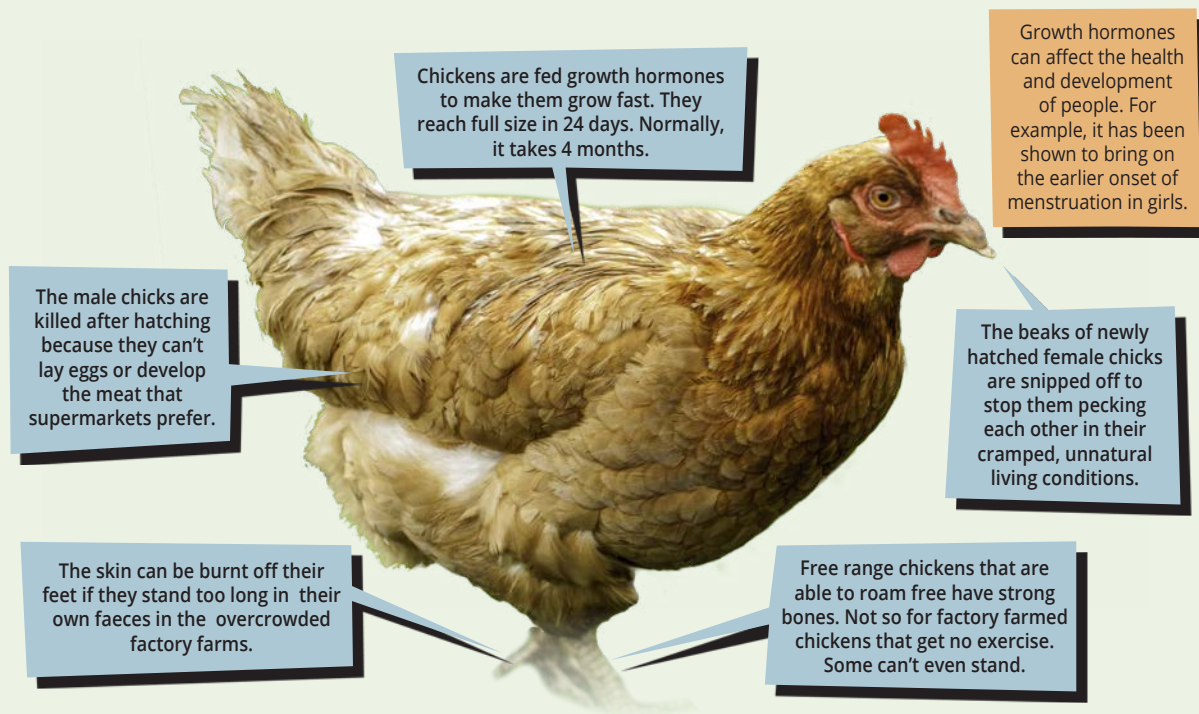


Be willing to challenge your thinking habits

Diimiseleni u itela khaedu nqila ye na qowela u humbula ngayo

Humane farming

South Africans love chicken, with each person consuming on average 33kg of chicken per year (2019). In 2018, 935 million chickens were slaughtered (*Overview of the South African Poultry Industry* www.fairplaymovement.org). Intensive farming methods are often used to feed the growing demand, resulting in the needless suffering of millions of chickens and ethical dilemmas for many consumers. Here's what this looks like:



2. Explore the reasons behind the mass production of chicken protein, taking into consideration cultural, geographical and economic factors. Assess the advantages and disadvantages of this farming method.
3. Identify any ethical dilemmas arising from this form of farming.
 - Evaluate whether knowing where the chicken you eat comes from make you want to change your eating or shopping habits.
 - Discuss the humane farming methods you would like to see as a critical consumer.



Ask questions that guide, probe and produce useful information

Vhudzisani mbudzo dzine dza sumbedza nqila, u vhudzis-esana na u bve-ledza mafhungo a ndeme

Take the hot seat!

4. A volunteer sits on a chair at the front of the group and plays the role of a commercial farmer who uses intensive farming methods. The rest of the group asks the 'farmer' in the hot seat questions about animal welfare on the farm. The farmer answers the questions and defends their position as honestly as possible.

Then let another volunteer take the hot seat.

Other characters to role-play include:

- an activist from an animal rights organisation
- a consumer who wants to buy ethical food
- a factory worker at an industrial chicken farm
- the manager of a supermarket.

The climate is changing. Why aren't we?

The average pattern of weather conditions over a long period of time is called climate. Climate isn't weather — weather changes daily. Human activities have affected the earth's climate in many negative ways, resulting in climate change. Considered the top threat to humanity in the 21st century, climate change disrupts the natural world in various dangerous ways. Natural disasters also fall into this category. Climate change influences human health and disease in numerous ways.

Human activities that contribute to global warming

Greenhouse gases act like a blanket around the earth. These gases trap energy in the atmosphere and cause it to warm up. This phenomenon is called the greenhouse effect and is natural and necessary to support life on earth.

However, our human activities – such as the burning of fuel to power factories, cars and buses, our dependence on coal and gas, and our unsustainable production systems – upset this natural balance. Through our activities, we release more and more carbon dioxide and greenhouse gases into the atmosphere, and trap more heat. The results: a warmer world. The way that the world is heating up is known as global warming. This climate change, and the resultant global warming, causes polar caps to melt, sea levels to rise and more extreme weather, like storms, floods and droughts.

Climate change makes it harder to maintain vital resources such as food and water. Extreme weather, e.g. droughts and wildfires, damages land and forests, making these resources even scarcer.

Depletion of vital resources means that we are using up important things from the environment, like fish, firewood or land, faster than they can naturally be replaced. It's like eating too many biscuits without baking more!

Depletion of fishing stocks means there are fewer fish available for communities that rely on fishing for their food. This not only affects the nutritional intake of these communities but can also lead to economic challenges.

Similarly, the depletion of firewood resources can impact people's health as it may force them to rely on less healthy cooking methods, like using open fires indoors, which can lead to breathing issues. The depletion of land resources can result in overcrowded living conditions and limited space for agriculture, contributing to the spread of diseases.

There is much that we can do and still need to do, to address climate change. The starting point is to break our society's dependence on coal, oil and gas (fossil fuels) and to rethink our unsustainable production systems. These tasks are urgent. This requires creative thinking and reimagining a new world. You can get started by engaging actively in discussions at schools and in your community around climate change.

Climate change and severe weather

Severe thunderstorms resulting in heavy rainfall and flash flooding are happening more frequently and intensely than ever before in South Africa, due to climate change.

The floods have resulted in a loss of lives, cars being submerged or swept away, damage to property, mudslides and soil erosion. In some areas, sewage pipes have burst, and pesticides and toxic chemicals have been swept into the water creating health and safety risks for communities.

More severe weather events, like long droughts and extreme heatwaves, make fires more likely. Dry land and plants become easy to catch fire, causing immediate danger to nature and homes, leading to damage and loss. These fires also release harmful gases, making climate change worse.

As South Africans, we need to:

- Plan for a less destructive relationship with the planet (long term).
- Ensure that people survive these current disasters with minimal loss of life or wellbeing (short term).




Connecting the dots

1. Use a mind map or other tool to help you make connections between floods, the environment and people's health and wellbeing.

Use these questions to guide you:

- Analyse how floods affect access to resources such as clean air, water, fisheries and land for growing food.
- Identify which sectors of society are most vulnerable to the impact of such environmental degradation.
- Discuss the actions that can be taken to reduce the harmful effects of storms and floods, as well as the pollution of our water sources.



Goodman Mpendulo Zulu sits outside his home in the Khokhoba informal settlement in Chatsworth, Durban. His home was badly damaged in the 2019 floods after the ground below was swept into the river. While this flood devastation is easy to see, this is not immediately so with pesticides and herbicides. As weather patterns change and storms and floods become more severe, many more of these harmful chemicals are being washed into streams and rivers, seeping into the groundwater and polluting the water.

Photo: Ihsaan Haffeejee, New Frame (25 April 2019)

Climate change – we need to act now

Human activities like the burning of fossil fuels (gas, oil and coal), agriculture and deforestation are largely responsible for climate change. The effect has been extreme: droughts, storms and floods have given rise to famine, and the extinction of plants and animals that are unable to adapt to the changing conditions.

What can be done?

Climate change is an urgent global challenge that needs both adaptation and mitigation responses:

- **Mitigation** means to stop, or greatly reduce, the activities that lead to an increase in temperature, like electricity made from burning coal, or cars that use petrol or diesel. Rather, we need to protect the rainforests and plant trees.
- **Adaptation** is about taking steps to prepare for living in a rapidly changing world, for example: stop building on land which could be flooded as sea levels rise; be prepared to deal with floods and droughts; use traditional seeds that are adapted to drought and high temperatures; and explore alternative food sources such as insects.

We need to act now to save our planet! If we are to succeed, we need to rethink the way we do things, particularly how we produce and consume goods.

You will learn more about adaptation and mitigation in Lesson 5.7.



Try to acknowledge your emotions, learn from them – without becoming them

Ni thogomele zwipfi, ni gude khazwo, ni songo vha zwipfi

Stepping up to save our world

People respond differently to climate change. Some feel overwhelmed by the size of the problem, and avoid thinking about it. Others are inspired to take action. How do you feel?

1. Examine the issue of climate change by writing paragraphs guided by these prompts:

- What troubles me most about climate change is ...
- The emotions I experience when I learn more about climate change are ...
(Describe your emotions and explain why you feel that way.)
- I am the kind of person who reacts to challenges such as climate change by
- In my view, the first thing we should do together to fix climate change is



Act now – how young people are responding

In 2019, young people from around the world held events to show their concern about climate change and to urge politicians and other leaders to do more about it. Their campaign culminated in 16 teenagers presenting a petition at the United Nations Climate Action Summit in New York on 23 September 2019. The petition calls for countries to work together in a spirit of cooperation rather than competition, and for local actions that contribute to change at a global level.

Ayakha Meithafa brings us one of their messages.



We are living through climate impacts every single day. In South Africa, severe drought has hit harvests and water supplies, and power blackouts are common. Poor people are really struggling to make ends meet, to have a decent meal. Now they must find money to buy water as their regular sources disappear...

Ayakha Meithafa, South African climate change activist and member of African Climate Alliance.



Take better
care of
yourself

Dithogomeleni
khwiye

What can you do?

2. We can all begin to make the transition to a less destructive relationship with the planet. It will take creativity to reimagine alternative forms of energy production, new lifestyles and products, and courage to disrupt the powerful business corporations and governments benefiting from the current political and economic system. Assess the actions you could take by completing the following activities.
- Explain what you would say about climate change to people in your community or province. Motivate them to make changes that not only help the environment but also contribute to their personal wellbeing.
- Reflect on how these changes can help you and others in your community take better care of yourselves, both physically and mentally.
- Highlight one specific action you are committing to that will improve your health and wellbeing while also benefiting the planet.
- Choose a community service and offer your services as a volunteer.



Represent
your idea or
data in an
image, story
or model

Sumbedzani
muhumbulo
kana data
yagu nga
tshinepe kana
tshifanyiso
kana modele

Attitudes and actions

Read Info Page Page I to find out about the connection between attitudes and environmental health, as well as what to do in the event of a natural disaster.

3. Identify actions that individuals and societies can take when they have a positive attitude towards environmental health issues.
4. Choose one of the following activities:
 - Design an information pamphlet to guide community members on what to do in the event of a flood, storm or fire.

OR

- Role-play scenarios where someone needs first aid help, e.g. a friend with a cut or someone feeling unwell. Practise what you have learned about helping in these situations.



Attitudes and Actions: Coping with climate change and natural disasters

The connection between attitudes and environmental health

Environmental health focuses on the relationship between people and their surroundings and on promoting human wellbeing and safe communities. Our attitudes shape how we treat the environment. When we care and take action, we make the world a healthier place to live for all its inhabitants. If we don't care, things only get worse.

Attitudes drive our actions towards the environment. When we care about the natural world, we take ecofriendly actions such as recycling, reducing energy usage, choosing public transport, and using renewable energy sources. But if our attitude is that we don't care, we do things that harm nature.

Attitudes also shape how governments plan and implement environmental policies. A collective positive attitude, about protecting the environment, can lead governments to create programmes that support conservation and protect natural resources.

Attitudes are important for getting communities involved in environmental health issues. Strong environmental

awareness encourages participation in groups that clean up and make positive changes to help the planet.

When consumers choose eco-friendly products, companies start making more of it. This may encourage businesses to adopt practices that are better for the environment.

The environment also affects how we feel. Research has shown that exposure to polluted environments can make us stressed, while being in nature can help us feel better.

People's attitudes about the environment also affect how countries work together. Countries that want to help the environment will team up to find solutions to problems like climate change and pollution.

The connection between attitudes and environmental health is important because it affects our wellbeing and the health of our planet. We need to make positive choices about the environment to ensure that everyone can enjoy a healthy future together.



Dealing with floods, storms and fires

Persuading people to embrace change and create a more sustainable way of living will take time. In the meantime, the risk of severe storms and flooding is a reality. It is important to know how to stay safe and survive the current disasters when they occur, as your safety begins with you as an individual. Here are some tips to help with this:

Floods

- Monitor the rising water levels and leave the area: go to a safer place or higher spot when the water level rises. This is particularly important if you live in a low-lying area or on a river bank. Do this before it becomes life-threatening.
- Do not cross flooded roads or bridges – use other routes.
- Remember that just 15cm of moving water can knock you off your feet!
- Avoid crossing low-lying bridges, streams and rivers.
- Be careful even when it is not raining. There might be floods as water comes down the river from an area where there are floods.
- Never try to walk or swim in swift-flowing water. Check the depth and current with a stick first before crossing over.
- Motorists must be careful and avoid driving through flooded areas. Water just 60cm deep can sweep a vehicle away. If you are a passenger, get out of the vehicle if you feel unsafe, and find another way home.
- Listen to the radio or TV or follow weather reports on social media.
- Keep your cellphone close in case you have to phone in an emergency. If possible, keep it covered (a ziplock bag works well).
- Turn off electricity and gas supplies during flooding, so that you limit the risk of electrical shock. Do not handle any wet electrical appliances.
- Where possible, avoid contact with any flood waters. The water may be contaminated with raw sewage, oil or other dangerous substances, and may also be charged with electricity from fallen powerlines.

Storms

- If you can hear thunder, there is likely lightning occurring within 30 kilometres of your location. If you are outdoors, your risk of injury or loss of life is at least ten times higher than being indoors. Counting

the seconds between seeing the “flash” and hearing the “bang” gives a fair estimate of risk. If the count is below 30 seconds, the risk to you is extreme. This is based on the fact that sound travels slower than light at approximately 300 m/s, so 30 s between seeing the flash and hearing the thunder equates to a lightning event 10 km from your location.

- If you are outdoors and you can hear thunder, you are at risk. Seek shelter in a substantial building, or a metal car or bus. Avoid open spaces or sheltering under trees.
- When there is lightning, all outdoor activities – including sports – must stop immediately.
- If you are caught unawares – outdoors and truly far from any buildings or vehicles that could give you shelter – then crouch as close as possible to the ground with your feet close together. Find the lowest possible ground (a hollow if possible), and stay away from high points and from trees.

Fires

- In case of fires, have an escape plan and know where fire exits are.
- If there's smoke, stay low to the ground, cover your nose and mouth with a cloth, and crawl to safety.
- Learn about fire extinguishers and how to use them, but always prioritise getting to safety first.

First Aid

- Learn about basic first aid. Attend a course or research basic first aid methods.
- Learn how to help someone who is injured, like applying a bandage or assisting with breathing difficulties.
- Know the ABCs of First Aid: Check Airway, Breathing and Circulation. Ensure the airway is clear, check for breathing, and monitor the pulse.
- Create a simple first aid kit with bandages, antiseptic wipes, disposable gloves, pain relievers and other essentials.

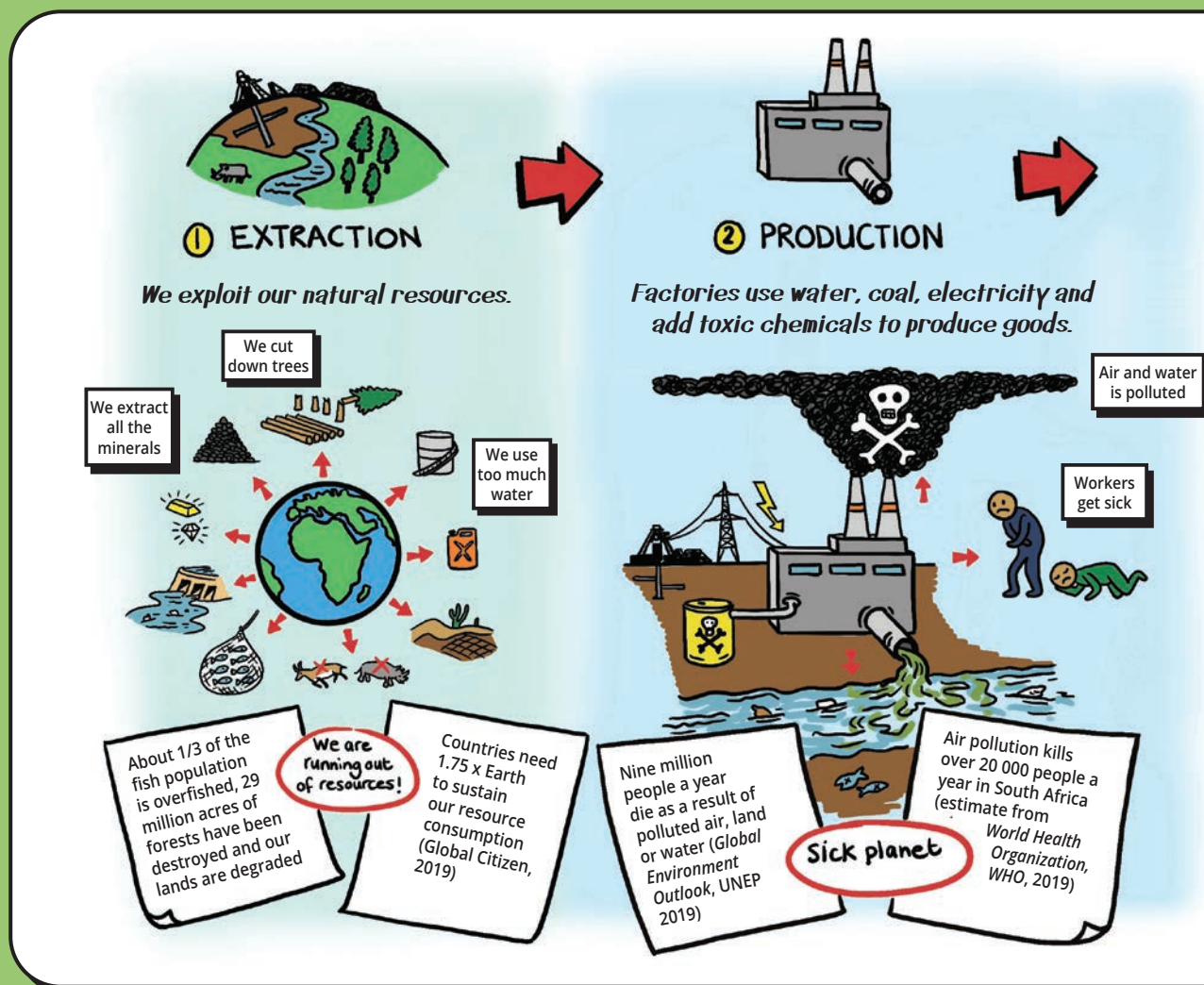
When faced with a disaster, contact the municipal disaster management centres or the nearest police station or call the national emergency numbers (112, 10177 or 107).

Is *our* present destroying *your* future?

An ecosystem is a community where living things (animals, plants and microorganisms) interact with non-living things (earth, climate, soil, sun, weather, and atmosphere) in a particular area. From your back garden to a rain forest, organisms interact with each other and their environment, exchanging energy and matter to maintain a delicate balance. Humans are an integral part of ecosystems, and our health and wellbeing depends on our access to the clean air, water and soil that they provide. Yet, as we have seen, humans pollute our environment and degrade (damage or harm) our planet in ways that threaten the natural systems that provide these resources.

What got us into this mess?

Simply put, overconsumption. To consume means to use something. Humans consume more energy, water and raw materials than we need. The problem is that human wants and needs appear to be unlimited, while the environment has limited and non-renewable resources to meet these needs. On a finite planet with limited resources and an increasing population, our world is in crisis.



Our unsustainable production system creates further pressures. Goods move through this system from extraction through to production, distribution, consumption and disposal. Within each stage of the production system, there is evidence of unsustainable practices that are creating environmental and social problems. And those who benefit most – like the big corporations – don't complain, as they grow in size and power the more they are able to produce and sell.

We need to act now if we are to change things for the better.



Investigate
the past –
predict the
future –
relate it to
the present

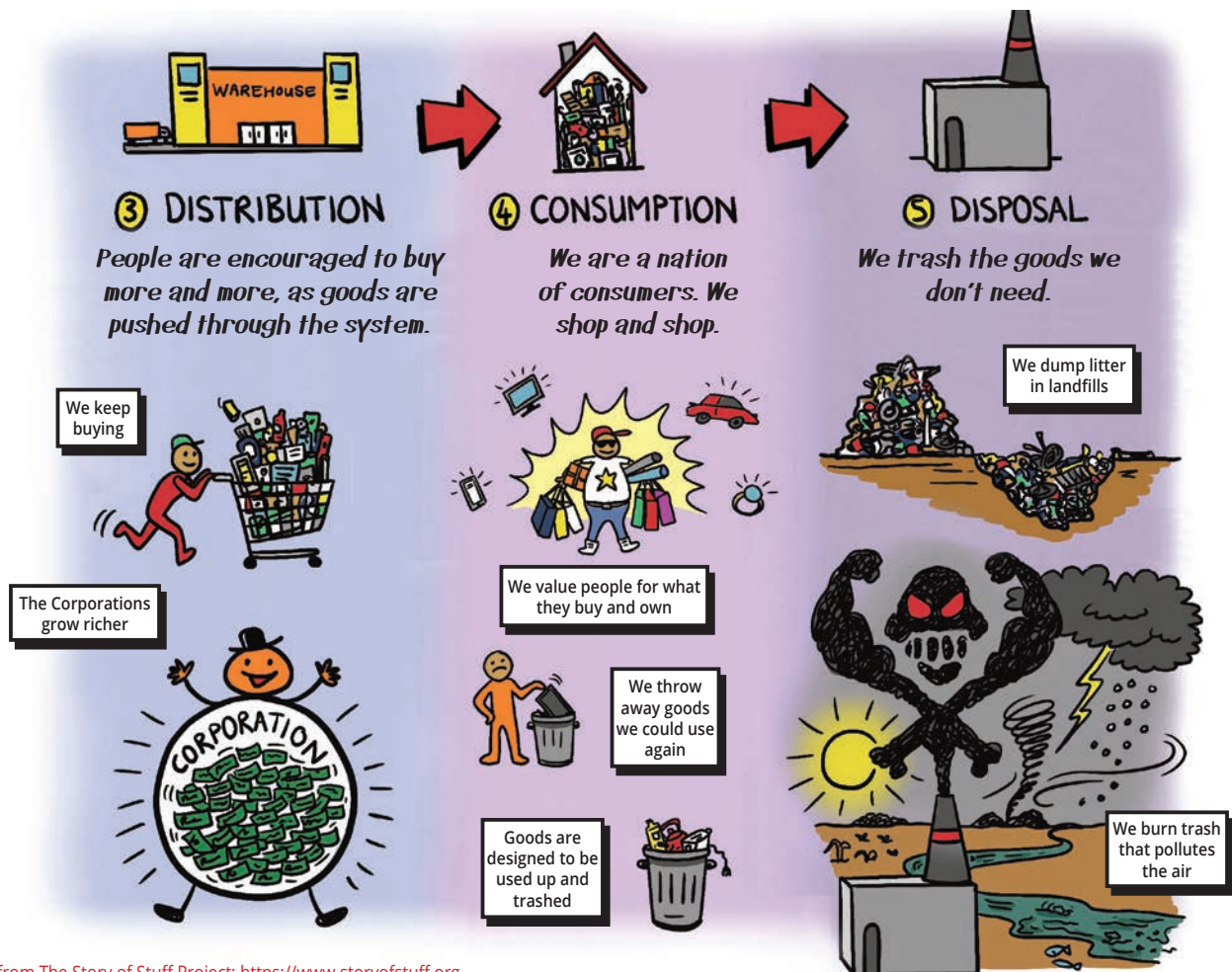
Thogisisani
zwo fhiraho
– vumbani
zwa matshelo
– zwi
vhambedzeni
na zwa zwino

Make the change

1. Study the infographic that shows how the production system works, and identify the problems at each stage.

Then investigate issues of consumption:

- Identify interventions at each stage in the chain that can help to change an unsustainable system of production and consumption into a more sustainable one.
- Identify some of the principles used in these interventions that we can use elsewhere.
- Describe an example in your community where the environment has been abused to the point where it affects people's health and wellbeing.
- Explain what your example shows about our society's relationship with the natural environment.
- Discuss what can be done to change things for the better.



Adapted from The Story of Stuff Project: <https://www.storyofstuff.org>

Becoming a critical consumer

Persuading people to turn away from harmful habits is not easy. The more we know about the state of our environment, locally, nationally and globally, the more opportunities we can find to take responsible action.

Counting the costs of consumption

Computers, cellphones, fridges, stoves, lamps and other electrical products can greatly improve the quality of people's lives. They also have health benefits, for example, there is no more indoor air pollution related to burning wood, coal and paraffin for heating, cooking or lighting.

Despite the benefits, the health and environmental costs related to the production and disposal of electrical appliances are high. Cellphones, in particular, contribute the most to e-waste. In 2016 alone, about 432 kilotonnes of cellphone waste was generated globally.

Mail and Guardian (2018) 'South Africans are drowning in e-waste' <https://mg.co.za/article/2018-03-16-00-south-africans-are-drowning-in-e-waste> (Date accessed 01/12/2019).

Responsible consumption

We can make mindful and sustainable choices by adopting these responsible consumption habits:

- **Reduce, Reuse, Recycle:** Reduce your consumption of single-use items, reuse items whenever possible and recycle materials appropriately.
- **Buy local:** Buying from local businesses reduces your carbon footprint, because you don't have to travel far and helps strengthen your community's economy. Your carbon footprint is a measure of the amount of carbon dioxide released into the atmosphere as a result of particular activities.
- **Use resources sustainably:** Use energy-efficient appliances, turn off lights and electronics when not in use and consider alternative energy sources like solar power.
- **Conserve water:** Be mindful of water usage. Fix any leaks promptly, take shorter showers and consider using water-saving fixtures.
- **Minimal packaging:** Choose products with minimal packaging or packaging made from recyclable materials. Avoid excessive plastic packaging whenever possible and avoid single-use plastics (e.g. straws and disposable cutlery).
- **Sustainable transportation:** Walk, cycle or use public transportation when possible.
- **Reduce food waste:** Plan meals, use leftovers creatively and compost food scraps to minimize food waste.
- **Support the circular economy:** Choose products made from recycled materials and support companies that practice circular economy principles, where products are designed for reuse, refurbishment or recycling.





Ask questions that guide, probe and produce useful information

Vhudzisani mbudziso dzine dza sumbedza ngila, u vhudzisesana na u bveledza mafhungo a ndeme

Being a responsible citizen

The choices you make, when you shop, shape the world we live in – whether you know it or not. As a critical consumer you need to ask questions about how the products you buy are made and their impact on the environment and our health. Let's practise asking questions that investigate the connections between a product and the environment.

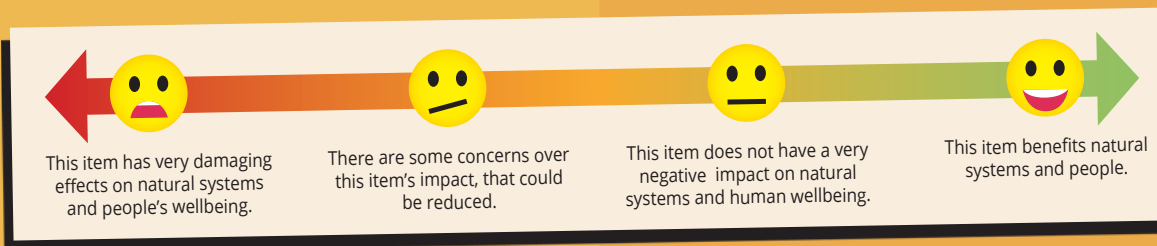
1. Working in small groups, sit in a circle. Each person places an item that they have sourced from home in the centre. It can be any object, such as food, drink, an article of clothing, equipment or any other product that has been made or bought. Make sure that you investigate how this item was made (the production system) and where it goes after it has been discarded.

For each item:

- Determine how this item benefits me/us.
- Identify who benefits most from the sale of this item.
- Analyse what this item is made of, where it was made and how it got to you, considering natural resources, origins, transport and human labour.
- Identify the types of pollution, or other environmentally damaging processes, linked to the production, packaging or transport of the item.

- Determine what human rights violations are linked to the production of the item.
- Assess what will happen to this item after its useful life.

Give the item a score to reflect its social and environmental impact, based on your answers to the questions above. Use the rating system below.



As a critical consumer, I am willing to:

- Share my phone with my family.
- Find out more about where a phone's components come from before buying it.
- Find out more about where a phone goes to after it is thrown away.
- Find out where old phones can be repaired.
- Look out for e-waste recycling bins.

2. Describe what you could do to reduce your negative impact on the environment.? What kinds of questions can you ask to analyse the health of your environment? Consider:

- Is there an alternative item that you could buy or use?
- Why do harmful practices not change soon enough?
- What sacrifices do some people need to make in order to benefit other living beings?
- What else?

3. Formulate a plan on how your community can mitigate and adapt to the effects of global warming.

You can change your future

Mitigating and adapting to global warming are both important if we are to address climate change. Mitigation involves reducing greenhouse gas emissions to prevent further warming, while adaptation focuses on preparing for and responding to the impacts of global warming that are already occurring.

Read Info Page J *Mitigating and adapting to global warming* to learn about mitigation and adaptation strategies.

By understanding and applying these mitigation and adaptation strategies, we can take meaningful steps to address global warming and its impacts. Every small action contributes to a positive change for our environment. What can you do to help your community mitigate or adapt to the changing environment? In this lesson you will take on a group challenge to raise awareness about global warming and find practical solutions to help your community cope with and reduce the effects of climate change. Follow the process as outlined in the activities below.

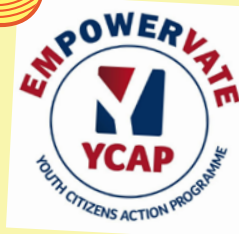


Participate actively in productive dialogue

Dzenele-
lani nga u
q̄iimisela kha
nyambedzano
i vhuyedzaho

Step 1: Identify a challenge

1. Brainstorm:
 - Explore ways your daily actions contribute to global warming.
 - Discuss how global warming impacts your community.
 - Identify what you would like to change in your school or neighbourhood.
 - Discuss what you think you can do about these challenges.
2. Choose a specific aspect of adapting to or mitigating global warming to focus on. Select an area in which you will be able to make a change in your school or community (or a community of your choosing). Define your chosen challenge carefully.
3. Before you begin your challenge, share:
 - The strengths each of you can contribute as you work towards changing this situation.
 - What you would like to gain from this experience.



YCAP (Youth Citizens Action Programme):

An initiative that empowers young people to take action on social and environmental issues within their communities. By participating in the YCAP challenge, learners have the opportunity to enter a national competition where they can showcase the sustainable impact they have made on their challenges, network with learners from across the country and get recognition. For more information, visit <http://www.empowervate.org>



Ask questions that guide, probe and produce useful information

Vhudzisani mbudziso dzine dza sumbedza ngila, u vhudzis-esana na u beve-ledza mafhungo a ndeme



Make an informed choice, with an awareness of consequences

Nangani ni na ngivho na tsivhudzo nga masiandaitwa



Pause, reflect and assess your emotions and thoughts

Imani, qisedzuluse ni sedzuluse zwipfi na mihumbulo yaqu

Step 2: Investigate and research

Use the Info Page and other resources to gather information about your chosen challenge.

4. Investigate the challenge and potential solutions:

- Identify who is affected and how they are impacted.
- Examine how the environment is affected.
- Determine what changes the affected people want to see.
- Analyse all the factors that contribute to the challenge.
- Consider other important questions to ask.



The fashion industry

Following the energy industry, which includes electricity and heating, the fashion industry is the second largest user and polluter of water. It uses 2700 litres of water for one T-shirt, contributing to 20% of industrial water pollution through dyeing and treating materials. Wearable Collections, founded by Adam Baruchowitz in 2004, promotes textile recycling with bins in New York to limit the industry's environmental impact. Baruchowitz argues that reusable clothing should not be thrown away. "Clothing is a clear example of what can be reused. It doesn't make sense to throw away things that people can reuse. This same thinking translates into many other materials in our waste stream," he says.

<https://recyclenation.com/2013/06/new-york-city-wearable-collections-clothing-not-garbage/>

Step 3: Take action

5. Discuss the different actions you can take to address your challenge. Think about what is realistic and achievable. Select the idea that you think will have the most impact and that your group is excited about.

6. Make an action plan.

- Write down the steps you need to take to complete your action. Include what you need to do, who will do it, and when it will be done.
- List the materials and resources you will need for your action. Think about where you can get these items and how you will use them.

7. Implement your plan. Document your progress with photos, videos and written reports.

Step 4: Reflect and share

8. Reflect on the experience:

- Discuss what you learned from the challenge: What went well? What challenges did you face? How did you overcome them?
- Discuss future actions: Consider how you can continue to contribute to the fight against global warming. What other challenges or actions could you take?

At the end of the challenge, present your challenge to the class. Explain what you did, how you did it and what impact your challenge had.



Baie moo!



Mitigating and adapting to global warming

Combining mitigation and adaptation strategies is essential for addressing the challenges posed by global warming effectively. It requires cooperation between governments, businesses, communities and individuals to create a sustainable and resilient future.

Below are seven strategies each for mitigating and adapting to climate change.

Mitigation Strategies

1. Sustainable use of natural resources

Shift from fossil fuels to renewable energy sources such as solar, wind, hydroelectric, geothermal and biomass: Install solar panels at school; educate others about the benefits of using renewable energy; organise a workshop on creating simple solar-powered devices; set up a small wind turbine demonstration project.

2. Energy efficiency

Implement energy-efficient technologies and practices in buildings, transportation and industries to reduce energy consumption and emissions: Use energy-saving light bulbs; turn off lights and electronics when not in use; hold a school competition for the best energy-saving tips.

3. Reforestation

Plant trees and restore forests to absorb carbon dioxide from the atmosphere: Organise a tree-planting event; start a school garden with indigenous trees; partner with local organisations to restore nearby forests; create a tree adoption programme and care for planted trees.

4. Sustainable agriculture

Encourage sustainable farming practices, crop rotation and reduced livestock emissions to minimise agricultural contributions to global warming: Start a composting project; grow a vegetable garden using sustainable practices; invite a local farmer to talk about sustainable farming; organise a farm visit to learn about eco-friendly agriculture.

5. Circular economy

Promote a circular economy that encourages recycling, reusing and reducing waste, thus lowering emissions associated with manufacturing and disposal: Set up a recycling programme at school; organise a swap event for clothes and books; hold a workshop on creative reuse of everyday items; create awareness campaigns on reducing single-use plastics.

6. Sustainable transportation

Encourage the use of electric vehicles, public transportation, cycling and walking to reduce emissions from the transportation sector: Campaign for better public transportation by writing to or meeting with local officials; organise a petition to improve bus, train and taxi services; hold a community meeting to discuss and promote the use of bicycles; organise a “walk to school” day, emphasising pedestrian safety by wearing bright or reflective clothing and staying alert to traffic at all times. **NB: Don't walk or drive and text! Staying alive is a form of sustainability!**

7. Green building design

Promote sustainable building practices, energy-efficient designs and the use of environmentally friendly materials: Advocate for energy-efficient school buildings by suggesting simple improvements like using energy-saving light bulbs and installing solar panels; organise a community project to plant trees around school buildings for natural cooling and improved air quality; hold workshops on recycling materials to create eco-friendly classroom decorations; start a school garden using sustainable methods to demonstrate green practices in action.

Adaptation Strategies

1. Resilient infrastructure

Upgrade and design infrastructure to withstand the impacts of extreme weather events such as floods, storms and fires: Create a school emergency plan for floods, storms and fires; educate others about preparing for extreme weather; organise a community workshop on building resilient structures; develop a school project to reinforce classroom windows against storms and fires.

2. Water management

Improve water management strategies to address changing rainfall patterns, ensuring water availability during droughts and managing flooding risks: Change washers when taps are dripping; run a campaign to save water; install rainwater harvesting systems at school; conduct water-saving workshops for the community. **NB: Switch off taps!**

3. Climate-resilient agriculture

Develop climate-resilient crop varieties, implement efficient irrigation techniques and adopt practices that can cope with changing climate conditions: Start a drought-resistant vegetable garden; create an irrigation system using recycled water; hold a workshop on growing climate-resilient crops; visit a local farm to learn about water-efficient farming methods.

4. Ecosystem conservation

Protect and restore ecosystems that act as natural buffers against climate impacts, such as wetlands, forests and coastal dunes: Organise a clean-up of ecosystems/natural habitats in your area; educate others about the importance of these ecosystems; partner with local conservation groups to restore these environments; make an urban space greener by starting a planting project.

5. Early warning systems

Establish effective early warning systems to alert communities about impending extreme weather events and other climate-related hazards: Create a school-based alert system for extreme weather; develop and distribute safety guides for different weather events; organise drills to practise emergency responses; set up a community watch group to monitor weather conditions.

6. Sustainable urban planning

Plan and design cities to be more resilient to climate impacts, considering factors such as heat mitigation, green spaces and sustainable water management: Advocate for more green spaces in the community; organise a "green city" drawing or essay competition; hold a workshop on urban gardening and green roofs; campaign for more trees and shaded areas in playgrounds and parks.

7. Public health preparedness and community education

Strengthen public health systems to address health challenges from heatwaves, droughts and pandemics: Raise awareness about climate change impacts and involve communities in mitigation efforts. Organise events on climate-related health issues, create educational materials on staying safe during extreme weather and collaborate with local health officials to develop disaster response plans.





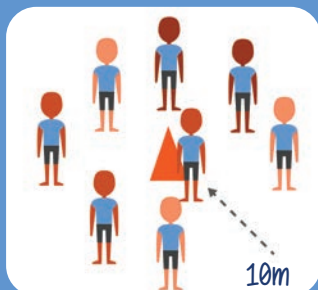
The Castle ball game is a fun way to develop your leadership and organisational skills together. Jumpsies and yogi are games that help build skills in blocking, target accuracy and jumping.

Castle ball, jumpsies and yogi

WARM-UP: CIRCLE DYNAMIC STRETCHES

Stand in a wide circle and place a marker in the middle. On an agreed signal, move forward, touch the marker and then move back again.

Make sure that you practise different dynamic stretches, when moving back and forth.



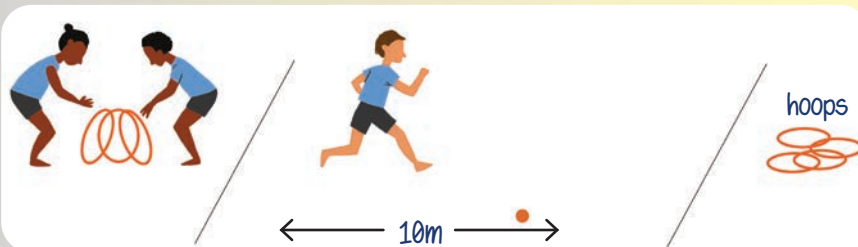
CASTLE BALL DRILLS AND GAME

You will need hoops or other materials to build your castle, and eight balls to knock these down or to play the castle game.

1

BUILD YOUR CASTLE

Work in teams. Each team must have the same materials to build their castle/s (hoops or blocks), in equal numbers. Each team must stand behind a marked line 10m from the material. On hearing a signal, each team has a turn to run and fetch one building block for their castle. Once the castle is built, the team scores a point. They can then start to build their second castle. The team that builds the most castles in the time available wins the game.



3

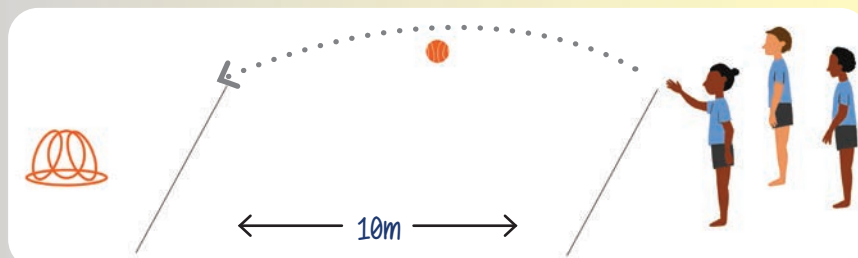
CASTLE BALL GAME

Teams with six to eight members play against each other in a marked area. Each team has four balls. The players must defend their castles and attack their opponents' castles. A castle cannot be targeted while it is being rebuilt. The team scores a point for each castle that they knock down. Whoever knocks down the most castles wins the game.

2

KNOCK YOUR CASTLE DOWN

The members of each team stand behind the line, 10m from their castles. They throw the balls to knock their castles down. Each team member must get a turn. The group with the most strikes in five minutes wins the game. Castles must be rebuilt each time they are knocked down.





YOGI AND JUMPSIES

Four players per team are needed for these games.

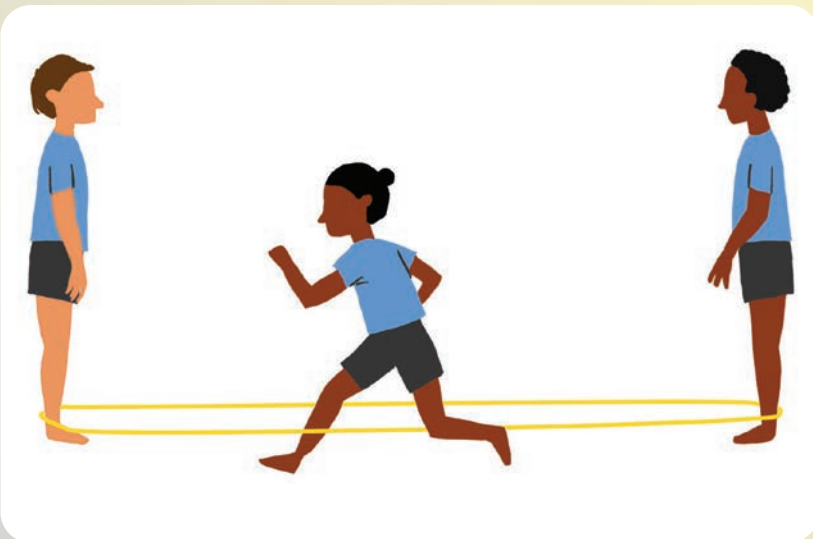


YOGI

Two team members hold a single elastic. The other two members must jump over this elastic held at different heights (ankle, knee, thigh and waist height or higher).

Players are allowed to touch the elastic, hook one foot over it and bring it down far enough so they are able to jump over it. Each player completes the jump at a particular height and then swops to allow their partner to complete the same jump.

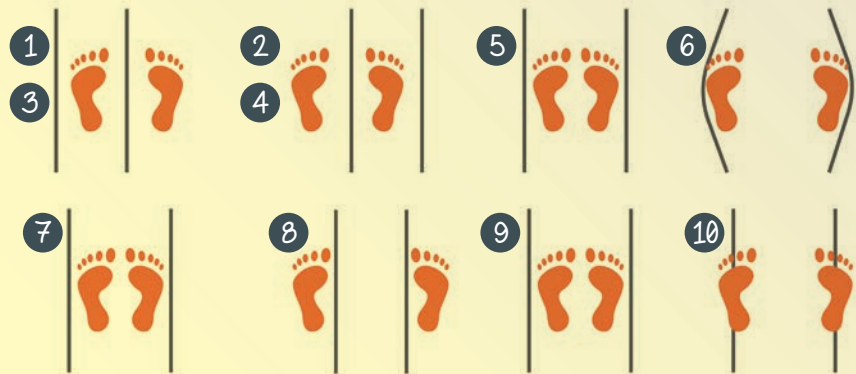
Allow all players a chance to hold the elastic and also to complete the jumps.



JUMPSIES

Two team members stand with the elastic around their ankles, forming a rectangle. The remaining team members complete the following ten steps together simultaneously. Swop over so that everyone gets to complete the activity.

- Step 1** – Place left foot inside the rectangle and right foot outside.
- Step 2** – Place right foot in the rectangle and left foot outside.
- Step 3** – Repeat Step 1.
- Step 4** – Repeat Step 2.
- Step 5** – Bring both feet together inside the rectangle.
- Step 6** – Place the feet wide apart but still inside the rectangle.
- Step 7** – Bring feet back together inside the rectangle.
- Step 8** – Jump and place both feet outside the rectangle.
- Step 9** – Bring feet back together back inside the rectangle.
- Step 10** – Jump and place both feet on the elastic.



MAKE YOUR OWN PATTERNS

Now make up your own patterns or steps for jumpsies. There must be ten steps. Show the rest of the class.

Cooldown

Do static stretches to cool your muscles down.



Beanbag bocce, golden ball and kabaddi

Let's play modified beanbag bocce, golden ball and kabaddi. These games will help to improve your underarm, overarm and shoulder throws as well as your running and side-stepping.

BEANBAG BOCCÉ

Groups of eight learners at a station.

1 BEANBAG BOCCÉ

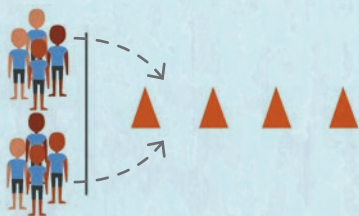
Eight players are needed for this game. Players are divided into two teams. Each team stands behind opposing lines (as per the graphic below). A target is placed in the middle between the teams. Each player throws their bean bags underarm towards the target. The beanbag closest to the target earns four points, second closest three points, and so on. On the next round, throw with the left hand, then throw overarm and with your feet!



THROWING OVER A DISTANCE

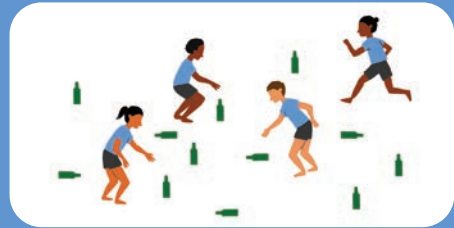
2

The two teams of four players start behind a specified mark or line. Five markers are placed in front of the two opposing teams. Each team takes a turn at throwing their beanbag at the closest marker. Once the round is complete, select the second marker and repeat the process until all the markers have been targeted. Make sure that all players get to throw their beanbags in all the rounds. The team that wins in each round is the team with the most beanbags closest to the mark.



PLAY STRIKERS AND SETTLERS

Mark off an area and place bottles upright within this space. The class must be divided into two – either strikers or settlers. The strikers must strike the bottles down while the settlers should turn these upright. Count the upright bottles to see who wins!



GOLDEN BALL

1

SIDE-STEPPING AND OVERARM PASSING

Players are divided into attackers and defenders. The attackers stand behind a starting line. At a distance opposite them is a ball that has been placed on a cone – called the Golden Ball.



Defenders are spread throughout the play area. Attackers must reach the Golden Ball without being tagged. If tagged, the player must freeze and can only unfreeze if tagged by another team member.

Once an attacker reaches the Golden Ball, the attackers win that round and get to attack the golden ball again. If all the attackers are tagged by defenders before reaching the golden ball, the defending team wins and becomes the attacking team.

2

GOLDEN BALL

Set up the game by marking out a rectangular field. Divide this in half, mark out two safe zones per side and place a golden ball at each end (see graphic).



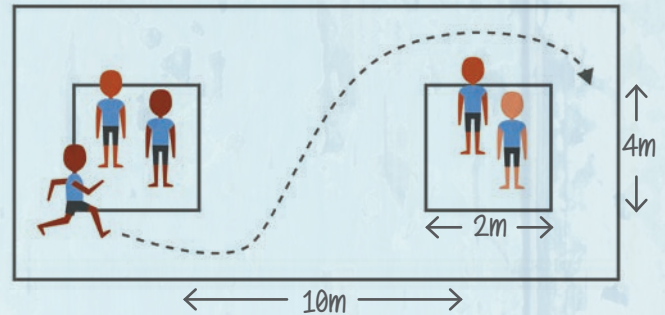
Each team must try and reach the opposing team's golden ball and knock down their own if they are to win. If a player is tagged, they must freeze and can only be untagged by a fellow player. When this happens, both get a free pass back to their half. Only one person can be in the safe zone at a time!



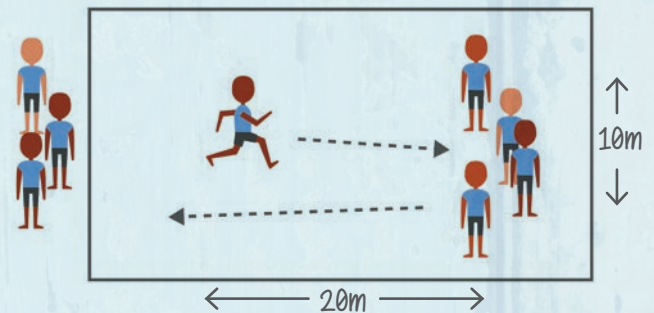
KABADDI

Eight people are needed for this game. In each stage of the game, players will be required to work as individuals or in teams. Those who manage to tag other players, score a point. One player must act as umpire in each round.

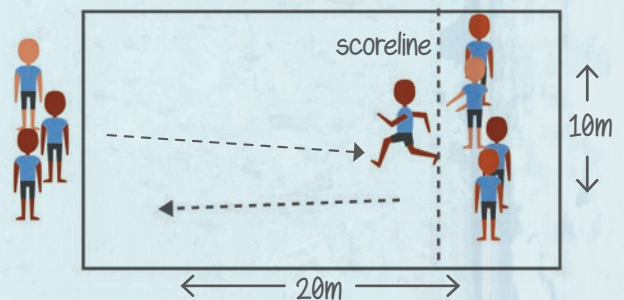
1. Mark off a 10x4m playing surface with two 2 x 2m "dens" falling inside this space. Four defenders stand in pairs in their two "dens". (2 x 2m marked areas). The attacker runs through the area, trying to tag the defenders who must remain within these 'dens'. The defenders also try to tag the attacker, but can only do this when the player is moving away from them. Each tag is one point. See who scores the most points!



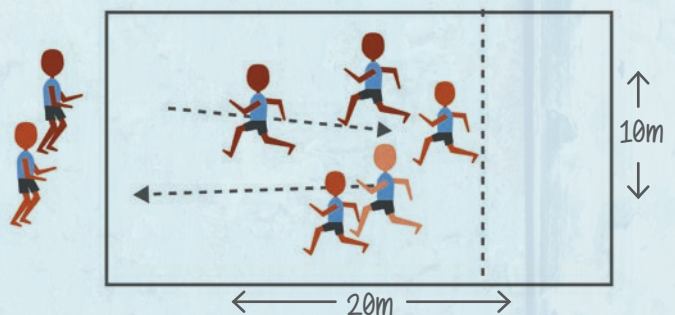
2. Mark off a 20 x 10m playing surface. Divide into two teams – the defenders and attackers. The defenders form a half circle at the end of the play area. The attackers send one "raider" at a time, who tries to tag a defender. The defenders may move out of the way but not out of the area. The moment the 'raider' starts moving back to the starting line, the defenders can try to tag them.



3. Use the same playing surface as above and mark off a score line (see graphic). The 'raider' has 30 seconds to try and to touch the score line with his foot without being tagged. Defenders may not step over the score line.



4. Play modified kabaddi. The same playing surface is used. The 'raider' has 30 seconds to try and to touch the score line with his foot without getting tagged and must at the same time try to tag defenders. The defenders are now able to step over the score line once the 'raider' returns to the starting line. The 'raider' must avoid being tagged.



Cooldown

**Do static stretches
to cool your muscles down.**



Four squares and frisbee golf

WARM-UP!

Work in groups. Stand in a circle and throw the ball to each other. Before you catch the ball, make sure you clap. If you clap and the ball isn't thrown to you, you are out! If you drop the ball you are out! If you don't clap and catch the ball, you are out!

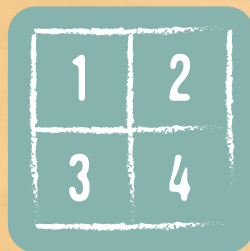
You are going to take part in self-designed and structured community and playground games that promote umpiring, administrative, organisational and leadership skills. Four squares and frisbee golf are examples of games where traditional sports have been redesigned into fun new games.

FOUR SQUARES

Hand tennis or four-square is a great game for everyone to participate in. All you need is a tennis ball, an even playing surface and your hands which you use as racquets.

WHAT ARE THE RULES?

1. Four squares is played on a square court with four players. Each player occupies a quarter of the square. These squares are ranked numerically (from 1 to 4) with the highest and lowest ranked numbers diagonally across from each other.
2. The aim of the game is to eliminate players so that you can advance to the most high-ranking square.
3. The game starts with the player in the highest-ranking square serving. They can serve into any square. The player receiving the serve is allowed only one mistake or fault.
4. The ball must bounce in the player's square first before being hit into the opponent's square.
5. Players are eliminated for:
 - failing to hit the ball into another square
 - allowing the ball to bounce more than once in their own square
 - hitting the ball out of bounds
 - hitting the ball incorrectly such as holding, catching or carrying
 - hitting the ball with a part of the body that is not a hand
 - violating any number of local rules that are made up on the playground.
6. Each time a player is eliminated, that player leaves the court and all players advance to a higher numbered square. The lowest ranked square is then filled with a new player. All eliminated players leave the court and wait for their next turn to join in the lowest square.



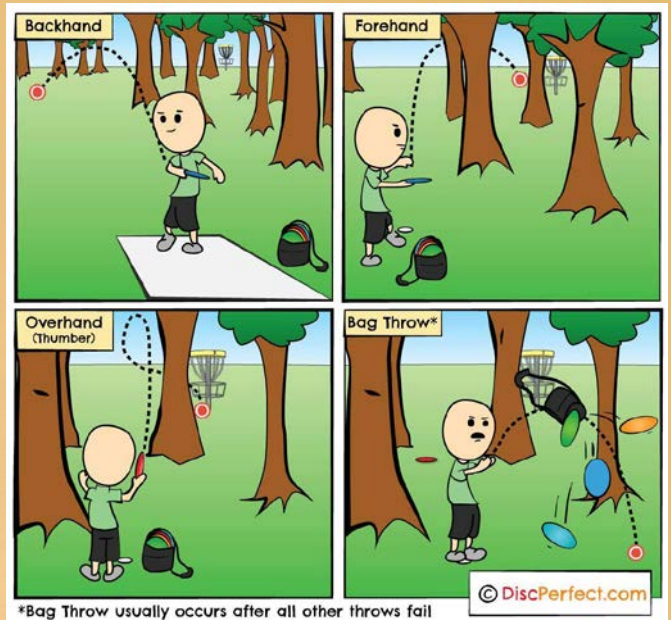


FRISBEE GOLF

Frisbee golf is played much like traditional golf but instead of using a golf club and hitting balls into a hole on a golf course, players throw a frisbee into a hula hoop or bucket which represents the 'hole'.

HOW TO PLAY THE GAME

1. Set up the ten 'holes' by placing the hula hoops or buckets around the field.
2. Work out the average number of throws per 'hole' so that you are able to score the game. The more complicated it is to get the frisbee into the 'hole', the more throws there should be per hole.
3. Divide your class into groups, with a maximum of four players in each group. There is a starting point or tee-off zone for every hole on the course. Get each group to tee-off at a different hole so that everyone can play the game at the same time. Once your group has completed playing a particular hole, it must move on to the next one.
4. The player with the least number of throws per hole across the entire course wins the game.



SCORE CARD

Here is an example of the score card for each player:

HOLE	POSSIBLE THROWS	ACTUAL THROWS	TOTAL
1	4	5	1
2	2	1	-1
3	5	3	-2
TOTAL	11	9	-2

Drie stokkies and arigogo

The indigenous games of drie stokkies and arigogo are fun activities for promoting physical activity, as well as umpiring, administrative, organisational and leadership skills.

Stuck in The MUD

Divide into four teams. Three teams are able to run free while the fourth team tries to tag them. Hop on one leg when chasing one another.

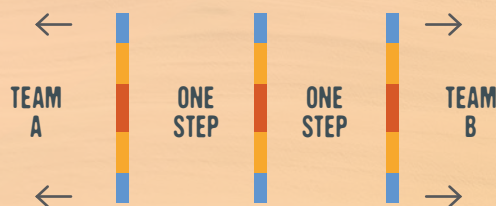
Drie stokkies

Drie stokkies is a running and jumping game that can be played on grass, tarmac or sand.

There are two teams in this game, each with six players.

Three sticks are placed a metre apart from each other on the ground.

Players from both teams line up, run and jump between the sticks.



RULES FOR JUMPING

Players are allowed to only jump once between the sticks. They also cannot touch the sticks with their feet nor do a double step between

these sticks or they will be eliminated.

The last person to jump in a team is known as the "Stretcher" i.e. he or she will stretch the distance jumped so as to eliminate players from the opposing team.

The winner is the person that completes all jumps successfully in the set.



1

RUN AND HOP

Run and hop with one foot over objects.

Alternate your feet.

2

RUN AND LEAP

Run and leap over the designated area.

Remember to alternate feet.

3

LEAP LINES

Leap over lines of rope on the floor.

Alternate your feet.



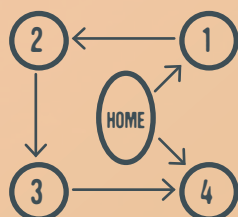
ARIGOGO ('I am going')

Arigogo is very similar to rounders or baseball in that one team bats while the other team fields.

BATTING AND RUNNING

Batters sit on a marked area outside the field of play and wait their turn to bat. The first batter must hit the ball with their hands in any direction but within the designated boundaries.

The aim of the game is for the team fielding to either catch the ball or hit the runner with the ball as they run from station to station.



The runners sit in a big circle in the middle of a square. From this circle, a runner can walk to the first station without fear of being 'hit' by the ball.

However, after the first station, the player must run around all the markers back to home base dodging the ball. If they are hit, they are also eliminated from the game.

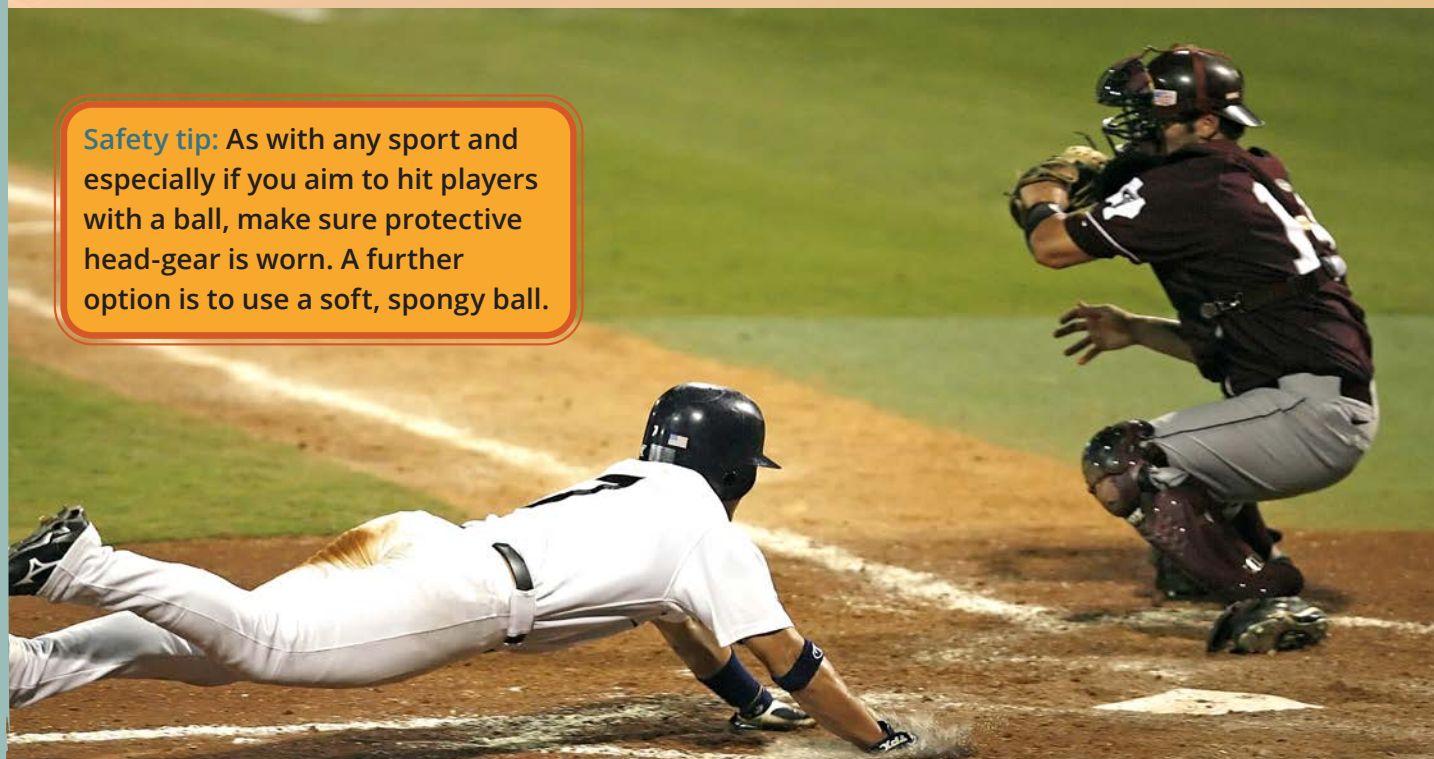
Only one runner is usually allowed at a time. If there are too many players, the rules can be adapted to allow two runners to run simultaneously. Players run anti-clockwise.

FIELDING AND HITTING RUNNERS

The fielding team that must try to hit the runners out the game with the ball. The fielders will cover the play area, waiting to catch or fetch the ball.

The runner(s) are out when the ball is caught from the air or when they are hit with the ball by one of the fielders on their way to the home base.

Safety tip: As with any sport and especially if you aim to hit players with a ball, make sure protective head-gear is worn. A further option is to use a soft, spongy ball.



1

DODGE THE BALL

Get into a group of 3. Practice dodging a ball that is thrown at you.

2

HIT A BALL

In your group, hit a ball to one another.

3

CATCHING AND THROWING

Create a triangle and practise catching and throwing a ball to each other.

Lifestyle choices

Life is a series of choices. "Should I do this or that?" we ask ourselves all the time. Your lifestyle is about the way you choose to live your life, as well as your interests, habits and behaviours. Millions of people make poor lifestyle choices that affect their health and wellbeing. You can choose to change and live a more healthy life but this requires self-awareness, courage and determination.

Choose to make the change

1. Read Thabiso and Sarah's stories. Evaluate the changes they are able to make, to improve their health and wellbeing, by answering the questions below.

Thabiso works long shifts and weekends as a porter at the local hospital. He has little time to exercise and eats fast foods whenever he is hungry. This is a cheap meal and fills him up. On his day off he watches TV and is happy just to eat bread so he does not have to cook. This helps him with his budget as his grocery money lasts until the end of the month. The nurses at the hospital tell him his diet is unhealthy, but at least he feels full.

Sarah's relationship with Rajesh is going well. She is so happy. She never expected him to choose her, the "uncool" girl, when he's so popular. She still feels shy around his friends, though, as they party hard, drink and smoke. Recently, Rajesh has started to put pressure on her to join in. She doesn't want to lose him so she has started to drink. This helps her feel more confident and less anxious too. There's nothing she wouldn't do to keep Rajesh.



Use empathy to perceive emotions and explore perspectives

Sebenzisa ul-wazelelwano ekuqondeni uvakalelo lwakhe nase-kuyibambeni indlela azi-bona ngayo izinto

- Identify the factors impacting Sarah and Thabiso's lifestyle choices.
 - Determine which choices they are in control of.
 - Analyse the factors which would be difficult to change.
 - Assess what the consequences could be.
2. Formulate a plan for Sarah or Thabiso to make better lifestyle choices and improve their health and wellbeing. Present your plan and compare and contrast it with a fellow learner's plan.





Take better
care of
yourself

Hhoya impilo
yakho

How can you live your best life?

Your health and wellbeing depend on how you care for all the different parts of your life, including the physical, emotional, spiritual, social, environmental, economic and intellectual parts. Any problem that you might have in any one of these parts will affect the others.

3. Examine the Health & Wellness Wheel below to assess your wellbeing and identify the parts of your life you want to change so as to live a healthy and happy life.
 - Copy the wheel into your notebook.
 - Read carefully through all the different aspects of your life that contribute towards your health and wellbeing.
 - For each aspect, rate yourself on a scale of 1 to 4:

① I never include this part in my wellness journey

③ I regularly include this part in my wellness journey

② I sometimes include this part in my wellness journey

④ I always include this part in my wellness journey



Spiritual: I have values, beliefs and practices that give my life meaning and guide my choices.



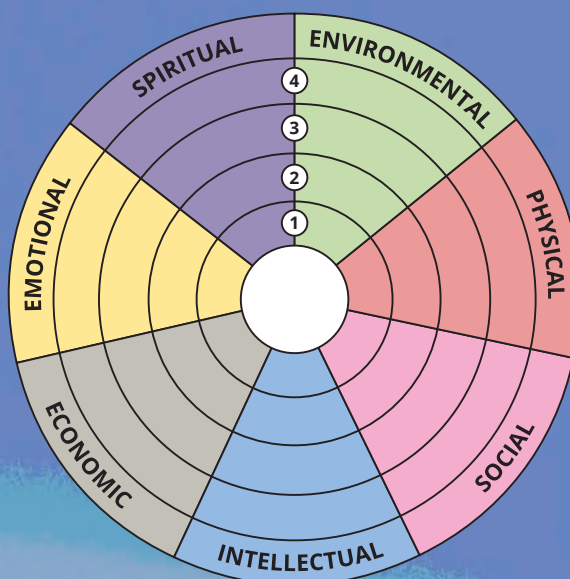
Emotional: I acknowledge and manage my emotions and can regulate my stress.



Economic: I manage my money and find opportunities to grow and share my resources.



Intellectual: I like activities that stimulate and challenge me mentally, and I also know when to rest.



Environmental: I care for the natural environment. I keep it clean and safe.



Physical: I exercise regularly, eat healthily, get enough sleep and protect my body from harm.



Social: I have close friends and can interact with others at a level that is comfortable for me.

Adapted from: Nestlé Wellness (2017) Choose WELLNESS Choose NESTLÉ. Nestlé Wellness Wheel https://www.nestlewellness.co.za/wp-content/uploads/2017/05/Wellness_Wheel.pdf (Date accessed 28/09/2018)



Persevere
and work
it out

Zingisa
uzisombululele
ngokwakho

Goal setting for better health

4. Look at your results and evaluate:
 - Identify your weakest and strongest areas. Explain your choices.
 - Determine which areas you can control and which areas you have no control over. Explain.
 - List some of your healthy habits.
 - Specify which unhealthy habits you want to change and how you can do this. Set some goals for yourself in these areas.



Eating well; staying active

Appreciating what your body can do for you, and treating it with love and respect, is an essential lifestyle choice that you can make right now. A healthy body is important for a healthy mind so you need to make positive choices about exercise and healthy eating.



Make an informed choice, with an awareness of consequences

Khetha okusekelwe kulwazi, ngokuqonda futhi iziphumo zako

Develop a wellbeing plan

What decisions are you making about physical activity and nutrition?

1. Read *10 healthy lifestyle choices* below, as well as *Eating healthily on a tight budget* on page 107.
2. Follow these steps to construct an exercise and nutrition plan for your overall wellness:
 - Research your current exercise and nutrition needs.
 - Assess whether you meet the minimum requirements.
 - Decide your exercise and nutrition goals for the week.

Exercise	Nutrition
How much exercise should a teenager on average be doing per day? Are you on track? How can you improve?	What should a teenager on average be eating and drinking per day? Are you on track? How can you improve?

- Plan what you need to do each day to achieve your weekly goals.
- List things that you think might prevent you from achieving your goals. Suggest how you could overcome these.
- Reward yourself when you achieve one of your goals and plan your next steps. If you have missed a goal, decide how you are going to get back on track!



10 healthy lifestyle choices

1. Exercise regularly. (Find activities you enjoy.)
2. Maintain a healthy body weight. (For 16 year olds, the average weight is between 60 – 64 kgs, although this depends on your height, as well as genetic factors.)
3. Avoid sugar.
4. Choose healthy fats. (Not all fats are created equally. Healthy fats include nuts, avocado, egg yolks, and oily fish like sardines.)
5. Eat more vegetables and fruits.
6. Drink more water.
7. Get a good night's sleep. (7 – 9 hours is recommended.)
8. Limit your phone time and how much time you spend on social media. (Put yourself on a "phone diet"!)
9. Avoid cigarettes, vapes, alcohol and drugs.
10. Say no when needed and make choices that help you to love yourself!

Eating healthily on a tight budget

It can be difficult to eat healthily when you don't have a lot of money. Here are some tips to discuss with your family if your budget is tight: Plan your meals; Stick to a grocery list; Cook at home - Don't eat fast food/ take outs; Cook large portions and use your leftovers; Avoid buying highly processed foods like cold drinks and biscuits - they have no nutritional value even though they may be cheap; Buy frozen vegetables; Replace meat with other proteins like eggs or tinned fish; Grow your own food.

Learning to love yourself

Many teens are not happy with their bodies as they feel they do not match up to the ideals set by society, the fashion industry, celebrity culture, social media, friends and family. Those working hard to achieve the "perfect" body can end up on fad diets, addicted to substances, over-exercising and with eating disorders. A loss of self-esteem and confidence can then lead to anxiety and depression.



In 1998, Body Shop ran a campaign "Ruby" which featured a doll whose actual body proportions were representative of most women. The campaign's intention was to help change ideas of what makes a woman beautiful and to fight the idea that a woman has to have that often-unattainable hourglass figure.

Mattel (the toy company), speaking on behalf of the ever-silent Barbie doll, objected, took the Body Shop to court in the United States and squashed the campaign within that country.



Take better
care of
yourself

Hhoya impilo
yakho

3. Examine issues of 'beauty':

- Explain what the Body Shop's Ruby campaign was saying about Barbie and why Mattel felt threatened by this.
- Identify the ideal body types you see promoted around you.
- Describe your own construct of beauty.
- Discuss how you can learn to appreciate and value what you can't change about yourself.
- Suggest actions to combat harmful cultural beliefs and superstitions about albinism.
- Propose ways the media can be encouraged to portray individuals with albinism in a more positive and accurate light to break down stereotypes.

4. Create a piece about your construct of beauty and its relationship to your lifestyle choices. Examine the changes you need to make (if any).



Albinism is a genetic condition where individuals have lighter skin, hair and eyes due to a lack of melanin, the pigment responsible for colour. Many teenagers with albinism might feel unhappy about their bodies because they don't fit the standards set by society, the fashion world and social media. Just like others, they might face pressure to look a certain way, leading them to try harmful things like changing their skin colour. This can affect their confidence and self-esteem.

It is important to embrace a positive attitude towards your body, irrespective of societal constructs of beauty (the 'invisible rules' that groups or societies follow).

Albinism, often accompanied by visual impairment, can pose unique challenges, making it even more important to focus on the functionality and resilience of the body rather than conforming to external standards.

Choices and consequences

Poor decision making may lead us to take unnecessary risks, significantly impacting our lifestyle choices. Other factors, which may impact our choices negatively, include lack of knowledge, unsafe attitudes and behaviours, challenging environments, emotional struggles and peer pressure. In this lesson set you will explore these factors, as well as positive factors that influence your lifestyle choices.

Taking risks is a normal part of growing up. However, there is a 'line' which, when crossed, leads from healthy, curious, experimental behaviour that can build potential, to behaviour that could cause harm. The important thing is to be able to assess the risks in the choices facing you.

Read Info Page K *Be aware! Be alert! Be careful!* to find out about risky behaviours and situations that you need to be aware of, as well as what to do if you find yourself in a risky situation.



Pause,
reflect and
assess your
emotions
and thoughts

Yithi xha,
cinga
uvandlakanye
uvakalelo
lwakho
neengcinga
zakho

Risk assessment

1. Examine each of these pictures. Evaluate what you would do if you were one of the teenagers in the picture:

Go, **Pause** or **Stop**?

- Choose one picture. Follow Steps 1 to 4 to assess the risk of the situation or action shown in the picture.
- Begin by describing how you would feel about doing this.
- Determine where you would place yourself on the safety spectrum.



Step 1: Assess the risk

I would feel a bit nervous but it's fun. There is no significant risk of harm or damage ...

I would feel nervous, as there is a high risk of harm or damage

SAFE

UNSAFE

Step 2: Imagine the consequences



Find, examine and weigh up the evidence

Fumana ubungqina, ubuhlola-hlole ubuhlalutye

Sometimes you need to think before you decide to take a risk. You need to project into the future and imagine the consequences. What could happen next?

2. Apply the **PRICE risk assessment tool** to assess the possible consequences of doing the activity in the picture you chose.

- Now, after thinking about the possible consequences, determine where you would place this activity on the safety spectrum.

Step 3: Make your decision



Make an informed choice, with an awareness of consequences

Khetha okusekelwe kulwazi, ngokuqonda futhi iziphumo zako

3. Based on your assessment and after thinking about the possible consequences:

- Determine if you are prepared to take the risk. Why or why not?
- Identify the benefits of taking the risk.
- Examine what you could do to reduce the risk.



PRICE risk assessment tool

Five aspects to consider, when assessing possible consequences:

Physical: What could happen to my body and my health?

Reputation: What would others think of me if I did this? How would it affect my friends and family?

Impact on others and the environment: Could I hurt someone else? Could I damage someone's health or property? Could it harm plants and/or animals?

Cost: What would this cost me – in terms of my time, my environment, money, and opportunity to do other things? If I was injured could I afford the medical bills? Could I afford to pay a fine?

Emotional: How would I feel after I did this? How would others, like my friends or family, feel?

Step 4: Assess again

4. Determine where you would place this activity on the safety spectrum now.

If so, that probably made it easier for you to make your decision. If they were at very different ends of the spectrum, perhaps you need to put the brakes on, pause and rethink.

5. Create a piece on your understanding of risk and ways to assess and avoid risky behaviours and situations.

Photograph: Marco Casino



Be aware! Be alert! Be careful!

Situations that may lead to risk-taking

Despite your best efforts, you may find yourself in potentially dangerous situations where you may be tempted to engage in risky behaviour.

Being aware of the situations and behaviours described below will help you to set boundaries and minimise risks.

- **Substance abuse:** Experimenting with drugs and alcohol can lead to addiction, impaired judgement, accidents and health issues. Be mindful of social situations where drugs and alcohol are easily available as these may lead to excessive drinking, violence and sexual assault.
- **Reckless driving:** Do not drive with people who speed, text while driving or drive under the influence of drugs or alcohol (and when you are a driver, do not engage in these risky behaviours!).

In Lessons 6.4 and 6.5, you will learn more about the dangers of reckless driving.

- **Unsafe sexual practices:** Engaging in unprotected sex or having multiple sexual partners can lead to unintended pregnancies, sexually transmitted infections (STIs), and has many consequences for your future.
- **Peer pressure:** Peer pressure or influence is when you do something because you want to feel accepted and valued by your friends. You may be influenced by them to engage in risky behaviors, such as shoplifting, missing school or trespassing. Avoid dangerous stunts or daredevil behaviors that put your safety at risk. Peer influence can be positive or negative.

Coping well with peer influence is about getting the right balance between being yourself and fitting in with your group. Work on working your relationships out!

- **Cyberbullying and online predators:** The internet and social media can expose you to cyberbullying, online harassment and potential exploitation by online predators.

In Lesson set 7 you will find out more about creating a safe online presence..

- **Sexting:** Sharing explicit or inappropriate photos or messages can have severe consequences, including legal issues and emotional distress.
- **Self-harm and suicide:** Some teenagers engage in self-harm as a way to cope with emotional pain, and some may have suicidal thoughts or attempts

If you are in need of counselling, check out the contact details in Lesson 6.7.

- **Violent behaviour:** Violence is never a solution to your problems! Stay away from physical fights and gang-related activities which involve violence.

Use the PRICE risk assessment tool in Lesson 6.3 should you find yourself in any of the above situations. Say no, walk away, and talk to a trusted adult if you need help.



Risk perception: "It won't happen to me"

Adolescence is a time of experimentation as you figure out your identity. This may cause you to have a faulty sense of "risk perception" (your judgements and assessment of activities that might pose immediate or long-term threats to your health and well-being). Many teenagers have what is called an "invincibility complex" – a belief that they are immune to the effects of danger or harm. They believe that "it won't happen to me". As a result, they may underestimate the risks associated with certain behaviors, such as drug use, drinking and driving or unsafe sex, believing that they cannot be harmed. This kind of "it won't happen to me" outlook on life can increase risk factors such as infection with sexually transmitted infections (STIs), temporary or permanent injury and disability, and even death. It can happen to you, so be aware, alert and careful!

Taking appropriate action

If you find yourself in a risky situation, it is important to take appropriate actions to ensure your safety and wellbeing. Here are some steps that you can take:

- **Stay calm:** Try to remain as calm as possible and avoid panicking. Staying calm allows for clearer thinking and better decision-making.
- **Assess the situation:** Take a moment to assess the risk and potential dangers involved in the situation. Identify any immediate threats and evaluate the best course of action.
- **Remove yourself from immediate danger:** If possible, leave the risky situation or environment immediately. Put some physical distance between yourself and the potential harm.
- **Seek help:** If the situation is beyond your ability to handle on your own, you should seek help from a trusted adult, friend or authority figure who can provide assistance and support.
- **Call emergency services:** If the situation is severe and requires immediate attention, such as in cases of accidents, violence or medical emergencies, you should call emergency services for assistance. *Check out the contact details in Lesson 6.5.*
- **Contact a parent or guardian:** If possible, get in touch with a parent or guardian to inform them of the situation and seek their guidance.
- **Trust your instincts:** Trusting your instincts can be valuable in avoiding potential dangers. If something feels wrong or unsafe, you should prioritise your intuition and act accordingly.
- **Seek professional support:** In some cases, risky situations may have underlying emotional or mental health factors that need to be addressed. Talk to a counsellor, therapist or a mental health professional for guidance and support.
- **Learn from the experience:** After the situation has been resolved, it's essential to reflect on the experience and identify any lessons that can be learned to avoid similar situations in the future.

Accidents can happen

Accidents can happen at home, school, on the sports fields, at work and on the roads. Some of these are preventable and under our control and others less so.



Road accidents and deaths

Road traffic accidents are the leading cause of injury and death for children and young adults aged 5 to 29 years. It is also the eighth leading cause of death in the world.

In 2016, the number of road traffic deaths reached 1.35 million globally. South Africa ranks very poorly, at number 159 of the 175 countries surveyed, making our road death toll higher than the average in Africa and the world (Global Status Report on Road Safety, World Health Organization, 2018). Annually 18 000 people are killed and 150 000 are severely injured on our roads (Medical Research Council statistics, 2010 figures). Daily, 45 people die and 410 are injured, with 25 people becoming paralysed (South Africans Against Drunk Driving (SADD) statistics, 2018).

"We can't control the behaviour of other road users, or the weather, or a fault with a car ... We should at least control what we can."

"It's about taking care – of yourself and others."



Being safe on the road

Here's what each of us can do to take control and reduce the risks on the road:

- Wear seat belts – as drivers and as passengers.
- Never drink and drive or take a lift with someone who has been drinking.
- Ask to stop and get out if you feel unsafe.
- Avoid letting a person who is drunk walk home alone.
- Follow the road safety rules: look and listen before crossing a road, wear reflective clothing at night, always stop at a level crossing, know the highway code.
- Never use your mobile phone while driving or take a lift with a driver using their cellphone unless it is hands-free.
- Remind car owners in your family to have regular car maintenance and safety checks.

Writing the rules of the road

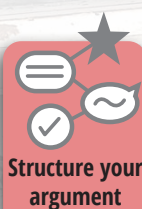
Poorly maintained vehicles, speeding, loss of concentration, the use of alcohol, road rage, texting while driving, and pedestrians walking and crossing roads without looking all contribute to the high rate of road accidents.

1. Identify a time when you were at risk of a road traffic accident, or you were involved in or heard about one. Our personal experience often makes us passionate about arguing for some change.
- Identify what caused this.
- Determine what, if anything, could be done to prevent these accidents from happening.
- Review the rules suggested in the Info Box, Being safe on the road. Specify what rules you would add.
- Develop arguments that could convince people to obey these rules of the road.

Putting your safety first

It is sometimes hard to put your own safety first.

2. Investigate new ways to do this for yourself by role-playing what you would do if you felt unsafe in a car or a taxi (e.g.. the vehicle may be overloaded, the driver may smell of alcohol, or be driving too fast ... what else?)
3. Evaluate your ideas and the challenges of acting on them.



Structure your argument

Qingqa
ingxoxo
yakho



Represent
your idea or
data in an
image, story
or model

Bonakalisa
uluvo okanye
iinkcukacha
zakho
ngomfanekiso
okanye
ngemeko
okanye
ngomzekelo

Facing the consequences

Our actions have consequences. When these are negative, they can have a damaging effect on our lives and wellbeing. Where possible, it is important to make choices that will lead to better outcomes and experiences for all.

Six killed in KwaZulu-Natal crash as traffic volumes pick up

10 people killed on Western Cape roads, 27 arrested for drunk driving



Represent your idea or data in an image, story or model

Bonakalisa
uluvo okanye
iinkcukacha
zakho
ngomfanekiso
okanye
ngemeko
okanye
ngomzekelo

From the scene of an accident

1. Create a news report on an accident you have been sent to cover for your local news agency. This can be a newspaper article, a series of tweets or a radio newscip.

The crash has been caused by a young driver, Ashley, who has no license and who was out drinking and celebrating with friends. This has resulted in the death of their friend and other serious injuries for passengers in the other vehicle.

Your story needs to explore the risks that Ashley took and the consequences not only for them but for the bereaved family and other injured passengers. You can use the PRICE risk assessment tool to help you assess or think through some of the consequences.

Assessing the consequences	
Five aspects to consider	
P hysical	
R eputation	
I mpact	
C ost	
E motional	

Many accidents on South African roads are caused by speeding. Why, when we know speed kills, do we still take the risk?



**Persevere
and work
it out**

**Zingisa
uzisombululele
ngokwakho**

Getting help after an accident

2. Read the actions, in the Info box, that you can take at the scene of an accident. They are not listed in any order of priority. Discuss and decide what order of priority to put them in.
3. Identify three key actions that a witness to an accident could take.



What to do if you are involved in an accident

- a. Write down the number plates and driver's license with full contact details.
- b. Check on the driver and passengers or other cars involved in the accident.
- c. Take photos of the accident scene and the damage to the cars.
- d. Check to see if everyone in your car is okay and note particular areas of pain.
- e. Be aware of where you are and whether you are safe (especially check for on-coming traffic, leaking petrol).
- f. Report the accident to the police with 24 hours and get a case number.
- g. Use one of the emergency numbers below to call for help.
- h. Apply first aid if necessary (addressing breathing, bleeding, broken bones).
- i. Write down the names and contact details of any witnesses who are willing to testify to what happened.
- j. Create a signal to warn drivers of the accident. Use triangles if you have them.

What to do if you are a witness to an accident

- Use one of the emergency numbers to call for help.
- Check on the drivers and passengers of the cars.
- Quickly make a note of the number plates and position of the cars or take a photograph on your cellphone.

EMERGENCY NUMBERS

- **Ambulance and fire brigade: 10177**
- **Police: 10111**
- **Dialing 112 from a cellphone will link you to the cellphone company's emergency call centre.**
- **Using the free Namola app on your phone will link you to the Namola call centre: they will respond immediately, will note your location automatically, and will contact the above services on your behalf.**

Answers to Question 2: d, e, g, b, h, j, a, c, i, f

RAF – The price of petrol at a garage includes an amount that goes into the Road Accident Fund (RAF). This money is used to assist with the costs associated with injuries and deaths caused by road accidents. Info Page L for more about the RAF.

RSR – The Railway Safety Regulator (RSR) regulates railway safety. To find out more about the RSR, as well as careers in rail, see Info Page M

ESKOM – Electricity is hugely useful in our lives, but it can also be dangerous. To find out more about using electricity safely, see Info Pages N and O.



The Road Accident Fund

[adapted from:RAF: All you need to know guide: <https://www.raf.co.za/Pages/Default.aspx>]



The Road Accident Fund (RAF) is an entity of the Department of Transport. The RAF exists to provide cover to all people (citizens and legal foreigners), who are injured in motor vehicle accidents, within the borders of South Africa, for loss or damage resulting from death or bodily injury caused by the negligent driving of motor vehicles in South Africa.

What does the RAF cover?

The RAF legislation (RAF Act) not only provides for compensation to be paid to accident victims or their families, but also serves as indemnity cover for wrongdoers. However, if the driver of a vehicle is the sole cause of the accident, that person cannot claim or benefit from the RAF as he or she is deemed to be the author of his or her own misfortune.

The following types of compensation is covered by the RAF:

- Medical Expenses: past and future expenses (relating to the injuries sustained in the accident)
- Loss of support: past and future loss of support (the loss of support suffered by the dependants of a breadwinner killed in the accident)
- Loss of earnings: past and future loss of earnings (The loss of the capacity and ability to work due to the injuries sustained in the accident)
- Funeral expenses: covers only the necessities related to funerals such as transportation of the deceased, storage and cost of a casket until the burial process is finalised; it excludes expenses on food, tents, cows, etc.
- Non-pecuniary loss (general damages): this includes payment for pain and suffering, disability, disfigurement and loss of the amenities of life.



When I was five, I was knocked down by a truck. I went to hospital where they had to amputate my arm. Later I went to a rehabilitation centre where I learnt to write with an artificial arm. My parents submitted a claim to the Road Accident Fund. The RAF paid for my artificial arm and rehabilitation treatment. They will continue to pay for the maintenance of my artificial arm as I grow older. The RAF also undertook to compensate my mother who is my primary caregiver and looks after me in that capacity. She is remunerated by way of a caregiver salary on a monthly basis.



Three years ago, when I was 24, I was a passenger in a friend's car. We were driving home when the driver lost control, and the car rolled. My neck and spinal cord were badly damaged. I was in hospital for a month. I lost the use of my legs and only after rehabilitation treatment did I gain the use of my hands and can now write, type and get around in my (powered / electric) wheelchair.

The RAF paid for my wheelchair and has undertaken to cover my future medical expenses, as I still go for follow-up visits at the spinal clinic. I want to work in radio and have applied for a bursary from the Department of Transport.



Contacts for the Road Accident Fund

- Call centre (087 820 1 111)
- Web (www.raf.co.za)
- Twitter (@RAF_SA)
- Instagram (@raf_road)
- Facebook (www.facebook.com/RoadAccidentFund/#)

How to lodge a claim

A claim must be lodged on a prescribed form (RAF1 Form), which is available from offices of the Road Accident Fund or the website. Contact your nearest RAF office as soon as you can, after the accident. You may also approach an attorney who can lodge a claim on your behalf

You need the following basic documents in order to lodge your claim:

- A certified copy of the ID or driver's license.
- A birth certificate in the case of a minor.
- The Accident Report Form obtained from the police (SAPS) after you report the accident. All accidents should be reported to the police within 24 hours of the accident.
- Affidavit: This is a statement describing what happened and must be signed in the presence of a commissioner of oaths. Most police officers are designated as Commissioner of oaths and therefore such an affidavit can be signed off in front of Police Officer at your nearest police station.
- All medical reports and medical records pertaining to the injuries sustained in the accident

Depending on the type of claim lodged, you may be required to attach further documentation to prove that particular claim. For Medical Expenses, Loss of Earnings and General Damages this further documentation can be found in paragraph 6.1 of the RAF 1 Claim Form. For Loss of Support and Funeral Expenses, this further documentation can be found in paragraph 13.1 of the RAF1 Claim form.

The right to claim from the RAF, includes those with medical aid. Before making an offer, the RAF will have to ascertain not only, that the losses emanating from your claim have been proved, but also that, what you have claimed is fair & reasonable. To do this, the RAF will thoroughly investigate all claims lodged to check for accuracy and compliance, establish the merits of the case and eliminate any fraudulent activities.





The Railway Safety Regulator (RSR) – Putting safety first

The **Railway Safety Regulator (RSR)** is an agency of the government of South Africa that regulates railway safety. The agency oversees and promotes railway safety, conducts audits and inspections and investigates accidents and incidents related to railways. Its job is to develop and implement regulations and safety standards so as to improve performance and reduce accidents and incidents.

Train safety tips

1. **STAY ALERT** Trains can come from either direction at any time and can be very quiet. Around the train tracks or stations, obey all warning signs and signals. Do not use earphones, headsets or cellphones when crossing railway tracks. These prevent you from hearing the approaching train.
2. **STAY AWAY FROM THE PLATFORM EDGE** Stay at least one metre away from the platform edge when the train is coming in or going out of the station. There are clear markings to demarcate the platform edge. Never sit on the platform edge, even if the train is not in the station.
3. **WATCH THAT GAP** Notice the gap between the train and the platform so that you are safe when getting on or off the train.
4. **WHEN ON BOARD, HOLD ON** Hold on tightly to a handrail or seat. Don't lean out of the windows. You could seriously injure yourself! Obey any instruction from a ticket examiner or security guard.
5. **NO TO TRAIN SURFING** This increases the risks of electrocution and death from falling off the train.
6. **WATCH YOUR STEP** Be careful when getting on and off the train – there may be a gap between the train and platform.
7. **DON'T PLAY** on or near the railway line. It is dangerous and illegal.
8. **DON'T TAKE SHORTCUTS WITH YOUR LIFE!** Obey all the signs and markings that allow you to cross the track where it is safe. Crossing the track anywhere else is dangerous and illegal.
9. **DON'T VANDALISE!** Vandalism is an act of deliberate damage to railway property. Putting obstacles on the track, damaging railway signs, dropping or throwing objects at trains, and setting fire to or torching trains can cause accidents which may hurt or kill others.
10. **DON'T STEAL RAILWAY ASSETS** Theft of railway track components or electrical cables can lead to delays, derailments and collisions! This can put commuters' lives at risk because signals use electricity to control the movement of trains.

Theft and vandalism are serious crimes! Anyone caught stealing or vandalising railway equipment or infrastructure will be charged and could face imprisonment. These acts affect the lives of many commuters.



Careers in the railway industry

South Africa is currently modernising its railway system to bring it in line with world-class standards. Career opportunities are therefore a reality within the sector. There are many jobs currently available, and only a few people with the required skills or qualifications to fill these posts.

Here are some of the possible careers:

Engineering: Civil Engineers; Mechanical Engineers; Electrical Engineers; Project Managers; Quantity Surveyors; Electronic Engineers

Trades and Technicians: Track Masters; Infra workers; Linesworkers; Fitters and turners; Signal technicians; Radio technicians; Mechanics; Welders

Operators: Train drivers; Train Control officers; Metro and security guards; Shunters; Trade assistants; Announcers; Ticket officers; Flaggers; Section Managers

Corporate support: Accountants; Human Resources; IT; Health and Safety Specialists; Lawyers; Procurement specialists.

Bursaries

Most railway organisations have started to offer bursaries to academically deserving students annually. Candidates who are interested in pursuing a career in rail should visit rail organisation websites regularly, to check which bursaries are available and what is required from you if you are to be awarded one of these.

Internships

The rail industry offers students an opportunity to acquire working experience after completing their tertiary education. This is a platform that allows the student to be ready for the workplace. Internships can range from a period of 6 to 12 months. Students can use this opportunity to develop themselves further.

If you want to find out anything further about the Railway Safety Regulator (RSR), check out its website on www.rsrorgza.co.za.





Using electricity safely

Every year, many South Africans are seriously injured or killed as a result of their exposure to electricity. Most often, this is because of illegal activities that include cable theft, illegal connections and vandalism. Unfortunately, it is innocent people – particularly young children – who lose their lives in the process. Let's learn how to be electricity safe!

In 2016, 1.2% of deaths (396) due to accidental injury were as a result of exposure to electricity, according to the Stats SA Mortality and Causes of Death report.

(<https://www.news24.com/SouthAfrica/News/one-dead-one-seriously-injured-in-boksburg-electrocution-20191120>).

What makes illegal connections, cable theft and vandalism unsafe?

Illegal connections

An electricity connection is illegal when power is connected off the network of the official supplier, whether this is Eskom or the municipality or another electricity distributor, without permission. Electricity theft costs the country approximately R20 billion per year.

Why are illegal connections unsafe?

- Unqualified people are often responsible for illegal connections. Wires are laid incorrectly or lie exposed. They also run across pathways or walkways, or are attached as low-hanging cables on existing electricity poles. If anyone touches any of this wiring or cabling, they could suffer a serious or even fatal injury. Exposed cables could also be a fire threat.
- Illegally connected wires can make contact with roofs, gutters, fences or gates, making these items live and able to conduct electricity.
- Illegal connections cause networks to overload and trip, or to be damaged, because they are carrying more users than have been planned for. This can result in power outages. Power outages impact the economy, and can also disable critical life machinery.

What can I do?

Avoid connecting electricity illegally.

Report illegal connections to Eskom on 08600 37566 (ESKOM) or SMS Crime Line on 32211.



An earth-leakage circuit breaker (ELCB) is a safety device used in an electrical system to prevent shock. It detects small stray voltages on the metal enclosures of electrical equipment, and interrupts the circuit (it trips) if a dangerous voltage is detected.



Vandalism and cable theft

Why are vandalism and cable theft unsafe?

- Vandals often break and steal covers and fences, or damage the doors, of meter boxes, sub-stations, and mini sub-stations, to steal oil or cables. This is unsafe, as low-hanging or exposed live cables, or other electrical apparatus, can cause injury or even death. In addition, the oil is sometimes used to cook, although it is unsafe for human consumption.
- Cable theft can result in power outages.



What can I do?

- Never tamper with any Eskom equipment.
- Never bypass or tamper with an electricity meter.
- Report cable theft and vandalism to Eskom on 08600 37566 (ESKOM) or SMS Crime Line on 32211. If Eskom is not your electricity supplier, find out who is, and get their contact details.
- Educate children about this as well.



<http://www.eskom.co.za/AboutElectricity/PubSafety/Pages/Connections.aspx>

Safety tips at home

1. Don't use electrical cords or extensions that have exposed wires.
2. Don't put bare electrical wires into sockets.
3. Don't touch any electrical appliances with wet hands.
4. Never use electricity in the bathroom – water and electricity don't mix.
5. Never overload plug points. Rather use a multi-plug adapter or get a qualified electrician to install more plug points.
6. Never leave electrical appliances unattended while switched on.
7. Never repurpose gas or paraffin appliances to be powered by electricity to stay warm or to cook. These stoves don't have the correct electrical parts and the wires are exposed. This makes them unsafe for use.
8. Never tamper with appliances while they're plugged in, like sticking a knife into the toaster.
9. Don't keep using an appliance such as a kettle or a heater that causes the power to trip.
10. Never try to move a fallen outdoor power cable – rather stay well clear and call in an expert as soon as possible.

'Eskom spreads electricity safety message'; Monday, August 19, 2013; www.sanews.gov.za/south-africa/eskom-spreads-electricity-safety-message; 'Electrical safety tips for homeowners'; 27 Sep 2012 <https://www.property24.com/articles/electrical-safety-tips-for-homeowners/16311>



Be safe around electricity

Dealing with electrical shocks:



In case of an **electrical shock** it is very important to follow specific steps.

#FamilySafetyValues



Here is key information on dealing with **electrical shocks**:



An electric shock feels like a tingling sensation in your body. If you start feeling this when plugging in an appliance or using an appliance...don't ignore it! **Move away quickly** and when you can, **switch off at the plug** and **stop using** the appliance until it has been **checked by an electrician**.



To avoid being a conductor for electricity, **ensure** that when operating an electrical appliance, **stand on insulated materials** that don't conduct electricity, such as plastic, glass, rubber or wood.



When someone is getting shocked, **always first switch off** the main power source that they are in contact with.



Because your body is made up of 70% water, you are a conductor. **Do not touch the person being shocked** if you can't switch off the power. **Always use** a non-conductive material like wood, non-flammable plastic or rubber to separate that person from the power source.



In all cases of high-voltage shocks, seek medical treatment.

Email: customerservices@eskom.co.za | www.eskom.co.za
Facebook: Eskom Hld SOC Ltf | Twitter: @ Eskom_SA



Using **extension cords** in the home:



With parents **working from home** and children having virtual classes, it seems everyone needs to be **plugged in** and have their **electronics on** during this lockdown. Electricity safety is **#FamilySafetyValues**



Keep these tips in mind:



MAKE SURE that the right extension cord is used for what it is intended. Check whether it is for interior or exterior use. Check whether it has the power output required for the appliance you will be plugging into it.



ALWAYS inspect your extension cords for damage before use. Exposed wires are a fire hazard and can shock you upon contact.



DO NOT nail, glue or staple extension cords to walls, floors or any other place. Not only does this cause damage to the cord, it also creates a fire hazard.



DO NOT overload extension cords. If you are using extension cords to supplement the plug points in your home, consider getting an electrician to rather install more points.



DO NOT run cords through spaces such as gaps between doors, under rugs and ceilings.



DO NOT plug extension cords into each other.



Email: customerservices@eskom.co.za | www.eskom.co.za
Facebook: Eskom Hld SOC Ltf | Twitter: @ Eskom_SA



Negative influences on your lifestyle choices

“Socio-economic” refers to the relationship between social factors (e.g. people’s lives and communities) and economic factors (e.g. money and jobs). Socio-economic factors – such as poor literacy, low income, poverty and unfavourable social environments – can significantly influence your lifestyle choices.

Sometimes, despite having a healthy body and mind, these circumstances may impact negatively on your decisions. For many South Africans, basic needs like water, food, clothing and shelter are not met, necessitating actions to find solutions to life’s challenges.



**Question
the way you
make moral
judgements**

Zibuze
ngedlela
ozithatha
ngayo izigqibo
ezinentsu-
lungeko

Factors that may impact you negatively

Many factors can negatively impact your lifestyle choices and cause you to act in ways that put yourself or others at risk. Understanding these factors is important so that you can make new choices and take different actions.

Some choices are influenced by internal factors, such as how you feel about yourself, while others are impacted by external factors, such as your access to resources. As you establish your identity, you may experiment with different choices and lifestyles, some of which may be harmful.

1. Read the list below *Factors that may impact you negatively* and then examine the factors:

- Identify whether each factor is intrinsic (internal to you) or extrinsic (external to you). Consider whether some of them are a combination of both.
- Discuss how each factor could impact you negatively.

While you may not have control over many of the extrinsic factors, you do have the ability to **influence** the intrinsic factors by taking **proactive steps** to create the life you desire. Remember that you always have control over your **attitude** and your **efforts**!

2. Discuss how you could control or influence some of these factors so that you lessen their potential negative impact.

INFO



Factors that may impact you negatively

- | | | |
|-----------------------------------|------------------------------------|----------------------------------|
| • Emotional wellbeing | • Lack of supportive relationships | • Stigma |
| • Community | • Cultural and societal norms | • Risk perception |
| • Lack of knowledge | • Family environment | • Poor literacy |
| • Poor decision-making skills | • Lack of self-control | • Self-esteem and self-image |
| • Unsafe attitudes and behaviours | • Technology and social media | • Socioeconomic status (poverty) |
| • Unsafe environments | • Peer pressure | • Mental health issue |



Informal settlements illustrate how external challenges and access to resources influence lifestyle choices and actions. Despite these challenges, communities often show resilience and creativity in finding solutions.



Be willing to challenge your thinking habits

Zimisele ekuhlabeni amadlala kwindlela ocinga ngayo

Socio-economic influences on lifestyle choices

Adapting to challenges by prioritising your education, starting a small business, improving your communication skills or participating in community work can not only make you more resilient but also pave the way for creating a sustainable livelihood for you and your family.

Lufefe Nomajana, who is known as “The Spinach King”, is a young South African dealing with difficult socio-economic circumstances. Through problem solving he has been able to build a good life for himself and his community. We all face problems. Lufefe tackled his problems by risking many different things. He did not always succeed, but he kept learning, seeing new opportunities and asking new questions. You may have to try a few experiments and learn from them before you succeed.

3. Read his story on Info Page P *Coping with life's challenges* and then answer these questions:

- Identify the socio-economic hardships Lufefe faced.
- Explain how Lufefe solved his problems.
- Discuss what you can learn from Lufefe's story and apply to your own life.
- Define success and discuss the evidence you would look for to prove that someone is successful.

4. Using insights from Lufefe's story, develop your own step-by-step strategy for problem solving.

- Then, use the list in the Info Box on page 124 to identify a problem you feel strongly about.
- Apply your strategy.

5. Write about your strategy and evaluate your application of it.



Coping with life's challenges

For many South Africans, the basic needs of water, food, clothing and shelter are not met. Being resilient and finding solutions to life's challenges are just some of the things you can do, which might help you change your situation for the better.



The Spinach King

Lufefe Nomajana is a young South African who, through problem solving, has been able to build a good life for himself and his community.

"Life was challenging growing up. Living in an informal settlement was not easy. It was unhealthy and we didn't have much money.

After matric I had this casual job in the clothing industry, but this soon

ended. I was frustrated, I wanted more. Then I had a thought: What did the manufacturer do with all the reject clothes they made?

I went straight to the factory and asked. Soon I was selling clothes, door

to door. This I did from 2010 to 2012. But when my customers stopped paying, I had to close the business."

Lufefe hit a new low, not knowing what to do. He decided to volunteer in a community garden.

"I would survive on the spinach and the crops that we grew in the garden. I only ate vegetables and I became a vegetarian – a lifestyle I still live today.

But I wanted to also add value. Most of the spinach crop was unused and I started taking the harvest and selling it door-to-door. The garden began making money and I began earning R200 a month."

But Lufefe wanted to improve life for the community as well as for himself.

"I thought hard about how to expand this business and decided to bake and sell spinach bread. But I hit another obstacle. I did not have an oven and did not know anything about baking bread.

There was real value in asking. At first, my neighbour allowed me to use his oven in exchange for electricity. I also searched the Internet for interesting things to do with spinach and found bread recipes that were both tasty and nutritious."

Later, as his business expanded, a large retail store let him use their ovens and sell his bread in their store, rent-free for the next year. This is how he raised the money to buy his own container and ovens.

By 2014, Nomajana had raised enough capital to open and operate his first Espinaca bakery: a converted shipping container in the heart of Khayelitsha. Any money that he made was put into the business so that he could realise his dream of owning his own bakery.

Initially the original Espinaca bakery produced over 500 loaves a day. But Nomajana wants to increase that output to 2 000 loaves a day, with a plan to open a factory outside Stellenbosch later.

Concluding, Lufefe says: "I always say to young people that where you are in life depends on how you think. By reading and reflecting on my life I was able to solve some of my problems. To succeed, we need to wake up!"

Brand South Africa (2017) 'Khayelitsha's "Spinach King" is building a healthy eating empire' <https://www.brandsouthafrica.com/investments-immigration/khayelitshas-spinach-king-is-building-a-healthy-eating-empire> (Date accessed 20/10/2019)

Imagine if Lufefe had done nothing to solve his problems or find opportunities. What would his life have looked like?



Healthy mind; healthy life

If your thoughts and feelings are getting in the way of living a healthy and happy life, it is time to act. A healthy mind is vital for a healthy you!

Anxiety is when you feel very worried or scared about things, like being on edge; depression is when you feel very sad and hopeless for a long time, like a heavy sad feeling that lasts. If you experience anxiety, depression or suspect a mental illness, you can get help to heal and recover. Treatments include medicine, counselling, learning new skills, changing your lifestyle or finding spiritual support. Exercise and healthy eating can help too!



Mental health matters

Depression is one of the most common mental health illnesses. There are a number of signs to help you decide if a person is depressed or not. Have you or someone you know had four or more of these feelings that have lasted longer than two weeks? If the answer is yes, then you or they may be depressed.

- I feel guilty.
- I have no confidence.
- I feel I am a failure or have let my family down.
- I have lost interest in my hobbies.
- Most of the time I would rather be alone.
- I often feel restless or tired.
- I have trouble concentrating on things like homework or watching TV.
- I have trouble sleeping or I sleep too much.
- My appetite has increased or decreased.
- I have unrealistic ideas about the great things that I am going to do.
- My thoughts race. I can't slow my mind down.
- I have no interest or get no pleasure from life. I often think about death. Thoughts about suicide pop into my mind.
- I like very dangerous activities.
- I use drugs and / or alcohol on a regular basis.

South African Depression and Anxiety Group (SADAG)
http://www.sadag.org/index.php?option=com_content&view=article&id=1840&Itemid=153 (Date accessed 23/02/2020)



Use empathy to perceive emotions and explore perspectives

Sebenzisa ulwazelelwano ekuqondeni uvakalelo lwakhe nasekuyibambeni indlela azibona ngayo izinto

Get the support you need

Neo is 17, lives at home and goes to the local high school. When he was 15, Neo's mother and father died suddenly. His older brother and sister look after him now. Sometimes there is not enough money for food. He has tried to tell his siblings that he can get a job to help, but they want him to finish school. It is hard to concentrate, though, with all these problems. Neo says the only time he feels happy is when he is high. Otherwise he feels sad and lonely... and these feelings just never seem to go away.

1. Read the Info Box *Mental health matters*. Then discuss Neo's situation:
 - Identify the challenges he is facing and the signs that he may be depressed.
 - Assess how this is affecting his wellbeing.
 - Discuss how he is responding to the challenges and what could be a healthier response.
 - Predict what could happen if nothing changes for him.





Use empathy to perceive emotions and explore perspectives

Sebenzisa ulwazelelwano ekuqondeni uvakalelo lwakhe nasekuyibambeni indlela azibona ngayo izinto

Let go of stigma

Read *What is stigma?* before completing the activity. Many young people do not ask for help or support for mental illness problems because of stigma and discrimination. We need to have empathy* for those suffering depression, anxiety or other forms of mental illness so that they feel free to seek the help and treatment they need.

Imagine that you meet Neo who is suffering from depression.

His friends and family keep telling him:

“Snap out of it. Everyone has problems. You need to face up to these”.

2. Practise empathy with Neo’s situation:

- How do you think he would feel?
- How could you acknowledge what he is going through?
- What could you do to show your support?
- What questions could you ask him to show your concern?
- What could you say to break the stigma around mental health?



Take better care of yourself

Hhoya impilo yakho

Build your self-esteem

Self-esteem is about deciding for yourself what you are worth. It is about really getting to know yourself, discovering who you are and your abilities.

It is important to create a healthy sense of self as this boosts self-confidence, reduces social anxiety, and gives you the courage to stand your ground against peer pressure.

3. Practise building your self-esteem:

- Be kind to yourself. Don’t compare yourself with others. Listen to that critical voice and try to change those negative thoughts into positives. Think about what you would say if a friend was in a similar situation. Practise saying this to yourself.
- Write down at least one thing that you appreciate about yourself every day. Keep the affirmations positive and the words short and specific. Start with “I am ...”

***Empathy** is “putting yourself in the shoes of another”, and trying to see what life is like from their perspective.



What is stigma?

Stigma means a mark of shame. If something has a stigma attached to it, people think that it is something to be ashamed of. Stigma is disapproval of or a negative belief about someone because of a particular condition they have, like for example mental illness.

These are some of the stigmas around mental illness:

“People believe you are crazy and violent. It’s so not true! Any issue you might have can be treated.”

“Some people act like mental health is a disease you can catch. It’s lonely as they avoid you then.”

Similar stigmas exist around physical disabilities, where some may unfairly judge or avoid someone because of their physical condition. It’s important to understand that these stigmas are not true, and just like mental health issues, physical disabilities can be managed and shouldn’t lead to judgment or isolation.

If you need support with mental health issues, contact:

- POWA 011 6424345
- Childline South Africa 0800 055 555
- Tears Foundation 010 590 5920
- The Trauma Centre 021 465 7373
- Marie Stopes Clinic 0800 11 77 85
- South African Depression and Anxiety Group (SADAG) 0800 567 567
- Substance Abuse Helpline: 0800 12 13 14 / SMS 32312

Taking responsibility

Taking responsibility means acknowledging and being accountable for your actions, decisions and their consequences. It involves recognising that you are the person responsible for your choices and behaviour, and being willing to face the outcomes, whether positive or negative, that arise from those actions.



Responsibility thermometer

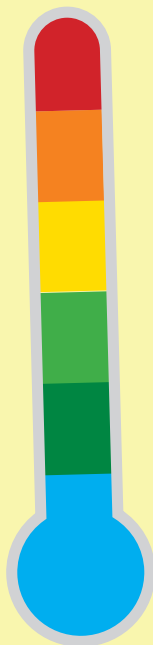
Taking responsibility is an essential aspect of personal development and building healthy relationships with others. It fosters trust, respect and a sense of accountability, both to yourself and the people around you.

1. Investigate what responsibility means to you:

- Define a responsible choice or decision.
- Explain how taking responsibility can make you more independent.
- Describe how prioritising your personal safety is a responsible choice.
- Discuss why it is important to seek support and advice when you have made an irresponsible choice.

2. Use this responsibility thermometer to assess your level of responsibility. Explain why each question is an aspect of personal responsibility.

Responsibility thermometer



- Do I seek information and knowledge, including the risks and consequences associated with certain choices, so that I can make informed decisions?
- Do I seek guidance and support from trusted adults or mentors when facing difficult decisions?
- Do I analyse situations, consider different perspectives, and evaluate the potential outcomes of my choice?
- Do I consider the consequences of my actions, both positive and negative, so that I can make responsible decisions?
- Have I identified and prioritised my personal values and do my choices align with what matters most to me?
- Do my choices align with my long-term goals so that I make decisions that support my future success?
- Can I assess risks and weigh the potential benefits and disadvantages of my choices?
- Can I resist negative peer pressure?
- Can I take ownership of my mistakes and learn from them?
- Do I consider the impact of my decisions on others and practice empathy when making choices?



Try to acknowledge your emotions, learn from them – without becoming them

Lugqale uvakalelo lwakho, funda kulo, kodwa ungalawulwa lulo

The impact of irresponsibility

Taking unhealthy risks and doing things that are unsafe can have a significant and far-reaching impact on you and those around you. All actions have consequences and our decisions may impact us physically, emotionally, spiritually and socially.

Discuss the issue of irresponsibility:

3. Assess how unsafe practices may affect your:
 - physical, mental and emotional wellbeing?
 - academic performance?
 - relationships?
4. Explain the legal and financial consequences unsafe practices can have.
5. Analyse how unsafe behaviour could have the following consequences:
 - Loss of trust
 - Reputation
 - Missed opportunities



Investigate the past – predict the future – relate it to the present

Phengulula okudlulileyo – qikelela okuzayo – kunxulumanise nokwangoku

Letter to my younger self

Sihle (not her real name) sent us this letter. She did not want to be identified. We did not use her photograph. This photograph is of a model instead. But she wanted others to hear her story.

Read Sihle's letter.

6. Imagine you are 25 years older than you are today. Write a letter to your younger self (the age you are now). Use everything you have learned in this lesson set, about making healthy and balanced lifestyle choices, to give yourself advice on one or more of the wellness aspects. Be as practical with your advice as you can.

Dear Sihle

I want to thank you for not giving up on life. It has been fabulous. The teen years were hard on you, I know. There was all that pressure to look good and to fit in. All the talk about what to do after you left school also stressed you. You felt so sad and lonely at many times. I'm so glad you decided to talk to your teacher about all this. This helped you through the dark days and gave you the space to choose a life path that suited you. Since then, you have blossomed. You love your life, your job and family. Thank you.

Positive influences on lifestyle choices

Positive lifestyle choices are shaped by a combination of supportive role models, personal values, strong belief systems, religion, well-developed social skills, positive cultural influences and favourable economic conditions. These factors, alongside your personal belief systems which consist of deeply held ideas that guide your actions, are important in making decisions that are good for your wellbeing.



Investigate the past – predict the future – relate it to the present

Phengulula okudlulileyo – qikelela okuzayo – kunxulumanise nokwangoku

Positive lifestyle choices

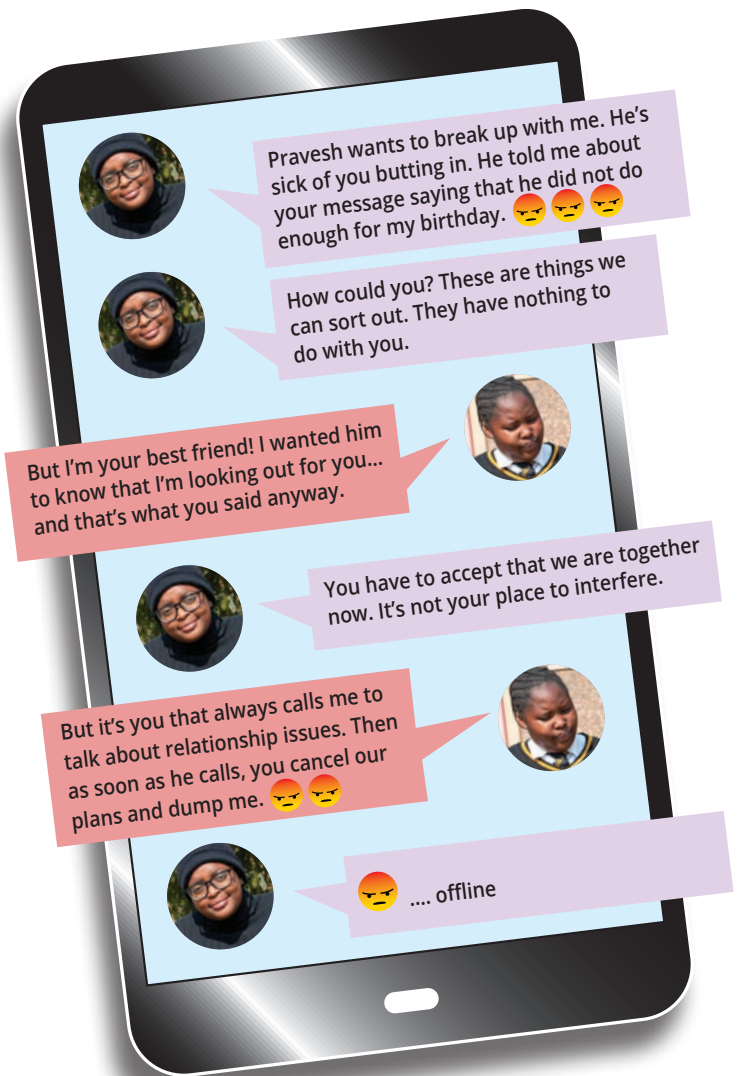
1. Discuss the factors that contribute to positive lifestyle choices and how they contribute to long-term success and well-being.

Surrounding yourself with people who engage in positive activities and encourage responsible behaviour can have a positive impact on your lifestyle choices. While all relationships have their ups and downs, healthy relationships require healthy communication skills. Communicating openly and honestly, taking ownership and responsibility for your actions, and learning from your experiences can impact your lifestyle.

Dana and Tshepang have been friends since Grade 8. Recently, Dana started dating Pravesh and this has impacted their relationship.

2. Read and evaluate a recent chat between Tshepang and Dana:

- Explain what went wrong between Tshepang and Dana.
- Describe how you think Dana and Tshepang felt.
- Evaluate what the consequences could be for Dana, Tshepang and Pravesh's relationships.
- Identify situations, if any, that the story reminds you of.
- Explain why it is important to maintain healthy relationships and what you are prepared to do in the future to become more responsible for making your relationships healthy and happy.





Be willing
to challenge
your thinking
habits

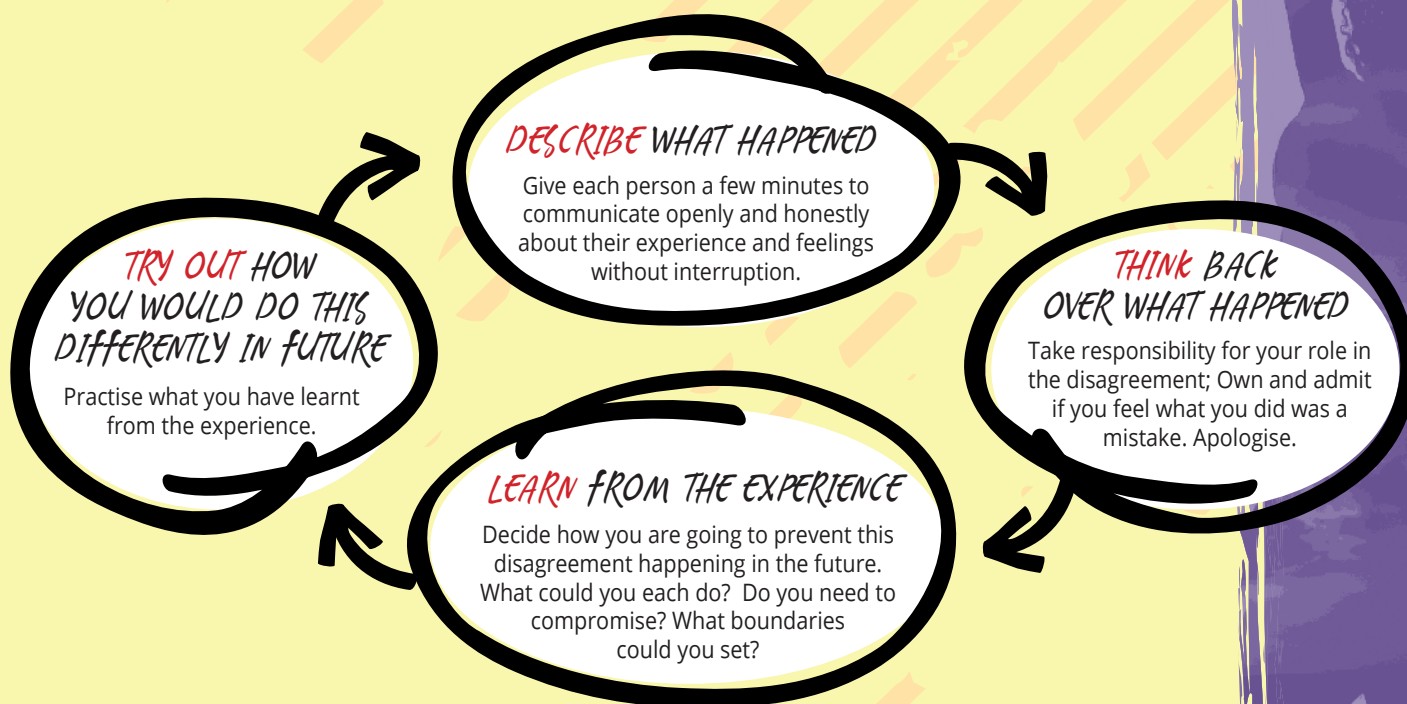
Zimisele
ekuhlakeni
amadlala
kwindlela
ocinga ngayo

Working things out

Tshepang and Dana were both very upset after texting each other. Afterwards they used an adapted version of a strategy called the Kolb Learning Cycle to work things out so that they can still remain friends.

3. Role-play a conversation between Dana and Tshepang in which they use the different aspects of the Kolb Learning Cycle to discuss their issues, resolve the disagreements and plan how they are going to resolve this conflict in a way that lasts.
4. Rewrite the cellphone conversation in a way that shows that you have learnt from your experience and how you are going to practise what you have learnt.
5. Apply the Kolb learning cycle to evaluate an experience of your own that you want to learn from. Share your story with a friend.

The Kolb Learning Cycle



Journal about the positive choices you could make in your life. Consider your health and wellbeing, education, relationships and impact on the environment and community.



Your journal is private and does not need to be shared without your permission.



High five

Preparing for a 21st century career

A job is work you perform to earn money. It can be full-time, part-time, short-term or long-term. A career is a long-term professional journey based on your passions, abilities and competencies. It is the path you choose to fulfil your dreams and goals. A career might last your entire life and be made up of numerous jobs as you progress and build your professional life.

Abilities and competencies

You may not yet have a set career path in mind. But every position you fill is a step in your life's work. And it all starts with one job! Now is the time to start getting ready for the world of work.

In order to survive and thrive in a career, we need to make the best of our abilities and gain as much knowledge as possible. Abilities are inherent or natural talents that we possess. They can be developed over time with practice and learning. Abilities provide a foundation upon which our competencies can be built.

Competencies are a combination of knowledge, skills, abilities, and behaviors that enable us to do something, or complete a task, successfully.

Competencies are developed through learning, training, and experience. Competencies can be technical, such as programming, or more general, such as communication or teamwork.

Your abilities and competencies collectively contribute towards your chances of securing a job, advancing in your career and maintaining success over time. Remember that entrepreneurship is also a type of career. Many people choose to start their own businesses and become self-employed. Exploring various careers helps you understand your options for further studies, employment or starting your own business. Whether you decide to work for a company or create your own, knowing your career options is important for your future success.



Do your
research
and present
your ideas or
hypothesis

Yenza upha-
ndo lwakho,
wenze
intetho-kcazo
ngeembono
ofikelele kuzo
ezingeka-
qinisekiswa
(hypothesis)

Checking your competencies

1. Evaluate each of the competencies listed in Career Competencies:
 - Use a dictionary or online source to check your understanding of the words.
 - Explain why each competency is important for building a career.
 - Assess yourself against each competency ("Strong"; "Good"; "Needs Work").
 - Choose a competency which you would like to develop and research how you could go about achieving this goal. Use your goal-setting skills, from Lesson Set 1, and formulate an action plan to work on it as part of your career planning.

Career Competencies*

- Adaptability
- Decision-making
- Empathy
- Leadership skills
- Organisation skills
- Perseverance
- Planning
- Problem-solving
- Resilience
- Self-awareness
- Teamwork
- Time management

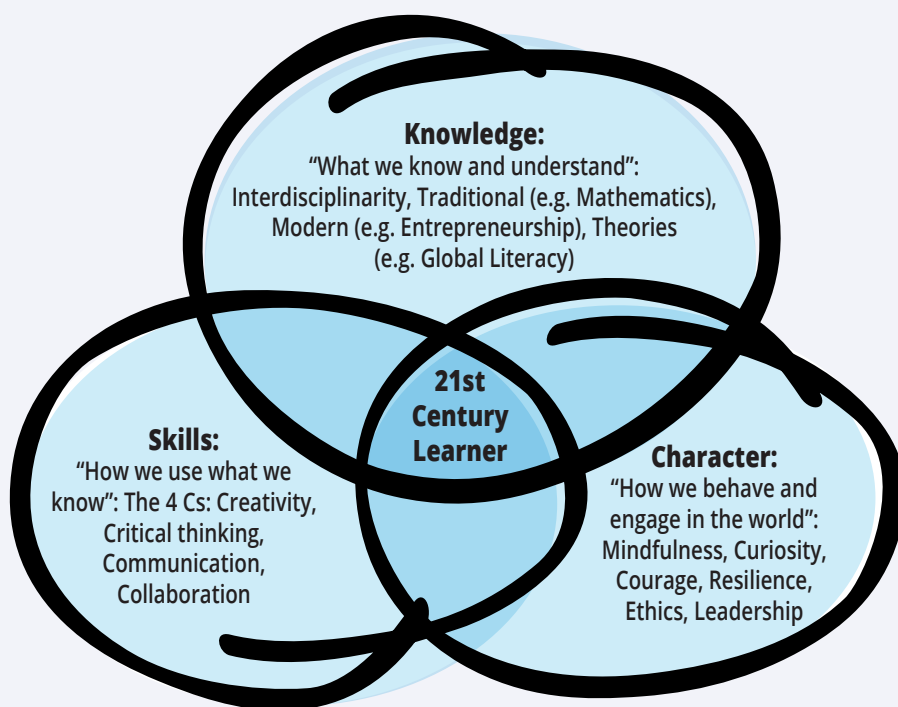
* excluding the 4 skills you will learn about on page 135.

21st century survival skills

Our modern world is marked by digital connectivity and rapid technological advancements. This era, characterized by artificial intelligence, big data, robotics and space exploration, demands 21st-century skills to prepare for an ever-changing future. In their book *"21st Century Skills: Learning for Life in Our Times,"* Fadel and Trilling present a framework for adapting to these changes. While traditional subjects like maths are important, there's a need to balance them with modern fields like robotics.

Fadel and Trilling highlight creativity, critical thinking, communication and collaboration (the 4Cs) as essential skills to address global challenges. Creative and critical thinking help solve complex issues, and communication and collaboration promote cooperation for a better world.

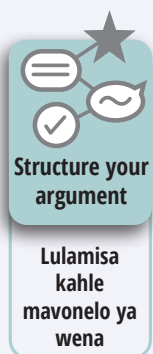
Personal traits are also very important. The 21st century calls for courage, resilience, empathy and adaptability to change.



Meta-learning:

"How we reflect and adapt": Metacognition, Growth Mindset

Centre for Curriculum Re-design (2015) 'Skills for the 21st Century: What Should Students Learn?'



Are you ready?

2. Evaluate the 4Cs using these questions:

- Identify the 4Cs and explain why they are considered essential for addressing global challenges.
- Evaluate Fadel and Trilling's description of the skills needed for the 21st century.
- Assess how you fit the character profile.

3. Describe a personal experience where you believe the 21st-century skills and traits were particularly valuable or relevant to your life or studies. Justify your reasoning.

OR

4. Promote yourself (to an employer or funder) as someone who is fit for, and likely to thrive in, the 21st century.

How do you plan to grow and adapt to change?
Journal about what you can do to prepare for the future.



Your journal is private and does not need to be shared without your permission.

Beware the job scam

These days, technology has opened up different ways for you to find that dream job. It is important to be able to distinguish between the training and job opportunities that are real, and those that are fake.

Sorting the real from the fake

There are many job scams out there, so be careful when applying for work or going for interviews. Here are some things to look out for in an advert to help you decide whether the job is false or not.

Marketing and Promotions!

A once-in-a-lifetime opportunity to be big in digital marketing and entertainment

You've been selected from among thousands!

*****IMMEDIATE HIRING***** Work With Milenial Entertainment!

FRESH TALENT NEEDED – Entry Level Marketing and Promotions

Start Your Career in Entertainment Marketing!!! Earn big bucks while you train!! And the possibility to travel the world!

Flexible hours

Use your enthusiasm, talent, communication, creative and computer skills! Learn about the entertainment business, branding and promotions.

Be your own boss! Unlimited earning potential.

Positions are filling up. Short interviews. Chat or text – no need to come in.

Time is money. Act now!

Pay a once off registration fee of R500.00 to cover the cost administration and training.

Drop Tina an email: bubblymillennial@hotmail.com so she can send an application form.

Only candidates that complete the application form in full will be considered.

There is no information about the company. This is a warning sign! Companies that are legitimate will have an online presence.

Be alert to spelling and grammar mistakes. This should alert you that this could be a fake job.

This is a vague job description but there are promises of lots of money. It is likely to be too good to be true.

Remote interviews are becoming increasingly popular. These are mostly through Skype or phone calls, and an advert that suggests chat or text only is usually problematic

If you are requested to pay any money (even an admin fee) as part of your application, this is a scam. It is illegal to ask for money to recruit you for a job.

Look out for email addresses that do not contain a company or personal name and do use Yahoo, Gmail or Hotmail accounts.

Do not give out your contact details or ID number if you doubt the source of the advert.

Urgen

We need
for the Ca
(CBD mai

Contact/

Tips to avoid being scammed

DO YOUR RESEARCH

- Get as much information you can about the company / organisation before you contact them. Look for their online accounts. Find out who they are, what they do and who they employ.
- Check that the company / organisation is registered legally and can operate in South Africa. You can search Google or ask your local chamber of commerce to check. If you can't find any information on the company, this job is most likely a scam.

CHECK THE CONTACT DETAILS

- Phone the telephone number and send an email. But don't send them all your details.

- Be careful of faxing, especially if the fax number is the only means of communication! There is a scam using fax numbers, especially ones that start with 0860.

ASK QUESTIONS

Call them or send an email if you have an address for them. This is the best way to get the information you need, in order to decide whether this is a real or fake job.

LISTEN TO YOUR BODY'S EARLY WARNING SIGNS

Trust your instincts. This will also help you separate the real from the fake.



Ask questions that guide, probe and produce useful information

Buza imibuzo ezokuhlala, ukufunisi-sa begodu iveze ilwazi elinesizo

You be the detective

Go online, search the newspapers or check out the billboards at your local shop to find a job advert that you feel is probably fake.

1. Analyse the advert:
 - What warning signs did you identify, if any?
 - What information were you able to find out about the company? Use the *Tips to avoid being scammed* to help you when you are doing this research.
2. Compile a list of questions you would ask to help you decide whether the job is real or fake. Send these questions to the contact number you have been given. What answer did you receive?
3. Explain why you think this is a real or fake job.
4. Discuss the advice you would give other young people who want to submit their CVs for this job. Write a letter to a young person outlining your advice.

Remember: If it seems too good to be true... it usually is!

Your CV; your story

You will need to submit a CV and an application letter for whatever job, bursary, learnership or volunteering position you might apply for. Knowing what to include, so that you make a good impression, requires a combination of skill and creative thinking.



Find, examine
and weigh up
the evidence

Kambela
na ku pima
vumbhoni

Your CV, your story

1. Now that you know what to look out for in job adverts, find an advertisement for a job you might be interested in. Job ads can be found in newspapers, online, in industry magazines, on notice boards and through recruitment agencies.

In the following two lessons you will be applying for this job by preparing your CV, and then writing an application letter.

A CV is the story of your life, written to appeal to a potential employer. The key to an effective CV is to match your skills, education and experience to what is needed for the job.

2. Follow the steps and tips, on page 139, to create an effective CV. Make sure you provide evidence that shows you are the perfect choice for this position:

- Don't forget to include those skills and character traits that will attract a future employer.
- Make sure to include any work experience you have gained from informal/part-time jobs, as well as evidence of job shadowing.
- Use the word cloud, as well, and include as many of these action words as possible on your CV. These create a great impression if used effectively.

Tip! You should also start gathering testimonials from teachers, employers and mentors to use as references when you apply for a job.



Represent
your idea or
data in an
image, story
or model

Kombisa
mianakanyo
ya wena
kumbe vutivi
bya wena
hi xifaniso
kumbe
xiringanyeto
kumbe
modlele

Give your CV that extra zing!

3. This CV is by a student who thought outside the box and produced a CV that made potential employers notice him. Design a bold CV that will catch the eye of a future employee.

Oliver Japhtha

email: oliverjaphtha.ydkaap@gmail.com
instagram: oliverj_ydkaap
address: 1723 First Ave, Wynberg 7800
cell: 082 999 9999

EDUCATION
I graduated from UNISA with a Bachelor of Arts in Visual Multimedia Arts (NQF Level 7) in 2013

AWARDS
Mini AD-LEGGOTLA 2011: 3rd Place
Digilika Design Contest 2013: 2nd Place
AD-LEGGOTLA 2016: Champion

WORK EXPERIENCE
I started studying at UNISA when I started working
I have worked at KifStories, Mbokodo Ads and Vannie Kaap Media

While studying I worked for an agency

WHAT I DO

SKILLS
Adobe Photoshop
Adobe Illustrator
Adobe InDesign
Adobe Dreamweaver
Adobe Flash
HTML
CSS
WordPress

REFERENCES
Mr. Joram Solomon • joram.p.solomon@gmail.com • 069 999 9999
Prof. Koketso Phiso • koketso.phiso@gmail.com • 084 999 9999

What makes a strong CV?

Name:

Contact information allows potential employers to reach you. Include your full name, date of birth and address. Use a professional email address that includes your name, if possible.

Email:

Address:

Phone:

A short paragraph (between 50 and 100 words) which highlights your personal qualities or character. What can you offer the company / organisation? What are your career goals? What jobs would you like to do? Why does this particular job suit you?

Personal profile:

Experience:

This is your work history, including specific job titles, start and end dates and a brief description of your responsibilities. If you do not have employment experience yet, job shadowing, volunteer work and internships and even school initiatives can be included.

Education:

The education level you have achieved so far. Start with the most recent. Include the school / college you attended, the dates and educational level. If you are still studying towards a qualification, make it clear that you have not completed it yet.

Skills:

Match your skills to those that are required for the job. Remember to include the 4Cs – creativity, critical thinking, communication and collaboration – that employers are looking for and that are important for all jobs!

Referees:

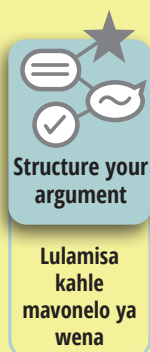
Two people, such as a teacher or a mentor, who can vouch for you or give a testimonial. Have you sought permission from these referees? Are they contactable?

Tips for good CV writing

- Keep it short and to the point – two pages at most.
- Your CV will only be skimmed, so make an impression. Talk about yourself and your skills, and how they match the job requirements.
- Make sure the spelling and grammar are correct. Mistakes can put recruiters off.
- Update your CV as you gain skills and experience. A CV is a living document; it can be adapted depending on the position or purpose being applied for.

Do not lie about your experience, qualifications or skills. Rather show how you're open to learning.

If a CV is the feature film of your professional life, then the application letter that goes with it is the engaging trailer that is there to grab the attention of a potential employer.



The 'trailer' of your life

1. Produce a 30 second "trailer" of your life.
 - Begin by introducing yourself. Add your name and contact details.
 - State what you want to accomplish.
 - Describe your outstanding skills, positive personal qualities, knowledge levels and experience:
 - Who I am
 - What I do
 - How I do it
 - Why I do it
 - Who I do it for.
 - End by making a connection. Add one interesting fact about yourself – something you want the viewer to remember.
 - Present your trailer to a classmate.

Adapted from: themuse 'Career advice' <https://www.themuse.com/advice/perfect-pitch-how-to-nail-your-elevator-speech> (Date accessed 05/08/2019)

and / or

2. Write a short letter of application to go with the job advert selected. You can use the application letter format and tips, on page 141, for guidance.



Your application letter

New Message — ↗ ✕

To Cc Bcc

Subject Job Position – Your Name

Dear

I would like to express my interest in the position as that

I recently matriculated from My subjects I believe I am a strong candidate because

You specify that you are looking for someone with strong skills. As a I have developed skills in during I have also gained experience

My and eagerness to enter the industry will make me an excellent I would love to begin my

I have attached my to this and will call within the next week to see if we might arrange a time to speak.

Thank you so much for your time and consideration.

Sincerely,

Your Name

Your Contact Details

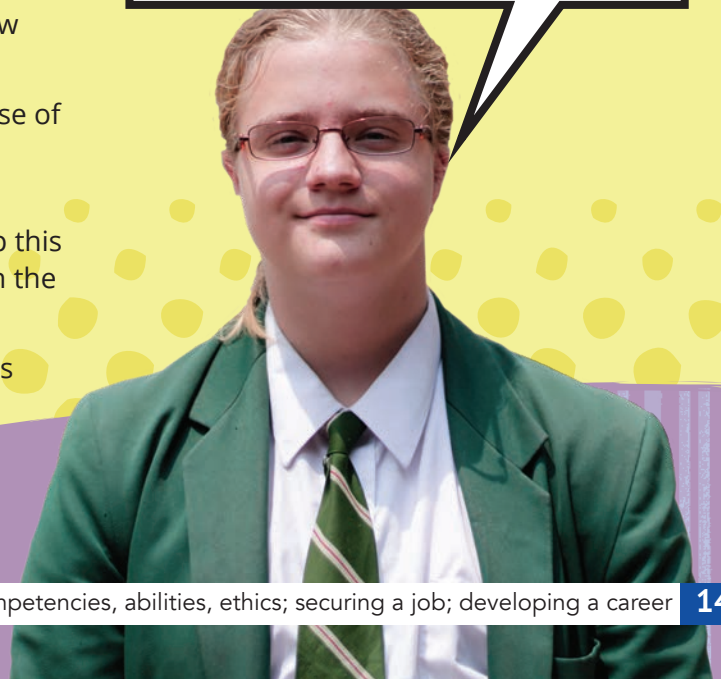
Email: Cell: LinkedIn: LinkedIn...

Send

Tips for your application letter

- Address the letter to the person responsible for employing you.
- Introduce yourself and state which job you are applying for. State the correct job title and say how you heard about it.
- State clearly why the job interests you. Give a sense of what motivates you.
- Describe your key skills, qualities, abilities and education that make you an ideal candidate. Keep this short. Indicate that further details can be found in the attached CV. Provide details of your availability.
- Provide a telephone number and email address as well as links to your professional profile sites.

Your application letter gives an impression of your communication and writing skills. Check for errors before you send it off.



Build a positive online presence

Your online profile is like a digital CV, showing off your interests, achievements and who you are online. Your digital footprint is the data you create when using the Internet. Think of it as the “trail” you leave behind from all your online activities, including emails and tweets, your social media posts, google searches and your downloads. You need to be mindful of what you put online because it all adds up to create your digital footprint.

Being careful online

In today's online world, many employers use your online profile to get a better sense of who you are and whether you are a fit with what they are looking for. Your digital footprint can affect how others see you, whether it's for further studies, jobs or just making connections. This means that you need to be careful about what you say and do online: it could impact your chances of getting that loan, job or bursary! Keep your online profile clean and positive to leave a good digital footprint that reflects the wonderful person you are!

Your footprint is permanent. It is also not private. Public and private companies collect, store, analyse and share your data. They use this to advertise products and services directly to you.

With a World Wide Web that never forgets, things that you post might come back to haunt you!



Pause,
reflect and
assess your
emotions
and thoughts

Yimanyana,
ehleketisisa
no kambela hi
tintwa ta wena
na mianakanyo
ya wena

Clean up your digital footprint

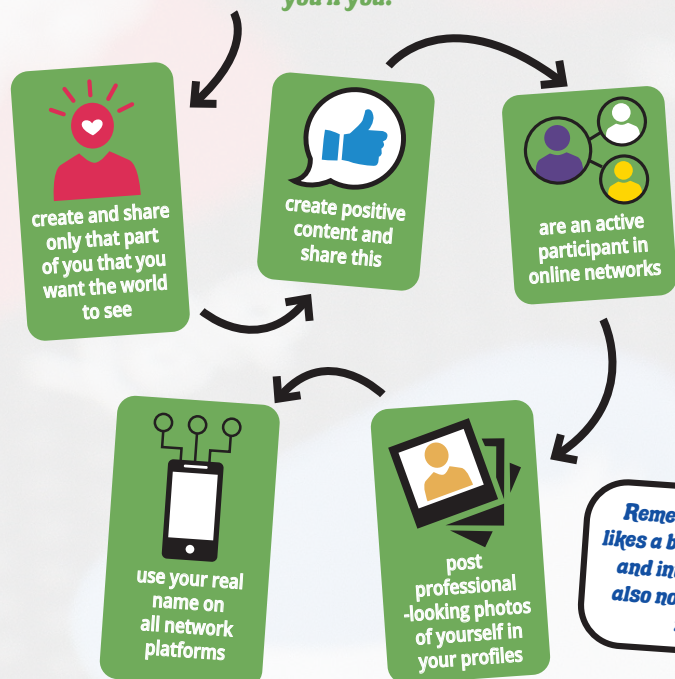
1. Study the graphic *Your digital footprint* and discuss:

- Which parts of your digital footprint show you in a positive or negative way?
- How could your digital footprint impact your chances for jobs or further studies?
- What steps can you take to improve any negative parts of your digital footprint?
- What kinds of posts could you create to present yourself in a more positive way?
- What advice would you give to someone starting their online journey?

Your digital footprint

Positives

Your digital footprint can help to create useful networks globally, generate professional opportunities and build a positive image of you if you:



Negatives

Your digital footprint could build a negative image of you, if you post or share:



Adapted from: Teresa Chinn (2018) 'The positive side of leaving digital footprints' <http://teresachinn.co.uk/the-positive-side-of-leaving-digital-footprints/> (Date accessed 14/01/2020)



Ask questions that guide, probe and produce useful information

Buza imibuzo ezokuhlala, ukufunisi-sa begodu iveze ilwazi elinesizo

Benefits of social media

Social media is not just a place to post silly pictures or observe digital drama. It can be a tool for you to share your passions and eventually find a career path. Social media becomes a bad thing when people misuse it for spreading disinformation, fake news, or rumours, and bullying or public shaming.

2. Evaluate how social media may be a force for good:

- How can social media strengthen friendships?
- In what ways can social media motivate you or others to do good?
- How may social media reduce feelings of isolation?
- Can social media become a source of support, and if so, how?
- How does social media encourage personal expression?
- What kinds of information can social media help you access?

You can use social media to begin developing an online presence that can attract the attention of future employers. You could make YouTube videos or write blog posts on topics you are passionate about. If you have a passion for reading and writing, you could publish book reviews or film videos with your thoughts, ideas, and comments. You may even begin to develop a following! You can be a positive influencer.



Managing projects

Projects are a big part of our lives, whether we are in school, the workplace or volunteering. Because projects require us to work together to achieve a set of goals, they help us develop planning, problem solving and teamwork skills. In the workplace, you may do a research project to understand market trends, an action project to implement new strategies or a creative project to design a marketing campaign.

In this lesson you will prepare and present a project plan for a business idea. In Lesson 7.9, you will do a research project. By engaging in different types of projects, we can improve our abilities and become more effective in managing and completing tasks in all areas of life.

Part 1: Plan your project



Do your
research
and present
your ideas or
hypothesis

Yenza
irhubhululo
lakho begodu
wethule
umcabango
wakho onga-
kaqinisekiswa
(hypothesis)

1. Work in a group of six. Think of a business idea or project you could start, such as a car wash, hair salon or catering company.

Do basic research to understand the needs and opportunities for your chosen idea or project. Look into similar businesses, potential customers and local demand.

Formulate a project plan using the step-by-step guidelines, on page 145, to put your business idea or project into action.

Remember: You can use these guidelines in any school project as well!



A successful project requires you to use the 21st century skills you learnt about in Lesson 1, namely communication, collaboration, creativity and critical thinking (4Cs).



Guidelines for a successful project

These are some of the steps to follow for project success. Make sure you go through each of these carefully!

- Step 1: **Identify the project.** Give it a name. Explain the purpose of the project. Detail what it is you want to accomplish or create.
- Step 2: Decide on the **aims and objectives** and work out **what you need to do** to achieve these. List all the tasks, however big or small.
- Step 3: Build the **dream team**. Find people to join your project. As project manager, get your team's opinion about the project and what needs to be done. Decide which team member will do what. Manage your team's **tasks, roles and responsibilities**.
- Step 4: **Create a timeline.** Indicate the time it will take to produce each part of the project (when it must be done by; how long it will take). Prioritise the tasks. Decide what resources you need to complete the project.
- Step 5: **Meet** and get regular feedback on the project's progress. This will help to address challenges as they arise. Adapt the project plan and adjust timelines as needed.



Part 2: Present your project



Be willing to challenge your thinking habits

Zimisele ukutjhijila iindlela zakho zokucabanga

Present your project / business idea to a 'panel of experts':

2. Choose four people to act as the 'panel of experts'. The rest should remain in your groups. Two people from the group will present the project to the 'panel of experts' who will assess the project.
3. Each group is given two to three minutes to present.
4. Follow these steps:
 - Define the aim of the project.
 - Outline the step-by-step plan.
 - Identify who is in your team and explain why you chose them.
 - Establish the timeline for the project.
 - Determine how you will know that you are on track to meet the deadline.
 - Specify how you will know your project has succeeded.
5. The experts must select the projects with the most potential to succeed. This should be based not only on who followed the guidelines for creating a successful project, but also whether the four Cs – key 21st century skills – were evident!

The 21st century office

Traditional offices are being transformed. Working from home, hot desks, cafes and co-working spaces are becoming the “offices” of the future. This means change for the 21st century employee too. This requires strong self-organising, administration, management and collaboration skills.

Hot desking is where employees operate in an open work space, where they reserve a desk for a day or specific time periods. Multiple workers can use the same space.

Good administration skills

Administration skills are helpful for any job or business. In the 21st century, with more and more people working from home, they have become even more important for each and every one of us.

Good administrators are those who are able to:

- communicate clearly
- manage time
- solve problems
- keep pace with technological changes
- keep track of all project tasks
- give feedback quickly
- facilitate collaboration with and across teams.



Pause,
reflect and
assess your
emotions
and thoughts

Phumula,
cabangisisa
begodu
hlola imizwa
nemicabango
yakho

Being your own administrator

1. Explain why administration has become a critical skill for the 21st century worker.
2. Assess your own administration skills:
 - Determine how having good administrative skills could help you now.
 - Identify the skills you feel you need to improve on.
 - Identify experiences you could seek out now that could help you practise some of the skills you need to improve on.



Guidelines for effective meetings

- Send out an invitation and **written agenda** in advance. List all the agenda items, including a welcome, introductions, and closure process.
- **Manage time.** Start and end on time. Allocate time for discussing for each agenda item. Don't let discussions go on too long.
- **Manage the team.** The Chairperson should give everyone a chance to speak, ask for opinions, resolve disagreements, and encourage shy or quiet participants. Being able to listen, communicate respectfully and manage people is the key to running successful meetings.
- **Stick to the agenda items.** Any issues that do not directly address the agenda item should be set aside or 'parked'. They can be discussed later, in remaining time, or held over until the next meeting.
- Make sure someone **takes minutes**. These are notes that record decisions and key issues raised in the meeting. Elect a minute-taker who will not only take the minutes, but also circulate these and ask for feedback before the next meeting.

Managing an effective meeting

Working in teams, either on- or off-line, is becoming the way of work in the 21st century. These collaborations will not be effective if meetings are not run efficiently.



Participate actively in productive dialogue

Hlanganyela ngamajadu kukulumiswano enemiphumela emihle

Role-play a meeting

3. Your six-member Project Management Team is meeting to plan an event to help teenagers navigate the social media world. This is your first meeting since you successfully presented to the 'panel of experts'. You have 20 minutes to prepare for the meeting.

Your team must:

- Prepare an Agenda.
- Select a Chairperson to manage the meeting so that all agenda items are discussed, time is adhered to, and everyone is given an opportunity to speak. (Two of your team members should play 'devil's advocate' – arguing against the project idea and trying to disrupt the meeting).
- Appoint someone to take minutes and to summarise the key decisions taken.

Evaluate the meeting

4. After your meeting, evaluate the quality and efficiency of your discussion:

- Evaluate whether this was a productive meeting. Why or why not?
- Explain how conflict was resolved.
- Describe how decisions were made.
- Determine if the meeting achieved its purpose. If not, why not?
- Recommend ways to make a meeting more efficient.

Interviews and ethics

Great news! You have just been invited for an interview. This is the opportunity you have been waiting for. Start preparing now and practise how you are going to shine on the day. Preparing for an interview is not only about highlighting your qualifications and experience; it is also an opportunity to demonstrate ethical behavior and values that align with those of the workplace.

Step 1: Prepare for the interview



Find, examine
and weigh up
the evidence

Hlahluba
begodu kala/
hlolisisa
ubufakazi

1. Prepare for the interview by following these steps:
 - Choose an advert for a job or bursary application that you might be interested in applying for.
 - Study the job or bursary advert. Analyse the requirements and responsibilities.
 - Refer back to your CV and your qualifications. Work out how your skills and experience, your personal and professional successes match the requirements. (Are you suitable for this job?)
 - Research the company or organisation you are applying to.
- Decide what to wear as well as what to take along to the interview, e.g. more copies of your CV or references.
- Compile a list of questions that might be asked at the interview. Below is a list of the most common ones. Add your own.

Common questions at interviews:

How did you hear about the job / bursary?
Why are you the best candidate?
What are your strengths and weaknesses?

Things to ask the company or organisation:

What is it like working for this company?
What opportunities do you offer for growth?

Step 2: At the interview



Participate
actively in
productive
dialogue

Hlanganyela
ngamajadu
kukulumi-
swano ene-
miphumela
emihle

It is important to practise your interview skills so that you are prepared on the day.

2. Read the Info Box on page 149, *The Do's and Don'ts of Interviews*.
3. Work in groups of at least five and follow these steps:
 - Decide on roles. Two people will be the interviewees, and three will form the interview panel.
 - The interview panel prepares a list of questions to ask the interviewees.
 - The interviewees use the tips from the Info Box to prepare for their interviews.
 - Role-play an interview. Allow about 10 minutes for this.
 - After the interviews, the panel gives constructive feedback on where each interviewee excelled and where they can improve. Keep feedback respectful and helpful.
 - The interviewees reflect on their performance and share what they learned.



Participate
actively in
productive
dialogue

Hlanganyela
ngamajadu
kukulumi-
swano ene-
miphumela
emihle

Am I responsible and accountable?

Potential employers will be more likely to give you an opportunity if you are able to demonstrate that you are responsible and accountable – after all they will be trusting you to deliver on your promises and to be able to get the job done!

Responsibility is about doing what needs to be done. Accountability is about taking ownership of the results and consequences of what has been done. These qualities are highly valued by employers, and, if you can demonstrate them, you are more likely to be considered for promotions and leadership positions.

4. Describe the qualities that you think make a person responsible and accountable in a team or work setting.
5. Continue with your role play. Take turns to ask these questions, of each other, to demonstrate your understanding of responsibility and accountability:
 - Provide an example of a time when you took on a responsibility and successfully completed it. Recall the task, describe your approach and explain the outcome.
 - Describe a situation where something didn't go as planned despite your best efforts. How did you take accountability for the outcome, and what steps did you take to address it?
 - Describe how you handle situations where you've made a mistake that has negatively affected a project or task. Explain what you believe is the best way to make amends and learn from such situations.



Question
the way you
make moral
judgements

Zibuze
ngendlela
othatha ngayo
izahlulelo
ezihle namkha
ezimbi

Ethics in the workplace

Ethics are about working out what is right and wrong. They help us to make good choices. In the workplace, having a strong ethical culture is important for creating trust and respect.

6. Examine ethics:
 - Define what ethical behavior means to you personally.
 - Recall an example of a difficult ethical decision you've had to make. How did you handle it?
 - Justify why each of the following examples of ethical behaviour is important in the workplace. Use a dictionary or online source to define each of the words.

Integrity; Professionalism; Confidentiality; Respect; Fairness; Transparency; Accountability; Confidentiality; Compliance; Whistleblowing; Environmental responsibility; Social responsibility; Avoiding conflict of interests



The DO's and DON'Ts of interviews

DO:

- Show the company or organisation you are applying to, that you have researched and know something about them.
- Confidently (but humbly) speak about your professional and personal successes.
- Be prepared for questions that you might not have expected and answer them honestly.
- Dress appropriately. If you don't have the right outfit, borrow something suitable.
- Act confident – and smile! Show your personality but be courteous and respectful.
- Ask questions to show that you have done your research.
- Instead of answering in a rush, pause and take a breath while you gather your thoughts.
- Try to use the names of the people you meet.

DON'T:

- Be late. Make sure you know the day, date, time and place of the interview. Plan to arrive early!
- Be arrogant or a show off as potential employers will lose interest.
- Talk too much or lie about your skills, experience or qualifications.
- Say bad things about your school, or a previous workplace.
- Get distracted and not answer questions. Ask for clarity if you don't understand.



Finally, you have the job or study opportunity you dreamed of. You can't wait for the next phase of your life to start and have plotted exactly what this is going to look like.

Read through each of these work scenarios that show just how big the gap between your expectations and reality can be.

I'm going to be rich. I will be able to buy all the things I want.



Salaries never go as far as you think. All those bills to pay... Where did all the money go?



I know exactly what is expected of me and what I should be doing



You might not always know what your job is. It may be very different from the one you signed up for.



I'm going to be great at my new job. I have all these great ideas I learnt about at school / college / university.



Others might not be interested in your great ideas! You will have to learn a whole lot of new things that you didn't prepare for.



Everyone will be helpful and welcoming. They work hard.



You will be left to manage on your own. And no, not everyone works hard. You might have to carry the load of others.



Try to acknowledge your emotions, learn from them – without becoming them

Tjheja
ngemizwa
yakho,
ufunde kiyo,
ngaphandle
kokuba ngiyo

Expectations vs reality

1. Examine the scenarios above. Analyse them using these questions to guide you:
 - Describe how you would feel if your expectations were as mistaken as this.
 - Identify other expectations that are unlikely to be real and explain how you could check beforehand.
 - Discuss the expectations you have about your studies and future work.
 - Describe how you will tap into your own positive qualities to manage your expectations and overcome any

challenges you might experience. Specify the skills you will need.

2. Analyse your expectations and readiness for a 21st century career:
 - Identify what you could do to prepare in advance to understand the expectations of the institution, company or individuals supervising you.
 - Discuss how you could learn to work with their expectations so they do not overwhelm you.
 - Explain how you could keep a positive attitude in a stressful work environment.



Preparing to work and study

When preparing for your future career, it is important to understand the various categories of jobs:

- **Skilled jobs:** Require specialised knowledge and training, e.g. electricians with technical qualifications.
- **Semi-skilled jobs:** Require moderate training or expertise, e.g. administrative assistants with specific skills.
- **Unskilled jobs:** Involve basic tasks learned quickly without specialised training, e.g. retail or cleaning roles.
- **Physical labour jobs:** Demand physical effort, strength and stamina, e.g. construction workers..

As you embark on your career journey, it's important to understand the different levels of learning beyond high school:

- **Further certificates and diplomas:** Provide specialised skills and knowledge for specific industries or professions.
- **Honours degrees:** Advanced undergraduate study involving research and higher academic achievement in a chosen field.
- **Master's degrees:** Specialised postgraduate studies often leading to career advancement.
- **Doctoral degrees:** The highest academic qualification, requiring original research and contributing new knowledge, ideal for academia or advanced research roles.



Investigate the past – predict the future – relate it to the present

Lavisisa
leswi nga
humelela eka
nkarhi lowu
nga hundza
– bvumba
leswi nga ta
humeleka eka
nkarhi lowu
taka – swi
pimanise na
swa nkarhi wa
sweswi

Research Project: A future career path

The world of work is changing, just as the world itself is. Thinking about how work will evolve and the trends shaping workplaces can help you choose your career path.

3. Refer to *Info Page Q: The Future of the World of Work*. Then, working with a partner, choose an industry or career field that interests you and complete a research project exploring how this career might evolve in the future. Use books, reliable websites or interviews with professionals in the field.

Follow the steps below to complete your project.

Step 1: Choose your career field.

Select an industry or career that you and your partner are curious about, and that offers opportunities to explore future trends.

Step 2: Gather information on this career and what it may look like in the future.

- What will a future job and workplace look like in this career?
- How will advances in technology affect the work done? What jobs may be lost or created?

- How could socio-economic conditions affect this career field?
- What knowledge, abilities and category of jobs (skill level) will be required?
- What education and training is required?

Step 3: Assess whether a job in this career or industry would suit you and / or your partner.

- Explain whether you think you would succeed and be satisfied in this career.
- Compare and discuss your readiness with your partner to thrive in the world of work.

Step 4: Set new career goals to prepare yourself for the future world of work.

Remember that success is the result of small actions taken every day!

Your teacher will give you a Project Assessment Sheet for you to understand how you will be assessed in this project.





The future of the world of work

The future of the world of work is being shaped by various technological, economic, social, and cultural trends. While it's challenging to predict every detail, there are several key developments that are likely to influence how we work in the coming years.



- **Automation and AI:** Automation, artificial intelligence (AI), and robotics are transforming industries by handling routine tasks and data analysis. This will lead to job losses in some areas but also create new roles related to working with these technologies.
- **Remote and flexible work:** The COVID-19 pandemic accelerated the adoption of remote work. As technology improves and work becomes more digitised, remote and flexible work arrangements are likely to become more common, giving employees greater control over their work-life balance.
- **Gig economy and freelancing:** The gig economy, characterised by short-term contracts and freelance work, is growing. More individuals are seeking flexibility and autonomy by working on various projects rather than committing to traditional 9-to-5 jobs.
- **Skills shift:** Rapid technological advancements require a shift in the skills needed for the workforce. Soft skills like critical thinking, creativity, emotional intelligence, and adaptability will be highly valued, alongside technical skills in areas like data analysis, AI, and programming.
- **Lifelong learning:** Continuous learning will be essential due to the evolving nature of jobs. Professionals will need to upskill and reskill throughout their careers to stay relevant and competitive.

- **Diverse workforce:** Workplaces will become more diverse in terms of age, gender, ethnicity, and cultural background. This diversity will bring different perspectives, improving problem-solving and innovation.
- **Remote collaboration tools:** Collaboration tools, virtual reality, and augmented reality technologies will enable remote teams to work together seamlessly, bridging geographical gaps.
- **Human-machine collaboration:** The future of work will involve close collaboration between humans and machines. Workers will increasingly rely on AI and machines for data analysis and decision support.
- **Green and sustainable workplaces:** Organisations will prioritise sustainability and environmentally friendly practices. This might lead to the creation of new “green” jobs and shifts in industries toward renewable technologies.
- **Data privacy and security:** As data becomes more central to businesses, the importance of data privacy and cybersecurity will continue to grow, leading to increased demand for experts in these fields.
- **Economic changes:** Economic shifts and global events can impact the job market. Technological disruption might lead to certain job losses while creating opportunities in emerging fields.
- **Biotechnology and health tech:** Advancements in biotechnology and health tech could lead to new jobs in personalised medicine, genetic counselling, and healthcare innovation.

While these trends provide insights into the future of work, it's important to approach them with adaptability and a willingness to learn. The ability to embrace change, acquire new skills, and remain agile will be key to thriving in the evolving world of work.

Robots could take our jobs. Unemployment could get worse.

But new jobs could also be created and technology used to solve global problems like climate change.

Technology must work for all of us! No-one must be left behind. Unequal worlds create wars!

Using AI ethically

This Info Page was written entirely by AI. Remember that doing school and academic work requires that the work you hand in is your own.

A paper that is written by AI is not considered your own original work. It doesn't matter which AI program/software you use. Using any of these to write your papers is considered a form of cheating. Stay honest. Your ethics do not need to change even as the world around you changes!



Basic Yoga

Yoga improves joint and muscle strength and flexibility. It is important not to overdo it if you have never done yoga before. Listen to your body, slow down and make sure you follow the correct yoga form.

MINDFUL BREATHING

Mindfulness requires that you focus on your breathing and let any thoughts you have come and go. Sit with your legs crossed and eyes closed. Breathe in on a count of eight, and breathe out on the count of eight. Repeat this as many times as possible.



BASIC YOGA POSES

These six yoga poses are the most important ones for beginners. Hold each pose for between five and eight breaths and then return to the starting position.

SAFETY FIRST!

Stop or slow down if you feel any sharp pains while doing the yoga poses. Carry on and breathe if what you feel is tension or if the stretch feels right.

MOUNTAIN POSE

Stand with your feet together, hands by your side with your palms facing inwards. Spread your toes and press down on the floor to anchor yourself. Imagine there is a string at the top of your head pulling you upwards towards the ceiling. Tighten your thigh muscles (quadriceps) so as to lift and lock your kneecaps. Draw your abdominals in and upwards and drop your shoulders. Feel your shoulder blades coming together and your chest opening.



Mountain pose is the base for all standing poses.

DOWNWARD FACING DOG

Start on your hands and knees. Make sure that your wrists are directly under your shoulders and your knees under your hips. Tuck in your toes and lift your hips up off the floor. Keep your knees slightly bent if your hamstrings are tight, otherwise try and straighten out your legs while keeping your hips back. Hollow out the abdominals and push your feet into the ground. Walk your hands forward to give yourself more length if you need to.



Downward dog stretches and strengthens the entire body.

PLANK

With plank you balance on your hands or arms while using your body to support you. Start by lying face forward on the floor with your hands in line with your shoulders. Use your arms and push yourself up as if you were doing a push-up. Tuck your toes and lift your legs up off the mat until your body is in one straight line from your head to your feet. Hold your torso tight.



Plank strengthens the abdominals and we use the breath to help us stay in a challenging pose.



Pretend you are stuck between two narrow walls in triangle pose.

TRIANGLE

Stand with your feet one leg's length apart. Turn your right foot out 90 degrees and your left foot in about 45 degrees. Keep your right and left heel aligned and your legs straight. Engage your abdominals and bend sideways over your right leg. Slide your right arm down your right leg while your left arm faces upwards towards the ceiling. Turn your gaze towards this hand. Repeat on the opposite side.



The forward bend stretches your hamstrings, lower and upper back.

SEATED FORWARD BEND

Sit with your legs together with knees slightly bent and feet flexed with your toes facing straight up. Slowly bend from the waist and lower your chest onto your legs or as close to this as possible for you. Do not worry if your knees are not completely straight. They can be bent, as long as your feet are flexed and together.



A back bend, like bridge pose, is a counter pose to a forward bend

BRIDGE POSE

Lie down on your back, bend your knees to 90 degrees and place your feet hip-width apart. Place your hands in line with your body. Press your feet into the floor and lift your butt off the mat. Interlace your hands and press the fists down to the floor as you open up your chest even more. Imagine dragging your heels on the mat towards your shoulders to engage your hamstrings.

SAFETY FIRST!

If you feel light-headed, sit down and allow the blood to circulate properly. Only get up once you are feeling better.

Child's Pose

This resting pose is good for cooling down after exercises and for stress relief. Start on all fours and then sit back onto your heels with your knees and feet together. Stretch your arms forward and lower your forehead to the floor. Allow your whole body to relax.



Design your own fitness and relaxation activities

Create your own fitness and relaxation activities for your group. You can use those exercises and activities you took part in earlier in the year or research and design your own.

WARM UP

Plan and lead your group through a short activity to warm up all the main muscle groups. Remember to focus on good form and safety because you don't want to injure your classmates.



A FITNESS PROGRAMME

Recreation activities like running, cycling and walking are a good way to keep fit and spend time with friends and family in a fun way. Draw up and take part in a group recreational fitness programme. Here are some examples of what you could do:

RUN RELAY RACES:

1. Run sideways to the left and right.
2. Hop on one leg for ten hops, then swop legs.
3. Hop backwards on one leg, then swop legs.

SKIP

Practise double bounce jumps and slow swings with a skipping rope.

WALK-JOG

1. Walk. Every 3rd step do a knee lift.
2. Run. Every 3rd step do a knee lift.
3. Run. Every 5th step do a knee lift.

BEANBAG RELAY

Run at least five times, to achieve a total of 2km in groups and see how many beanbags you use to fill the buckets.





A RELAXATION PROGRAMME

Create and lead your group through a relaxation programme. This can include meditation, practising mindfulness and yoga (see “Basic Yoga”) or even dancing!

Here are some more yoga poses to try.

TREE POSE

Start with your feet together. Place one foot on your other leg's inner upper thigh. Press your hands together as if praying. Make sure you don't put pressure on the supporting leg or knee. Tighten your abdominals and relax your shoulders. Then switch sides.



WARRIOR 1

Step back with your left foot as far as it can go, into a lunge. Your right leg, in front, should be bent at a 90 degree angle while your back (left) leg is straight. Lift your arms and press your palms together and raise them overhead. Repeat the hold on the opposite leg.



WARRIOR 2

Stand with your feet one leg's length apart. Turn your right foot out 90 degrees and your left foot to 45 degrees. Make sure that your right and left heel are in line with each other. Bend your right knee over your right ankle, keeping your torso even, between the hips. Stretch your arms out to the sides and look over your right hand. Repeat on the opposite leg.



COOL DOWN

Lead your group through the set of static stretches that you completed in earlier lessons, or create your own. The cool down should include gentle stretches and breathing exercises for calming and focusing the mind.



Amazing race

Have you watched the TV show this game is based on? Teams race around the world by figuring out clues and performing physical and mental challenges. For this fun game you will need to work in teams. The first team to complete the race in the fastest time wins the race!

THE AMAZING RACE

[Figure 62.1 DTP artwork done



Each team gets a envelope with a clue for the next challenge or leg of the race.

Safety first

Make sure that all playing surfaces are clean and there are no dangerous objects nearby. There must be enough space for everyone to participate safely.

PLAN AND DESIGN The course

This Amazing Race game is to be played on school grounds or set up in a place with enough space. Plan each particular leg of the race and work out what the challenges will be for each. Once a challenge is completed, the team will get an envelope that provides a question or clue for the next challenge in the race.

Here are some ideas for the challenges:

- Use an old net that has small and big gaps or holes in it. Team members must pass through this net.
- Roll small balls or objects from point A to B along a gutter. The ball must move from A to B without anyone touching or moving alongside the gutter.
- Place a set of tyres over a tall object like a netball post without letting the tyres touch the object. When dismantling these and placing them on the ground, these tyres must also not touch the object.
- Create a pathway from Point A to B using different objects or a swing. All team members must use this pathway to get from A to B. Your team cannot move on before all members have arrived at Point B.





Write clues, questions and mental challenges

Think of a list of questions you can ask that would give teams the pass they need to the next leg of the race. Teams must answer correctly before moving on, so make sure you have answer sheets as well. You can also direct teams to where they will find the envelope that has the clue for the next challenge.

Here are easy examples to spark ideas. Make yours more challenging!

Five questions

- Who is the President of South Africa?
- Who is the Minister of Basic Education?
- What is the currency of South Africa?
- Who is the South African soccer captain?
- You are the bus driver. You pick up ten learners and drop off five along the way. You see your friends ahead and pick up 38 more learners, dropping off nine ... What is the bus driver's name?

Race day preparations

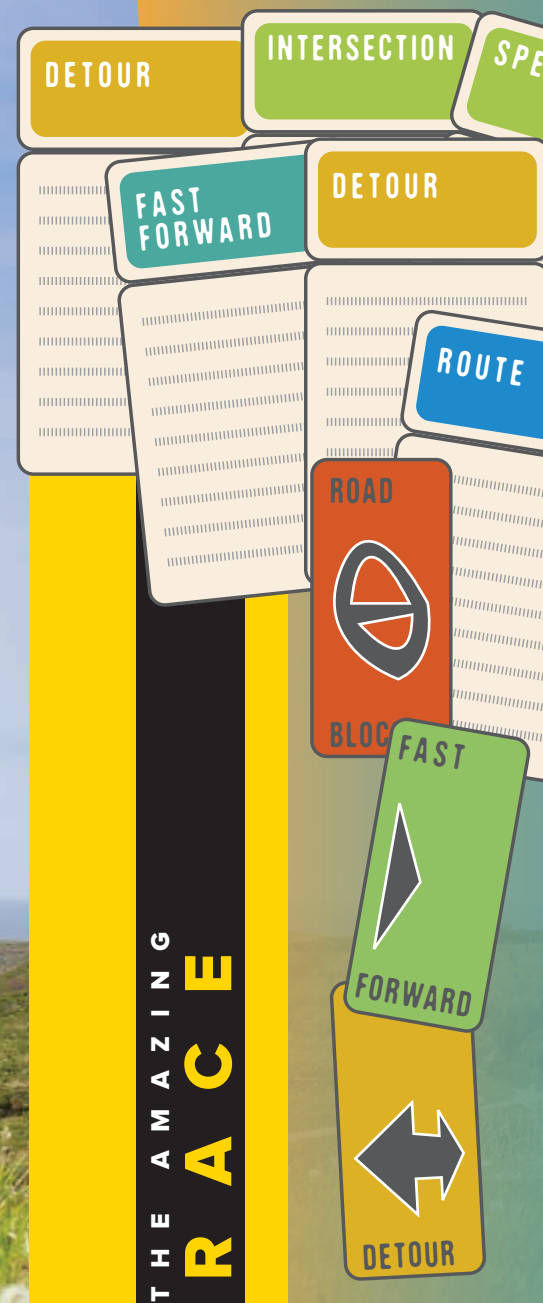
Working in your team, vote on what to include as part of your leg of this Amazing Race. Divide up responsibilities. Decide who will make the clues boxes, prepare the route information maps and prepare the envelopes. Each team is in charge of their particular leg of the race and making sure everything is in place for this. The team will also be responsible for setting up on the day.

Other requirements

- Officials must be appointed to oversee each leg of the race – dealing with safety issues, asking questions and checking answers.
- A list of all the participants and teams must be drawn up.
- Official timekeepers to be appointed.

Competition time!

Set up a competition with all the Grade 11 classes. Each class must come up with a different course with obstacles, routes and clues. You could have knockout rounds and finals!



Safety first

Always have a first aider and first aid kit on standby!

Hiking and camping

We live in a beautiful country and there are many outdoor activities to do with friends that will help you to relax and get away from everyday problems. Hiking, camping and braaiing are just some of these activities. Whether you go on a supervised school trip or one with your friends, make sure you plan and prepare well so that you stay safe.



Safety first

Avoid hiking trails that have no clear path, high cliffs, no trees for shelter, and train tracks or large bodies of water nearby.

Take a hike!

Plan a day hike on a local trail with your classmates. First find out as much as you can about hiking. Invite someone experienced or from a local hiking club to come and talk to your class about the local trails and which are suitable for the range of fitness levels. Ask them to share important information on preparing and packing for a hike and which safety issues to think about.

Here are some questions you can ask:

- Why do hiking clubs operate mostly in spring and autumn?
- What time of day is best to go hiking?
- What are the ten essentials to pack?
- Which drinks and snacks are best?
- What are the 'Leave No Trace' principles?
- How can you ensure the group stays together in instances where everyone hikes at their own pace?
- What must you wear on a hike?
- What about baboons, snakes and ticks?
- Why no swimming?
- What goes into the first aid kit for hiking?

Once you have completed your research, write a detailed plan for the hike and include all the gear you will need. Make a safety poster or booklet too.

HIKING TIPS

1. Wear closed shoes, a warm top and long pants.
2. Pack a backpack that includes sunblock and a hat.
3. Choose a walking stick to provide support, for water rescue and to beat the long grass to scare snakes!
4. Make sure you have enough water and energy food.



CAMPING OUT

Camping requires a lot of planning and preparation, like most other recreational activities. You can plan to camp either at school or at a local campsite.



Here are some important things to think about and discuss:

- Where and when will your camp take place?
- Is this a safe place?
- Who will you invite to the camp? Parents? Other grades?
- Who will provide transport if the venue is not at the school?
- What equipment will you need and who will supply this?
- Write a checklist
- What activities are planned and who will be in charge of organising and supervising these?
- What must campers bring? Write a checklist.
- What are the important rules about safety, fires, noise, cleaning up and respecting the environment?
- What about food? What is needed for a braai?

Your group must write out a plan and make the necessary preparations. A group representative will report back to the class on progress and any problems to be solved.

Braai checklist

- How much food must you buy (meat, salad, bread, etc.)?
- What else will be needed (paper plates; utensils)?
- How much wood, charcoal and firelighters?
- How many braai grids?
- How will you raise the funds to pay for all the things you need?

Enjoy!



Learning to live in harmony

When different notes are played or sung together they create a richer, more complex and interesting sound. This is what we call harmony. Similarly, a harmonious society is one where people with equal rights work together to achieve common goals. South Africa has made great progress in its transition to democracy. But there is still a lot to do to create the harmony we need.



Participate actively in productive dialogue

Neem aktief deel in produktiewe dialoog

Sounds of harmony

Our country remains divided, and is highly unequal with many still living in poverty. We need to strive to keep living and working in harmony to solve our common problems so that we can all grow and thrive.

1. Choose a sound and a body movement that reflects what a world in harmony means for you:

- Start with one person. Go around the class and get others to add their own sounds and movements.
- Practise your sound and movements, as individuals, without a conductor.
- Choose 2 – 3 learners who will take turns to be 'conductors'.
- Let each 'conductor' control this soundscape by raising their hand when they want you to start, increase or decrease the volume or to make it go faster or slower.

2. Analyse what harmony in society means to you:

- How was playing as individuals different from playing in harmony?
- What changes did you notice while practising with different conductors?
- What does living in harmony mean to you?
- How can we balance our individual values and beliefs with collective goals?
- How can you contribute to building harmony in your family, community, country and the natural environment?

Everyone living, working and sharing experiences together

Recognition of our common humanity and equality before the law

Inclusion rather than exclusion

A harmonious society - What's required?

Compassion and empathy

Being able to admit when you are wrong, to compromise and find common ground

The sharing of social and economic opportunities (even if this means less for you)



Question
the way you
make moral
judgements

Ondervra jou
eie morele
oordeel

Our country's plan for harmony

The National Development Plan 2030 (NDP) is a long-term plan to rebuild our country, creating a better future where South Africans can live more harmoniously and sustainably. It sets goals to tackle difficult challenges, such as growing the economy and making sure everyone has access to quality education and healthcare.

A review in September 2023 found that many goals have not been met, and more effort is needed to get back on track. The NDP says our success depends on everyone working together, sharing, caring and playing their part. Through this collective action, harmony can become a reality.

Extracts from the NDP

"I am not self-sufficient alone.

We are self-sufficient in community.

Through our service we show our solidarity.

We enjoy the same quality of service.

We are connected through our caring.

The beating heart of our country is a community that has all the enablers of modern life:

- *We have water.*
- *We use a toilet.*
- *We have food on the table.*
- *We fall asleep without fear.*
- *We listen to the rain on the roof.*
- *We gather together in front of heat."*

3. Analyse how the NDP has the potential to contribute towards harmony in our society:

- Identify the needs, according to the NDP, that must be met for us to live in harmony. Do you agree or disagree? Explain.
- Discuss other needs you think are important for a harmonious society
- Explain how you could help to address them.



4. Study the graphic on page 162. Discuss these questions to explore each goal:

- Explain what this goal means to you.
- What values and belief systems would help us achieve this goal without compromising personal beliefs?

How could achieving this goal create a more harmonious society, and what actions could you take to contribute?

5. Create a piece about how your worldview*, including your personal, religious or spiritual beliefs, can contribute to a more harmonious society.

*** Your worldview**
is how you see and understand the world around you, shaped by your beliefs, values and experiences.

What matters to me now?

Understanding the difference between your beliefs and values can be a little confusing. We use both to guide our actions, behaviours and attitudes, but they are not quite the same thing. Knowing what we believe and value is important for our own lives, as well as for contributing towards a harmonious society.

Beliefs are ideas that we hold to be true, usually without proof or evidence. Values stem from our beliefs. Beliefs are often, but not always, connected to religion. For example, a religious belief could be that God created the earth in seven days, while a non-religious belief could be that all people are created equal. If this is your belief, then respect is your value, and you would treat everyone accordingly. Conversely, someone might believe that all people are not created equal, which may result in racist and sexist values and attitudes. Our values govern the way we behave and interact with others. They are the things that are important to us in life.

<http://www.differencebetween.net/language/difference-between-values-and-beliefs/>

My beliefs and values



Question
the way you
make moral
judgements

Ondervra jou
eie morele
oordeel

We all have personal values and beliefs which are important to us. They influence how we behave and respond. We have a right to them provided that they do not cause harm to ourselves or others. They make you the unique person you are!

1. Discuss how you feel about each of the following statements:

- **Violence can never be justified.**
- **People are intrinsically good.**
- **Religion is more important than nationality.**
- **Life is for living – take risks!**
- **Rather be safe than sorry.**

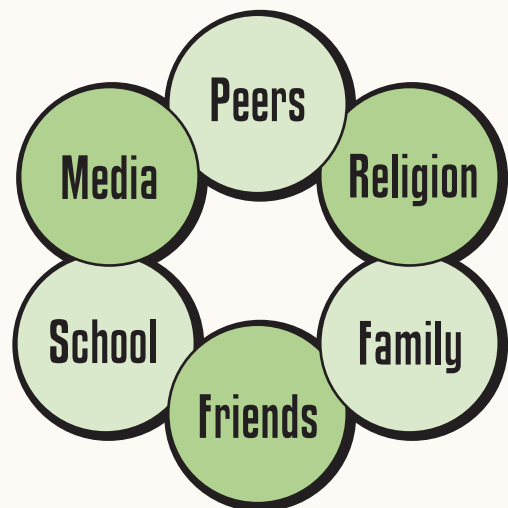
2. Discuss what your response tells you about your personal beliefs and values.

3. Write three statements that reflect your personal values or beliefs, and assess them:

- Reflect on how you have come to hold this belief or value.
- Decide how strongly you hold it.
- Discuss if you are open to the possibility of changing it.
- Describe how you would feel about listening to somebody who holds an opposing belief.

<https://studylib.net/>

Where do our values and beliefs come from?



Journal about how you have changed since the beginning of the year when you learned about values. Reflect on how your values have changed and explore what may have influenced these changes.



Your journal is private and does not need to be shared without your permission.



Use empathy to perceive emotions and explore perspectives

Gebruik empatie om mense se emosies aan te voel en hul perspektiewe te begrip

Sharing and caring

Many religions and belief systems consider the simple act of sharing and caring for others as vital for justice and central to what makes us human. It's what can help us build a harmonious country and world.

4. Read what people of different religions and beliefs say about what guides them in their approach to sharing and caring.

Then evaluate them:

- Discuss how you honestly feel about these ideas of sharing and caring.
 - Explain how your values, beliefs and cultural practices contribute to your capacity for empathy. (Review the definition of empathy on page 129.)
 - Identify how your beliefs differ from the ones represented here.
 - Reflect honestly on how your beliefs and actions have increased or decreased social harmony.
5. Create a piece on how you can use your personal values and beliefs to contribute towards building a more harmonious society.

Worldviews on sharing and caring

As people who follow a traditional African spirituality, we believe a person is a person because of other people. We are able to survive as communities when we recognise we are connected. These connections are what make us be hospitable and generous to each other.

As Christians we are called upon to be kind, compassionate and to forgive each other, just as God has done. We are taught that we must be kind to the poor.

We practise Dāna as Hindus. This is when we give away some of our wealth or our time and energy, without expecting anything in return. These can be small and simple acts of giving. They can also be bigger commitments – like working to build a brighter future for everyone.

One of the five pillars of Islam is giving. This is known as 'Zakat' meaning 'to grow in purity'. Only if you have enough to live on (Nisaab) will you be expected to pay Zakat. Many believe this is the very least that they can do for others.

'Tzedakah' means justice. This is usually about giving, especially to the poor. It is believed to be an act of kindness, but also a form of justice that all Jews must follow.

Learning to disagree respectfully

Many of us have had arguments with those whose moral and religious views differ from our own. When we disagree respectfully, this allows for different viewpoints to be heard and argued and can help create better understanding between people.

Ending your own life

Read the information below, think about your personal views on this, and then complete the activity on page 167.

Euthanasia, like abortion or other controversial cultural practices, is one of those 'hot' topics that can result in heated debates.

Euthanasia is the ending of a very sick person's life in order to relieve their physical or mental pain and suffering. This is done intentionally and in most cases by a doctor at the person's request. In 2023, euthanasia or the 'right to die' was still illegal in South Africa.

Dr Patricia Ferguson was forced to confront her own feelings about euthanasia. Battling secondary cancer and not wanting to face a long and painful death, she decided to end her life. She went on a hunger strike but after 35 days was unable to move her body and was in still greater pain. It was then that she asked her son, Sean Davison, a New Zealander living in South Africa, to help her die. He finally agreed and his mother passed away peacefully on 25 October 2006.

Sean remains an active campaigner for the legalisation of euthanasia, despite having received death threats and spent time in jail for his beliefs.



As God's creation, we have no right to take our own or another's life. Some religions even go as far as to say that our suffering is part of God's plan.

Euthanasia affects other people's rights, not just those of the patient. The family, the doctor – all have to take part in making a decision about someone else's life.

Every person has the right to die with dignity. They also have the right to control over their own body.



Take better
care of
yourself

Kyk na
jouself

The right to life, the right to death

1. Start your own conversation about euthanasia.

Try to explore and connect as many different points of view as possible. Use the Info Box, *Holding respectful discussions*, to guide your discussions.

2. Once you have completed your conversation, assess it using the following questions:
 - Identify what other points of view, if any, have given you more insight.
 - Discuss how your faith and beliefs can be inspirational to others without you having to force your views on them.
 - List criteria that can help ensure people with different religious views and belief systems are able to disagree but remain respectful.
 - Explain how disagreements can be mutually beneficial.
3. Create a piece in which you consider how understanding different viewpoints and having respectful discussions can contribute to your emotional and mental wellbeing, as well as to the wellbeing of others.

Respecting another person's opinion means you may have to agree to disagree! You can't force them to accept your viewpoint



Holding respectful discussions

Robust disagreements and discussions are all part of healthy communication in a democracy. Here are some guidelines to help keep these respectful:

- a. Avoid asking questions such as, "Is this right or wrong?" Instead **ask questions like:** What assumptions are you making? Are you considering all involved? What will the impact be over time? How could this stance be abused?

b. Think before you argue

Think through the issues before you argue. Ask yourself:

- What is my point of view or opinion?
- Why do I have this point of view?
- Am I considering all those involved?
- How can other viewpoints give me more insight?
- What would convince me to change my mind?

- c. **Make an argument** that everyone (non-believers included) can understand, question and even build on. You cannot simply expect members of your group to accept your point of view.

- d. **Allow** others to question and criticise your views.

- e. **Listen** to other points of view with an open mind.

- f. **Accept** when you are wrong.

- g. **Engage** on issues where you disagree.

When values clash, what then?

Our democracy is built on the universal values of justice, freedom and equality, rather than religion-specific values. At times, this can lead to moral dilemmas and clashes, particularly around sensitive issues such as abortion and the right to life. How do we resolve this?

Case study: A moral dilemma

Rosemary is faced with a moral dilemma. She is 17 years old and pregnant and is deciding whether to have an abortion or not. Let's help Rosemary work through her moral dilemma, explore her rights and reach a solution that works for her.

"I don't want to go through with the pregnancy. I know my rights. I can have a safe abortion, but this still does not make my decision any easier. You see, my religion forbids it. My church says that a baby is a gift from God and our scripture says, 'Thou shall not kill', I don't really agree, though; a foetus is not a person. And there are other things to think about. If I keep the baby I will have to drop out of school to look after it. What about my future? All the single mothers I know are poor and unemployed. I am also afraid that I might be angry with the baby for ruining my life. But what will my community think of me after I have done this? Will I be labelled for the rest of my life? Will my parents understand? Should I keep it a secret from them? What can I do?"



?

Ask questions that guide, probe and produce useful information

Stel peilende vrae wat tot nuttige inligting lei

Step 1: Showing empathy by asking questions

1. Read Rosemary's story together. Prepare a role-play.
 - One person will volunteer to play the role of Rosemary.
 - One person will volunteer to ask questions. That person should avoid giving any advice, but just ask Rosemary questions that will help her reflect on her situation and explore her own thinking.
 - The other members of the group need to observe and take notes. They can interrupt if the friend starts giving advice and remind the friend to ask questions. After a while, swap roles so the observers can also take a turn to play one of the characters.
2. Analyse your role play: What questions were the most helpful? Which were unhelpful?
3. Explain why you think that some women and girls would want to have an abortion.



You have your views, but what are your rights?

The Bill of Rights in the Constitution allows for freedom of 'conscience, religion, thought, belief and opinion' but also grants 'everyone the right... to make decisions concerning reproduction'.

The right to have an abortion is a woman's reproductive right, which often clashes with religious beliefs (possibly her own, or those of the people she needs to turn to for help). So what happens next?

The Constitution says that rights may be limited as long as this can be justified and is reasonable. This means that religious rights (beliefs) are secondary in the case when girls or women want to exercise their reproductive rights to an abortion.

The Choice of Termination of Pregnancy Act introduced in 1996 by the Parliament of South Africa gives women and girls the right to have a safe abortion should they choose to have one. Everyone, no matter what their religious beliefs, is obliged to obey these laws.



Pause, reflect and assess your emotions and thoughts

Bestuur en oorweeg jou emosies en gedagtes

Step 2: Securing your reproductive rights

4. Read the Info Box, on the right, and Info Page R.

- Identify what rights Rosemary has.
- Determine if anyone can take these rights away from her.
- Assess whether what you have learnt makes you change your view about what Rosemary should do.
- Evaluate if this makes any of the choices and dilemmas she faces any easier to handle.



Structure your argument

Struktureer jou argument

Faith and politics

Barack Obama has suggested that:

“Democracy demands that the religiously motivated translate their concerns into universal rather than religion-specific values ... it requires that their proposals be subject to argument and amenable to reason. Now I may be opposed to abortion for religious reasons, to take one example, but if I seek to pass a law banning the practice I cannot simply point to the teachings of my church or evoke God’s will. I have to explain why abortion violates some principle that is accessible to people of all faiths, including those with no faith at all.”

Obama's 2006 Speech on Faith and Politics <https://www.nytimes.com/2006/06/28/us/politics/2006obamaspeech.html>

5. Identify the aspects of this approach with which you agree and those with which you disagree.

- Evaluate whether this is a way to create harmony.
- Describe what other options may exist for the role of religion within a democracy.



Great work



Your right to choose

The Constitution of South Africa protects the rights of all people to make their own decisions regarding reproduction (having children), and gives them control over their bodies. This means that a person can decide for themselves whether or not to have children. This right has been written into law.

While there has been some opposition to reproductive rights, our Constitution, laws and courts have clarified the rights of women / girls, health care workers, religious groups and parents.



Illegal abortions kill thousands of women each year in this country. Data on the exact number is uncertain because of the stigma attached to abortions.

The World Health Organization has published global statistics that reveal the extent of the problem:

- Around 25 million unsafe abortions are estimated to have taken place worldwide each year, almost all in developing countries.
- Africa is the continent with the highest risk of dying from an unsafe abortion.
- Each year, between 4.7% to 13.2% of maternal deaths are due to unsafe abortions.

Understanding your rights

Women and girls

The Choice on Termination of Pregnancy Act introduced in 1996 by the Parliament of South Africa gives women and girls the right to have a safe abortion should they choose to have one. This law is based on women's reproductive rights as expressed in the Constitution.

- Women **of all ages** have the right to an abortion during the first 12 weeks of pregnancy. This can be done on demand. They do not have to give reasons why they want to have an abortion.
- If a woman is **between 13 and 20 weeks pregnant**, she must consult with a doctor and if they decide that her pregnancy will threaten her mental or physical health; that the foetus might have a physical or mental disability; that the pregnancy arose out of rape or incest; or her pregnancy will detrimentally affect her socioeconomic standing, then she may have an abortion.
- Women **can also abort up to 20 weeks** in certain circumstances after checking with a doctor or registered midwife. This is allowed if the woman's life is at risk, or if the foetus is malformed or could be significantly injured during delivery.

Health care workers (doctors / nurses etc.)

Medical practitioners, including doctors and nurses, do not have to perform an abortion if this goes against their religious beliefs, thoughts and opinions. The only time they must do this is if there is an emergency. If they do not want to complete an abortion, they must refer the woman on to another doctor who is willing to do this. They must also treat all those seeking an abortion with dignity and respect.

Parents or guardians

Children between 12 and 18 years of age do not need their parents' or their guardians' permission to have an abortion.

Religious groups

Freedom of conscience, religion, thought, belief and opinion is limited in the case when girls or women want to exercise their reproductive rights to an abortion.

The Constitution says that rights may be limited as long as this can be justified and is reasonable.

When deciding on limitations, the court must consider:

- **The nature of the right:** In the case of abortion, sexual and reproductive rights are seen to be more important than the right to freedom of religion.
- **Why it is important to limit a right:** Because it stops women who wish to exercise their constitutional and legal rights to reproductive and sexual health.
- **The extent of the limitation:** Health care workers with religious beliefs are only compelled to provide abortions when there is an emergency. Otherwise they can refer a girl or woman to another doctor to perform the abortion.
- **If there are less restrictive ways to limit this right:** The limitation restricts freedom of conscience as little as possible. Doctors are only obliged to perform abortions in cases of emergency or where no other doctors are available.



Menstruation and the risk of pregnancy

Technically, once a girl starts her period, she can get pregnant at any time during her menstrual cycle if she is sexually active. A girl is more likely to become pregnant in the middle of her cycle, which is when an egg is released from the ovary and can be fertilised by sperm (ovulation).

While the chances of getting pregnant during your period are low it is still possible. This is because sperm can live inside the body for up to 5 days and menstrual cycles can vary in length. If you have a shorter cycle or ovulate soon after your period there is a risk of pregnancy if you have unprotected sex. If you are sexually active it is important always to use protection regardless of where you are in your cycle.



Managing your time

Can you believe that you are nearly at the end of Grade 11? Now is the time to get ready for this year's exams, and also to set yourself up for success in Grade 12. The first step is to manage your time wisely so that you can find a healthy balance between your studies, exercise, sleeping, eating and having fun. You are likely to be stressed and overwhelmed by all the things you need to do if your time is not managed. Life is always better with less stress.

Manage your time – don't let it manage you

Sometimes it seems that there is just not enough time in a day to do everything you need to do. This can create stress and anxiety.

Time management is about dividing up your time so that you are able to achieve your goals. There are only so many hours in a day, days in a week, and weeks in a term. If you want to be successful in your studies, you need to be able to manage your time effectively to ensure the correct work / life balance.

A study plan will help to organise your life so that you are able to reach your learning goals. This plan is yours, so make sure it works for you.



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
MORNING 08:00-11:00 Swimming School	MORNING 08:00-11:00 English essay due! School	MORNING 08:00-11:00 School	MORNING 08:00-11:00 School	MORNING 08:00-11:00 Maths Exam!	MORNING Soccer	MORNING Free
AFTERNOON 12:00-16:00 School Study Group	AFTERNOON 12:00-16:00 School Art	AFTERNOON 12:00-16:00 School	AFTERNOON 12:00-16:00 School Study Group	AFTERNOON 12:00-16:00 School Drama	AFTERNOON Free	AFTERNOON Cinema
EVENING 17:00-20:00 Study/ Homework	EVENING 17:00-20:00 Study/ Homework	EVENING 17:00-20:00 Music Study/ Homework	EVENING 17:00-20:00 Study/ Homework	EVENING 17:00-18:00 Study/ Homework	EVENING Party	EVENING 17:00-18:00 Plan for the week ahead


Investigate
the past –
predict the
future –
relate it to
the present

Batlisisa tse
di fetileng – o
bolelele pele
isago – e
amanye le tsa
gompiono

Create your own study plan

1. Follow the steps below to create a study plan that works for you.

Step 1: Use a calendar. You could download one or create your own, like the one opposite. By now, you should have your final exam dates so use the calendar to create a study plan from now until the end of exams.

Step 2: Put in the times you are already committed to, like the hours you are at school. Include all your extra-curricular activities, such as sport and music. Be aware of when essays are due and exams happening. Fill in those dates too.

Step 3: Select and allocate time for studying and homework outside the classroom. Make sure you choose a time when you are more alert. Remember to include some time for non-study activities like exercising or relaxing.

Take time out

You need to take regular breaks, exercise, eat well and get enough sleep. Wake up early and exercise on an empty stomach for 15 minutes. This will deliver lots of oxygen to your brain. Then quickly do whatever revision you have set yourself for the early morning.

I colour code all my activities on the planner. This makes them stand out better.



Step 4: Allocate time specific as possible about what you will be doing in the time. Count the hours. You will be surprised at what is stealing your time. Adjust your plan so that there is a work / life balance.

Remember to include your cellphone chats with friends. These can really eat into your time!



Step 5: Learn to prioritise. Identify activities that should be done immediately and those that are not that important and can be done later. This might be different for each subject. This will help to guide your priorities.

Step 6: Place the plan where you can easily see it. Review it from time to time. Make adjustments if it is not working for you and you are not achieving those study goals.

Reward yourself when you complete tasks. You have done well!



Study skills for success

Study skills are there to help you achieve your study goals. Finding out ways to remember and recall information, understanding how to improve your concentration, and discovering how to summarise texts are skills that you might need to improve your results and reach your goals.

Memory making

Memory plays a big part in learning. It takes practice to remember and recall information. The more we practise or the more recent our recall has been, the easier it is for us to access this information.

Mnemonics are one of the tools that you can use to help you remember facts or large amounts of information.

Mnemonic devices include songs, rhymes, acronyms, images, phrases or sentences.

Do you Remember your SMART plan from the beginning of the year? The SMART mnemonic uses an acronym as its device. SMART is an acronym that stands for Specific, Measurable, Attainable, Relevant and Time-based. By remembering the SMART name, you are more easily able to remember the associated idea.

There are many different types of mnemonics.

Rhyme mnemonics turn what you need to remember into a rhyme

Music mnemonics turn what you need to remember into words and music

The Info Box on page 175 gives examples of these.



Represent your idea or data in an image, story or model

Tlhagisa
mogopolo wa
gago kgotsa
tshedimosetso
ka
setshwantsho
kgotsa popego
kgotsa sekao

Make a mnemonic

1. Work with a partner to create a music or rhyming mnemonic:
 - Choose a topic that you might have difficulty memorising. This could be from the life sciences, like how living organisms are grouped and a main feature of each. Or it could be something from history, like the contents of a treaty or law that is important for you to remember.
 - Decide which mnemonic you will use to help you improve your memory. Start creating this mnemonic.

If you choose the music mnemonic, a good place to start is to find a tune that you are both familiar with and then put words to this.

2. Evaluate your experience:
 - Describe how you found your experience.
 - Discuss if this helped improve your memory of the topic.
 - Suggest / Create other memory games that might help you memorise particularly tricky subjects better.





Rhyme and music mnemonics

Rhyme mnemonics turn what you need to remember into a rhyme. When the end of each sentence rhymes, it creates a pattern that makes things easier to remember.

- “Looks the same, cooks the same” – a reminder to chop and dice those ingredients that look the same so that they cook evenly.
- Rivonia trial in 1964;
Mandela and comrades behind prison doors;
Resistance moves underground;
Different ways to organise to be found.

Music mnemonics turn what you need to remember into words and music.

Music can help us to improve our memory, as it structures information and verses are often repeated. It's a lot easier to remember a catchy song than long lists and numbers.

Music as a mnemonic device can be used for any subject. There are already many songs out there, for example, the one that helps teach all the elements in the periodic table at https://youtu.be/rz4Dd1I_fX0.

What is a summary?

A summary is when a long text is shortened and the main points are identified in your own words. This is an important study skill as it enhances other skills such as reading, writing, comprehension, critical thinking and communication.



Do your research and present your ideas or hypothesis

Dira dipatlisiso
tsa gago mme
o tlhagise
hipotesisi
(kakanyo) ya
gago

Write a summary

3. Read Info Page
S Work smarter!.
Follow these steps to prepare a summary of the text:

Step 1: Read through the text from start to finish.

Step 2: Find the main facts and ideas in the text and write these down.

Step 3: Put these facts and ideas into your own words. Write a summary of what you learnt, using no more than 100 words.



flex that brain

What kind of learner are you? Do you use sight, sound, reading, writing, movement or logic as your preferred learning style? While you might have a dominant style now, recent studies show that it is important to use all your senses and a range of learning styles if you want to maximise your potential.

Some people have a talent for studying and writing exams. Very often they forget what they have studied, shortly after the exam. This means they have studied something but they have not learnt it.

Studying and learning are not the same thing.

Studying is the process you go through in order to learn something. This can be through reading or memorising facts. Most people study during specific periods of time, in order to pass assessments such as exams.

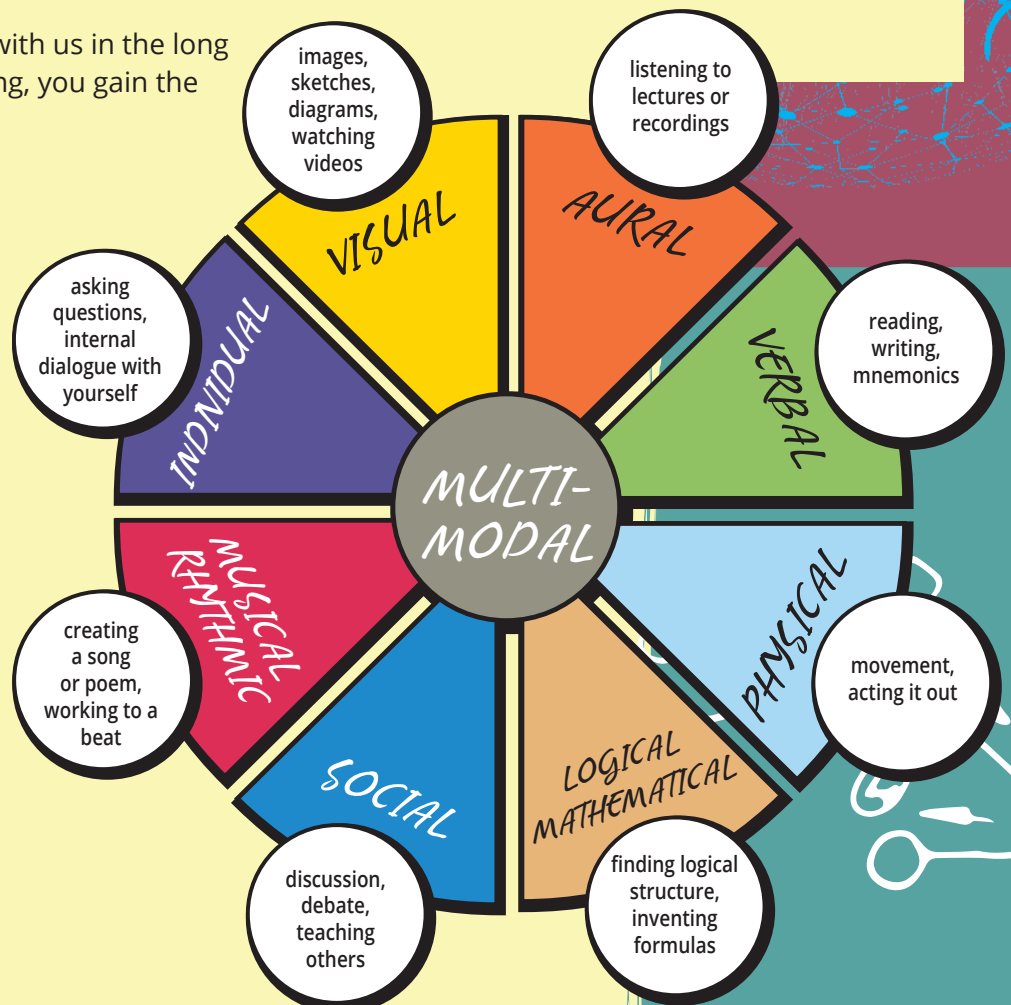
Learning is what tends to stay with us in the long term. When you learn something, you gain the

knowledge and skills by practising, being taught or through experiences. Learning also enables us to change our behaviour on the basis of new experiences.

For example, when an athlete finds a new technique that improves their performance, that is a kind of learning. Or when your social skills improve and you develop a way of listening that encourages people to talk, that is a kind of learning.

The different styles of learning

This diagram shows different modes or styles of learning. You are probably already skilled at one or more of these. The more styles of learning you use, or the more multi-modal you become, the more effective your ability to learn and to adapt to change will be.





**Be willing
to challenge
your thinking
habits**

**Itetle go
gwetlha
mekgwa ya
gago ya go
akanya**

Shake up those styles

To increase your opportunities in life, it is important to use as many different styles of learning as possible. For this reason it is useful to experiment with styles you don't normally use.

1. To better understand your study material, choose something you need to study and try using at least three different learning styles you do not normally use. For example, you can:

- Make a sketch as you read (visual).
- Watch or listen to a video or podcast on the topic (auditory).
- Teach someone by putting the ideas into your own words (verbal).
- Move your body to express what you are reading (kinesthetic).
- Create a short song or poem that expresses the main points (musical).
- Invent a formula that summarises what you understand (logical).
- Create a fun mnemonic that you will remember (verbal).

Experiment with these methods to make studying more enjoyable and to improve your understanding and memory.

2. Evaluate

- Describe how it felt using learning styles you don't normally use.
- Explain in what ways that style changed your experience of the content.
- Identify how learning can be fun.
- Discuss what learning styles you will incorporate in the future.

3. Use Info Page S, and what you have learned in these lessons, to develop your own list of "Study Tips". Share your list with your fellow learners as you prepare for your final exams.



Work smarter

Neuroscientists who study the brain have uncovered insights that can help us rethink the way we study. Understanding how your brain works will help you to work smarter and study more effectively.

Making connections

All our sensations, emotions, memories, thoughts and actions are made possible by the electrochemical signals that our brain cells (neurons) pass to each other. Different patterns of connections (neural pathways) create different experiences. These patterns of connections are based on the firing habits of individual neurons.

Studying is all about making and keeping alive the patterns of connections between your brain cells (neurons). When firing habits are practised (like when you study), these connections are strengthened and are more likely to occur again.

Because remembering is what exams measure, you need to get as good at it as you can. In life there are many strategies we can use to help us remember. Here are some insights from neuroscience to help you get better at it.

Understanding and applying that understanding in a real-life situation is more important than remembering.

Feeling it

You are most likely to remember what you are studying when this brings up strong positive emotions for you. Just because studying is a serious business does not mean it cannot be meaningful and fun. How can you add meaning and fun to what you are studying?

How does the brain remember stuff?

The brain cannot store memories like a computer. Memories are re-enacted from scratch each time, based on neuron firing habits. If those firing habits recreate a pattern of connections – a neural pathway – similar to what happened before, you experience a memory. When you are not experiencing it, it is simply not there.

Remembering requires an input that will trigger the neuron firing habits, plus the resulting pattern of connections. The more triggers you have, the more neural pathways you can activate and the more routes you will have towards remembering. Use different senses, add colour, make sketches, sing, dance. When studying use flash cards, a mnemonic, an unlabelled diagram, even a heading. Don't just re-read the material or stare at a page.

Sleep

Connections are made between your short-term memory and your long-term memory when you sleep. Your brain also regenerates, helping to improve retention day after day. This means that you need to get enough sleep to stay fresh and prepared.

Procrastination

Procrastination, or the act of delaying action, is not so much about managing time. It is more about managing how you feel about something.

When the thought of studying puts you in a bad mood, because it is too boring, or too difficult, or you are worried about failing, you often look for other things to do that will make you feel better. This is procrastination. In the long term it can lead to guilt, which is likely to increase your stress.

Just get started. This will make you feel better. Don't focus on the whole overwhelming mission, just take the next step and make a small start. It's likely that the way you are feeling will change.

Anxiety isn't helpful

Anxiety, and the fear of failing results in many of us cramming and studying for long periods without a break. Neuroscience teaches us that anxiety makes it more difficult to make connections. If you are going to practise making connections you need to be focused (without distraction) and relaxed.

Spaced repetition

When you learn something new, you start forgetting it almost immediately. This is what we call short-term memory. Because short-term memory is forgotten quickly, you need to refresh what you have learnt before the forgetting is complete.

Forgetting happens along a steep curve, but every time you refresh the connections the forgetting curve starts to flatten out. In other words, it takes longer for short-term memory to forget.

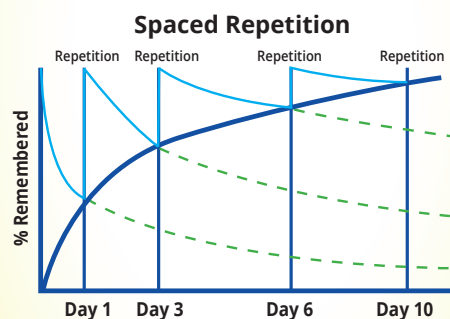


Image from: <https://teachingcommons.lakeheadu.ca/spaced-learning-101> (Date accessed 08/06/2020)

This means that regular repetition at increasingly longer intervals will slowly flatten out the forgetting curve. This is far better than cramming the night before.

Focusing attention for the right amount of time

If you can only concentrate for 30 minutes at a time without feeling distracted, then you should only study for thirty minutes. Then take a short 10-minute break, as pushing through and doing two hours of solid studying may be asking too much.

Some people are able to manage their attention and are skilled at studying for, and writing, exams. Even if you think you are not skilled, you can get better at it.

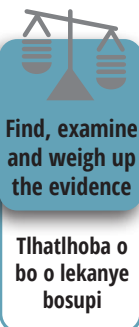
Study smarter

Studying can be overwhelming. So many subjects, so little time! It's important to try out different strategies to make studying less stressful, more effective and even fun! Sounds impossible? You be the judge.

Develop an effective study strategy

A study strategy is your plan of not only how you will go about studying, but also when you will do this. These strategies should include how to balance studying with other things in life that keep your brain healthy.

By now you would have developed your own study strategies. Adopting more effective study strategies is important to get you through the last two years of schooling and to help prepare you for higher education and lifelong learning.

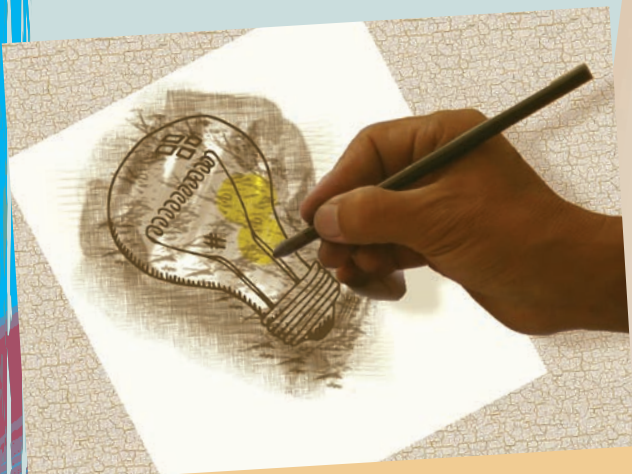


What works best?

1. The learners in the photograph below have developed their own study strategies. Evaluate the strategies:

- Identify which of their study strategies you think would work well and explain why.
- Discuss which of these strategies you use yourself, and which you have found not to work.
- Assess which strategies have been the most effective for you, using evidence to support your conclusions.





Active study strategies

Simply reading and re-reading text is not the most effective study strategy. Repetition or rote learning does not build understanding. Understanding requires that you adopt a more active study strategy.

You can make studying more active and effective through:

- making notes (not just highlighting text)
- drawing sketches and diagrams
- using mnemonics, mind maps and flow diagrams that summarise points for an essay, or through step-by-step procedures
- answering questions from past papers, asking someone to quiz you, or using flashcards that have questions on one side and the correct answer on the other,
- putting content into your own words
- pretending to teach someone or to give a speech.



Be willing to challenge your thinking habits

Itetle go
gwetlha
mekgwa ya
gago ya go
akanya

Using the strategies

2. The most important thing is how you structure and use your study time, not how long you study. Work with a partner to test how active learning works:
 - Each choose a difficult text from one of your subjects.
 - Read through your text quickly.
 - Tell your partner what you remember.
 - Now read it again, but this time use some of the active study strategies. For example, make rough notes and sketches.
 - Now explain the text to your partner again.
3. Assess how the active study strategies helped.



Using AI to study smarter

Artificial Intelligence (AI) tools can be helpful for studying by giving you quick summaries of topics, helping you organise your notes and even offering practice questions to test your knowledge. However, be very careful - while AI can assist with research, it is important that you do not copy the content directly. Always make sure to write your own work, in your own words, to avoid plagiarism. Remember, AI is a tool to support your learning, not to do the work for you.

If's exam time

Assessments are all about you. They are about collecting, analysing and interpreting information to help you work out how far you are on your learning journey and what support you may need. Make them work for you! During the year, you have completed many formative assessments. Now it is time for your summative assessments (exams).



Persevere
and work
it out

Kgotlhelela
mme o e
rarabolole

Practise, practise, practise

1. Exams assess your progress after a block of work, normally at the end of the term or the year. Exams can be stressful. A good way to survive exams is to practise writing old papers:
 - Study the exam tips in the Info Box carefully.
 - Choose one of the subjects that you find particularly difficult. Get a copy of an old exam paper and set a time when you are going to "write" the paper.
 - Evaluate how the paper went and whether you used all the exam tips suggested.
 - Assess which tips worked for you and make sure that you use them in your next exam.



Exam tips

- Don't rush into writing. Read through all the instructions on the exam paper. Pay attention to what questions you have to answer and where there is some choice.
- Figure out which questions carry the most marks. The more marks, the longer you should spend on that question. Do the easy questions first.
- Tackle each question. Begin by reading through the question and underlining the key words. Plan how you are going to answer the question. Write down a few notes.
- Write down something for each question. If you are running out of time, write the answer in point form.
- Try to answer all the questions rather than spending too much time on each one.
- If you're feeling anxious, take a short break. Close your eyes and take a few deep breaths to refocus. Return to the question and write down what you know and remember.
- Take time to go over your answers. Make corrections only to those questions you are sure you have answered incorrectly.
- Use all the time you are given in the exam. If you finish early, go over the questions and your answers again.
- After the exam, spend a few minutes thinking about what went well and what did not. You can always improve your exam preparation and writing skills.

Studyspot Educational Services (2017) 'Exam tips for students' Williams, J
<https://studyspot.ca/blog/2017/01/23/exam-writing-tips/> (Date accessed 12/02/2020)



Make an informed choice, with an awareness of consequences

Dira tlhopho e e tshegeditswego ke tshedimosetso ka kitso ya ditlamorago

Ready, steady, goal!

While you are preparing for your end-of-year exams, it is also a good time to think ahead to Grade 12 and after.

2. Review your Vision Board and the goals that you set at the beginning of the year.
 - Describe what progress you have made.
 - Identify which goals you have not managed to achieve yet.
 - Explain what has changed since the beginning of the year.
 - Decide if you have new goals and write them down.
3. Now, develop three SMART goals for the next few weeks of exam preparation:
 - **A study goal:** What will you sacrifice during this period (e.g. less parties or social media?) What will you do differently?
 - **A health goal:** What foods will you eat for energy and brain power? What foods will you cut out for optimal health?
 - **A fitness goal:** Exercise reduces stress, anxiety and depression. When will you exercise? What will you do?



Try to acknowledge your emotions, learn from them – without becoming them

O tlhokomele maikutlo, ithute sengwe mo go one, ntle le go fetoga go nna one

Why these goals?

4. Discuss your goals with a partner:
 - Assess why these goals are important for you.
 - Evaluate how they tie in with the future you desire.
 - Identify what will motivate you to achieve them.
 - Describe how you will be when you achieve them.



Reflect on how your goals align with what you want to achieve in Grade 12. Journal about how you are feeling as you approach your final year of school. Identify one action you can take now to move closer to those goals.

Your journal is private and does not need to be shared without your permission.



Well done

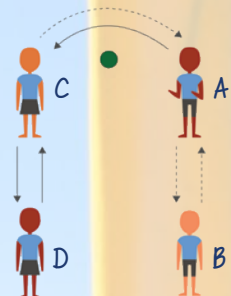
Four-a-side volleyball and fast-five netball

These traditional and non-traditional sports have been modified and will help to improve your umpiring, organisational and leadership skills.

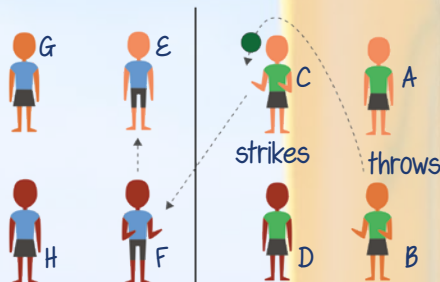
FOUR-A-SIDE VOLLEYBALL

Eight players are needed for these volleyball drills. Use the diagrams below to work out where each player should stand and how to complete the sequences.

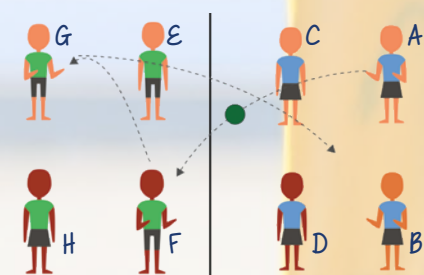
- 1 Player A hits or volleys the ball straight towards Player C. Players D and C change places while the ball is in the air and Player D volleys the ball back towards Player A. Players A and B change places while the ball is in the air and Player B must volley the ball back again. See which group can continue keeping the ball in play the longest.



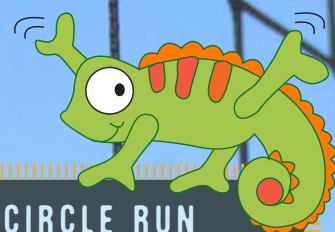
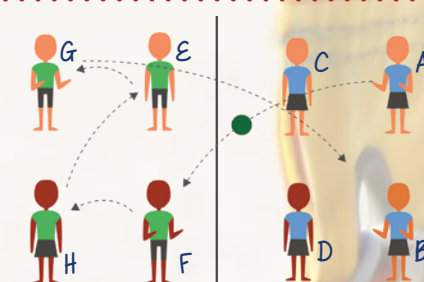
- 2 Four players are in each team – two who stand at the net with the other two directly behind them. Player B throws the ball high for Player C to strike (spike) over the net, while Player F tries to dig the ball. Player H then takes the ball and throws for E, who spikes to D to dig the ball. Continue so that each player gets a turn on both sides.



- 3 Player A serves to Player F who hits the ball to Player G. Player G then strikes the ball over the net. The same sequence is completed on the other side: Player B serves, E sets for Player H who passes or strikes over the net.

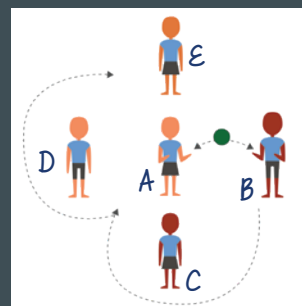


- 4 Player A serves the ball, then players E, F, G and H all pass to each other (3/4 passes) before player G or H hits the ball over the net again. This sequence is repeated on the other side



CIRCLE RUN

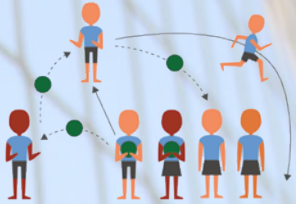
Four players (B, C, D and E) form a circle around Player A who stands in the centre holding a ball. Player A throws the ball to Player B who catches the ball and throws it back to Player A. Player B then runs around the circle and jogs between players C and D. On completion, Player A throws the ball again to Player B, who throws back and runs around the outside of the circle to now take up a position between D and E. Player A then goes to where B started and B takes centre place. Player B throws to C, and so on.





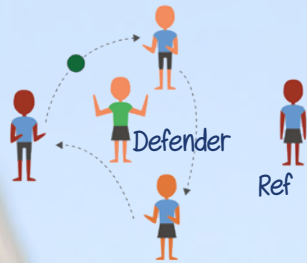
FAST-FIVE NETBALL

These netball drills should be done in groups of five.



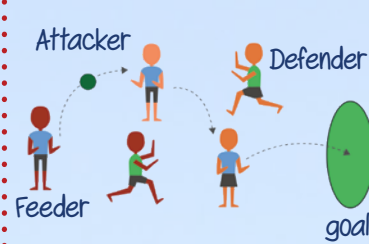
FEED THE FEEDER

Five players line up. The first player is the feeder and stands slightly apart from the other four. The second and third players are each given a ball. The second player passes the ball to the feeder. This player then runs forward to catch the ball that is thrown back to them by the feeder. The second player then passes this ball to the fourth player and the second player goes to the end of the line. Change the feeder and repeat this drill – the third player (using the ball that they were given) has now become the second player – so that all players get a chance to practise.



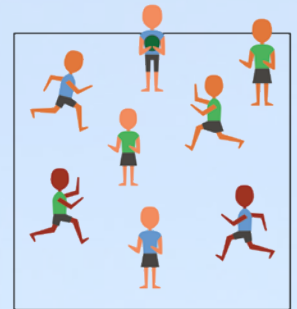
TRIANGLE ATTACK

Three 'attackers' stand in a triangle and pass a ball to each other. A 'defender' must try to intercept this ball using both hands. The fifth player acts as referee and must indicate when the defender has managed to intercept the ball. When this happens, the defender will switch places with one of the attackers. The referee should be switched after the ball has been intercepted three times.



ATTACKERS AND DEFENDERS

You will need one feeder, two attackers and two defenders. A goal post needs to be set up. The feeder must pass the ball to the first attacker, who then passes it to the second attacker who shoots for goal. The defenders must try to intercept the ball. If intercepted, attackers and defenders switch places. Change feeders after every two goals.



PASS AND INTERCEPT

Two teams of four players pass and try to intercept a ball within a marked area. The team with the most consecutive passes after the allotted time wins. Normal netball rules for footwork and ball control apply. There is one referee from each team. Switch after every two intercepts.



PLAY MODIFIED VOLLEYBALL AND NETBALL

Play a game of four-a-side volleyball or fast-five netball. The first team to get seven points wins. Make sure that you also select learners to act as referees. Change after each game so that everyone gets a chance to play.

Sevens rugby and handball

For the next few lessons you will play sevens rugby and handball. These sports develop your attack and defence skills.

SEVENS RUGBY

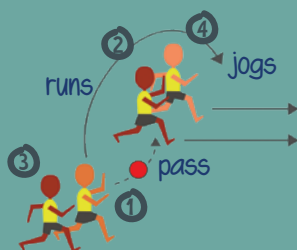
Sevens rugby is a game that is played on a smaller field with less players. Cones are used for the goal posts and players tag instead of tackling each other.



EXCHANGE PASS RELAY

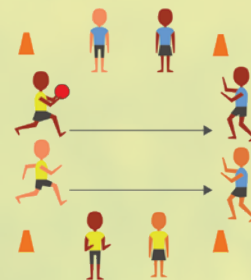
Select four players for your team. Divide into pairs with each pair jogging about 5 metres apart. Player 1 has the ball and while jogging must pass this to Player 2. Player 1 then runs and falls in next to Player 4. Player 2 passes to Player 3, and so on.

Work in a team of eight. Start by marking off a 5 x 5 metre area. This is the space you will need to complete your drills.



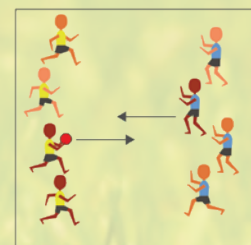
1 TWO VS TWO DRILL

Eight players – two attackers, two defenders and four referees – are needed for this drill. The two attackers must pass and side-step the defenders who try to tag them when they have the ball. If they reach the other side without being tagged, they score a try. After a try, the ball is passed to the previous defenders, who become the attackers, and so on.



2 THREE-SECOND TOUCH

There are two teams of four players. Each team must try to score a try within the marked off goal post, without being tagged by the opposite team. If a player is tagged while holding the ball, they must put the ball down. If two of the player's team mates touch them within three seconds of putting the ball down, they can take back the ball. Otherwise they need to hand the ball over to the other team. All players of the defending team count together when a player is tagged.



3 FASTER THAN THE RUNNER

Seven players pass to each other while running forward towards a try line. They try to score before the eighth player runs directly towards the try cone.



4 DEFENSE DRILL

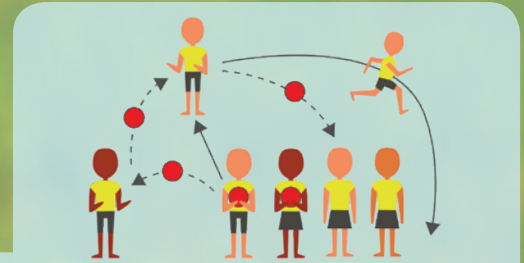
Four players attack. The calling player calls out 1, 2 or 3. If 1 is called then one defender defends, if 2 then two defenders and if 3 then three defenders. Switch players.





HANDBALL

Modified handball is a game on a smaller field, using cones for goals. Groups of eight are placed at each station which is a marked area of 5 x 5m.



1 PASSING DRILL 1

Four players run forward and must dribble and pass the ball overhead to each other. Each player must dribble the ball three times before passing, then fall in at the end of the line.

2 PASSING DRILL 2

Five players line up. The first player is the feeder and stands slightly apart from the other four. The second and third players are each given a ball. The second player passes the ball to the feeder. This player then runs forward to catch the ball that is thrown back to them by the feeder. They dribble this ball once or twice before passing it to the fourth player. The second player then goes to the end of the line. Change the feeder and repeat this drill so that all players get a chance to practise.

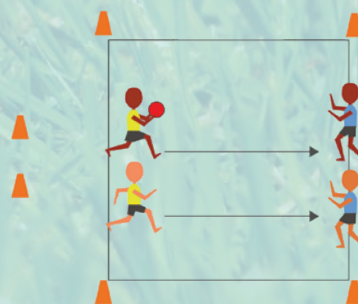


3 DEFENCE EXERCISE

Two attackers run forward and pass the ball to each other, while the two defenders try to block the ball with their hands (first round) and then by forming a wall in front of the player (second round).

4 TWO VS TWO DRILL

Two attackers try to pass the ball and side step two defenders, who try to block the ball and the players. The attackers can shoot for goal if they reach the score line. After a goal, the ball is passed to the two players on the opposing team, who become the attackers, and so on.



Goal



PLAY MODIFIED RUGBY SEVENS OR HANDBALL

Play a rugby sevens games (smaller field, use cones for goals, tag to tackle) or handball game (smaller field, use cones for goals).



Six-a side cricket and five-a-side soccer

Warm up all the muscle groups with the dynamic stretches on page 51.

Cricket PRACTICE

Organise and group your team to do these practice drills before you play your six-a-side cricket match.

Traditional soccer and cricket are played with 11 team members but these modified versions of six-a-side cricket and five-a-side soccer are great games to play.

1 BOWLING PRACTICE

Bowling at different target heights will help with building accuracy. Bowling over a 2m rope 7m from the wickets develops control and flight.



2 BATTING PRACTICE

Practise how to bat and place a ball. Mark out two zones of 5m. A fielder must stand in one. Find the gap and hit the ball through the vacant zones.



3 FIELDING DRILLS

Practise some fielding drills with throwing and catching. Practise high catches by having two players standing 10m apart throwing to one player who has to catch the balls while running from side to side.



PLAY SIX-A-SIDE CRICKET

The matches are played between two teams of six players and all the laws of cricket apply except:

- Each game consists of a maximum of five six-ball overs bowled by each side (eight-ball overs in the final match).
- Each member of the fielding side bowls one over, with the exception of the wicketkeeper.
- Wides and no-balls count as two runs.
- If five wickets fall before five overs are completed, the last remaining batter bats on with the fifth batter acting as a runner and always takes strike. The innings is complete when the sixth wicket falls.
- Batters retire not out when reaching 31 runs. A retired batter can return to the crease after lower-order batters either retire or are out.



Soccer PRACTICE

Organise and group your teams to do these practice drills before you play your five-a-side soccer match.

1

SHOOTING

Place two pairs of markers 10m apart and take it in turns to dribble up and shoot the ball for goal.



2

DRIBBLING

Players stand at each corner of a square with balls placed in the centre. Players must dribble as many balls as possible back to their corner. You can steal balls!



3

TACKLING

Split into two rows on either side of the penalty area. Attackers must dribble into the penalty area while defenders try to tackle or block them.



PLAY FIVE-A-SIDE SOCCER

Five-a-side soccer is the same as traditional soccer but with smaller teams, goals and even different size balls.

Organise your class into teams with five players in each. This should include a goalkeeper. If needed, split your class up into smaller teams so that everyone can play.

- Each game will take five minutes.
- No slide tackles and no offside are allowed.
- All defending players must stand 5m from the ball when restarting play with kick-ins and no throw-ins.
- All free kicks are indirect, except for penalty kicks.
- A restart from a goal kick by a goalkeeper or field player must not cross the halfway line on the field. If the ball lands in the opposition's half, a penalty will be awarded to the opposing team.
- Goalkeepers must not throw or kick over the halfway line on the field. If the ball lands in the opposition half, a penalty will be awarded to the opposing team.

Cool down by taking a slow walk around the playing area and doing some of the static stretches on page 52.

Grand games

Plan and organise your own sporting event for the modified traditional and non-traditional sports you have learnt about. Encourage everyone to participate in this event, which promotes umpiring, organising and leadership skills.



Beat the pass

Stand in a circle. Use the correct sport techniques and pass the netball, soccer, cricket or rugby ball to each other along the circle. Get one player to run around the outside of the circle and try to return to their original spot before the ball gets there. Everyone in the group must have a turn to run.

Sports administration and planning

Vote on which modified traditional and non-traditional sports you will host. Think about those sports that you have enough space for and that everyone will be able to play. Check if you have the right equipment and make sure that you have learners who will be able to take on the roles of team managers, referees, umpires, timekeepers and scorekeepers.

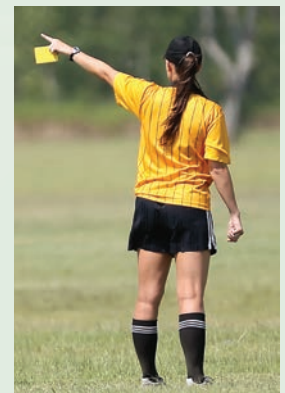
Everyone must get a chance to play in as many games and matches as possible, while also being involved in the administration and planning of the sporting event.

Managing teams and organising matches

Split your class into two teams of equal number. One team will be responsible for running the sports while the other handles the administration. The following people will be needed:

- Two technical officials to set up the court, field and equipment.
- Two instructors to explain the rules and basic skills of the game.
- Two officials who are able to show the teams the basic skills of the game.
- Two referees or umpires (one for rugby).
- One or two scorekeepers (they should be able to keep score even if playing themselves).
- One timekeeper (not for cricket) who keeps time even if playing themselves.
- One medic who brings water and ice in case of injuries.

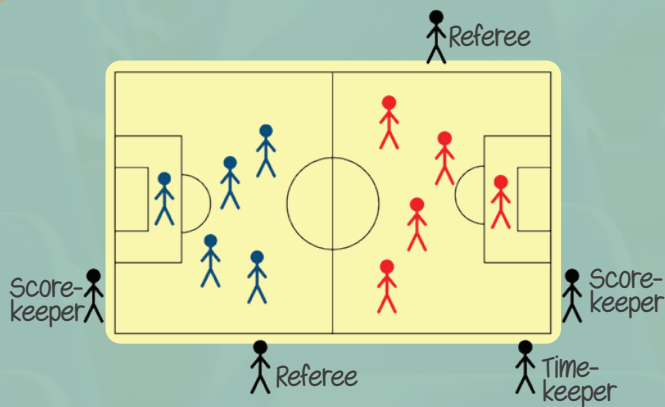
All teams must change players at half-time or at the end of an innings so that everyone gets a chance to play as well as be a referee, umpire, scorekeeper, timekeeper or medic.





ADMINISTRATION ROLES

Here are some guidelines to help with the planning and organising of the traditional modified sports.

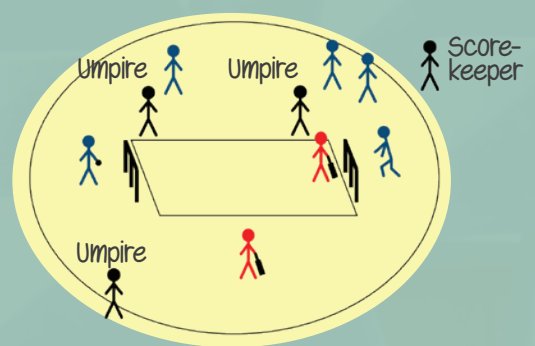


FIVE-A-SIDE SOCCER

Referees: Follow the five-a-side rules (see page 195).

Scorekeepers: Record points for each team.

Timekeeper: Keeps time for five minutes per half.

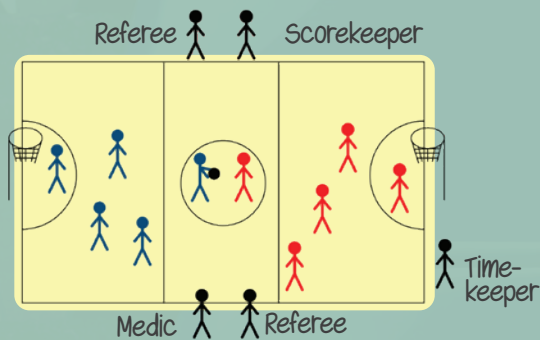


SIX-A-SIDE CRICKET

Umpires: Determines when a player is out, and the number of runs (see page 194).

Third umpire: Confirms or contradicts the umpires' decisions.

Scorekeeper: Records runs and wickets.

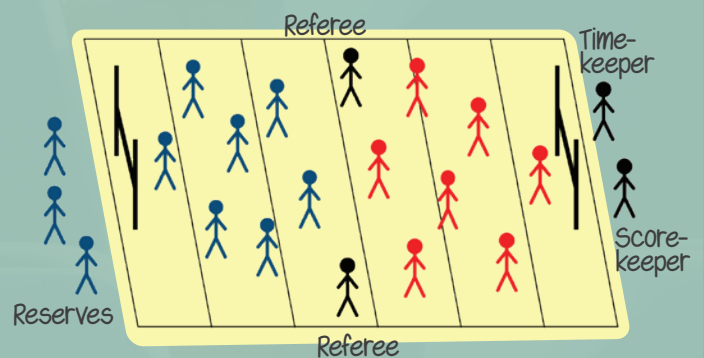


FAST-FIVE NETBALL

Referees: Blow the whistle where there are infringements of the rules (see page 191).

Scorekeeper: Records team scores.

Timekeeper: Keeps time for five minutes per half.



SEVENS RUGBY

Referees: Blow the whistle for infringements of the sevens rules (see page 192).

Scorekeeper: Records scores.

Timekeeper: Keeps time for five minutes per half.

Static stretches

Do static stretches with your team to cool down.



It's a wrap



The school year is finally over – just Grade 12 and then the world awaits!

Before closing, it's important to think a little about this year's life orientation journey.

- What was the most valuable thing you learnt?
- What did you learn about yourself?
- What did you need to 'unlearn'?
- Which new things sparked your curiosity?
- Which new skills did you pick up?
- What would you have liked to find out more about?

Rate your lessons

On the page are some photographs from your life orientation journey. Do you know where they come from?

Think about these lessons. How did they make you feel? Happy? Sad? Curious? Bored? Angry? Were they challenging? Too easy?





Imagine yourself at the end of Grade 12. What kind of person do you want to be? How can the lessons you have learned this year help you grow into that person? Write about your hopes and dreams for the year ahead, and how you plan to use what you have learned to make them a reality.



Acknowledgements



The development of the *At the Crossroads Life Skills* and *Life Orientation* textbooks and Teacher's Guides (Grades 4 to 12) involved collaboration between many partners, writers, designers, reviewers, and coordinators. We thank all those who have been involved with the project.

Series Editor: Patricia Watson, Department of Basic Education

Phase Editors: Intermediate Phase: Rachel Adatia, Thulani Sibeko, Esther Ramani and Leah Marais; Senior Phase: Diane Favis, Leah Marais and Bhuti Nkosi; Further Education and Training Phase: Trevor Waller. All phases benefitted from the editorial feedback from subject advisors as coordinated by Jerry Zitha and Martha Bernard-Phera

Project Guiding Document: Patricia Watson, André Croucamp, Rachel Adatia, Sally Whines, Yumnah Hattas & Desmond Ntshalintshali

Teacher Guides: Generic section: Diane Favis, Patricia Watson, John Ostrowick and Sally Whines and Teacher Guide grade specific sections for Intermediate Phase: Rachel Adatia, Thulani Sibeko and Leah Marais; Senior Phase: Diane Favis, Leah Marais and Bhuti Nkosi; Further Education and Training Phase: Trevor Waller. All phases benefitted from the editorial feedback from subject advisors as coordinated by Jerry Zitha and Martha Bernard-Phera

Editorial contributors

Antoinette Gennrich, Karen Hurt, Maren Bodenstein, Maylani Louw, Shanu Misser, Thandile Ntshwanti, Catherine Garson, Diane Favis, Daniella Favis, Esther Ramani, Gillian McDowell, Jennifer Button, Leah Marais, Rachel Adatia, Sally Clark, Thulani Sibeko, Trevor Waller, Una Seery, Wendy Rodseth, Barbara Rodwell, Catherine Alexander, Cheryl Minkley, Dorita Du Toit, Ernestina Mudau, Estelle Lawrence, Illiska Crossley, Jane Argall, Kekeletso Mbombo, Kent De Klerk, Lausanne Olivitt, Lloyd Leach, Maia Marie, Makganwana Mokgalong, Mamotha Rathankana, Marion Drew, Marta Heri, Michelle Petersen, Neville Josie, Nico Van Der Merwe, Nicole Levin, Nomagugu Mukadah, Ntombi Qoyi, Priya Vallabh, Refiloe Mofelehetsi, Shamim Meer, Shamin Chibba, Sharon Cort, Thabile Mangele, Vanishree Naamdhe, Zintle Tyuku, Desmond Ntshalintshali, Nandipha Mbangula, Nombuso Makhathu, Samuel Maraba, Ntombikayise Mota, Rosalee Telela, Julia Raynham, Makhosazane Mngadi, Khulekani Kanye, Bhuti Nkosi, Cyrilise Scholtz, Yvonne Shapiro, Patricia Dianne Tucker, Ismail Teladia, Lesedi Mogoathle, Zonke Mpotulo

Reviewers & Specialists

Andreas Beutal, Didi Chokwe, Susan Naude, Nanjani Lungu, Rebene Ntsie, Andrew Simpson, Hayley Walker, Johanna Moolman, Judy Connors, Lesedi Mogoathle, André Croucamp, Elmarie Briedenhann, David Mendes, Jacqui Makowem, Joanne Newton, Joanne Potterton, Nicolette Prea Naidoo, Finn Reygan, Renet Strehlau, Maude de Hoop, Timothy Fish Hodgson, Andrew Ingram, Sijabule Behane, Carina Muller, Ravi Pillay, Dineo Molatedi, Tshikovihi Madidimalo, Mpho Mkhonto, Grandville Whittle, Mpho Mkhonto, Saadhna Panday, Preeya Seetal, Krishni Perumal, Letha Ukuthula Makhanga, Lucy Matini, Nomfundo Somhlahllo, Kwanele Mabuza, Mmoloki Legodi, Kekeletso Mbombo, Nokuthula Prusent, Wycliffe Otieno, Nwabisa Tsengiwe, Sibongiseni Henna, Noluthando Mvabaza.

Life Orientation Subject specialists

Intermediate and Senior Phase: Boitumelo Keebine, Christabel Jabulile Mkhathswa, Dinah Mosia, Eliza Thokozani Vilakazi, Gloria Ntombikazi Dekeza-Tsomo, Ismail Teladia, KG Modiba, Mangoma Hulisani Mulweli, Margie Clarke, Mark Antonels, Millicent Smith, Phillip Molala, Pumla Pretty Zimema, Rachel Kika, Reggy Mashego, Sibongile Moloko, Simon Mandewo, SV Moodley

FET Phase: Betty Twala, Disemelo Maphate-Mrubata, Fairouz Cassiem, June Darries, Marilyn Villaflores, Moses Nsimbini, Peace Meremetsi, Robertha Nazer, Thato Adoro

Managerial and Administrative support: Doris Mahlobogoane, Jerry Zitha, Luvuyo Cebo, Makondele Tshitima, Martha Bernard-Phera, Mimi Mini, Ntebo Mkhondo, Pumla Mdontswa, Sifiso Sibiya, Tumi Montja, Virginia Mputla

Translators

Benny Mojela, Khanyisile Mndebele, Themba Mahlangu, Claudine Rambau, Nombulelo Sambo, Bie Venter, Noma-Gcina Mtshontshi, Kubeka Prinscilla Nelisiwe, Ismael Stene, Ntombikayise Zulu, Michael Louw, Marcel Devos, Maureen Wilson, Lusanda Goli, Thompho Rambuda, Risuna Wisdom Nkolele.

Design & Images

Adam Rumball, Alicia Arntzen, Arline Stoffberg, Brian Switala, Candice Turvey-Green, Jenny Hattingh, Landi Terblanche, Melinda Bosch, Michele Dean, Rizelle Haartmeier, Robert Machiri, Tatjana Godoy, Sally Whines, Emma Bosman, Francis Burger, Keabetswe Makgoane, Nkosinathi Khumalo, Rita Potenza, Sarie Potter

Illustrators

Alastair Findlay, Bosslady Ami, Anri Terblanche, Chenoa Nwokedi, Dumisani Shambale, Emma Bosman, Emeka Ntone Edjabe, Francis Burger, Galaletsang Majatladi, Georgia Rae Luce, Michael Lawrence, Mninawa Ncombo, Nkosinathi Nzima, Paige Steyn, Sally Whines, Tamsin Hinrichsen, Tarika Pather, Vusi Malindi, Zenande Mtati

Content developer – Creative Arts

Assitej South Africa

Administrative Support

Cynthia Manamela, Eric Richardson, Shalette Bester, Thabo Motshweni, Tsitsi Magwiro, Quanita Buys, Mantsha Maponya and Boitumelo Madie

Special thanks to:

The curriculum strengthening team that supported the DBE to develop the Competency Framework led by Cheryl Weston: Shirley Eadie, Cathryn Moodley James, Sharon Grussendorff, Leketi Makalela, Andre Croucamp, Lauren Tracey Temba, Shafika Isaac who cocreated the Competency Framework for DBE

Gauteng Department of Basic Education officials and teachers who attended workshops and shared their experience of Life Orientation in the classroom and ideas to inform the textbooks

Schools that took part in photo shoots and illustrations: Emadwaleni High School, Greenside High School, Pretoria Tech High School, Queens High School, Thatha Ezakho Primary School, Vista Nova School

Kara Heritage Institute and the houses of traditional leadership that informed the indigenous knowledge priority

MindBurst Workshop for sharing their experience of developing and facilitating critical thinking skills with schools. The skills scaffold and the project lenses are based on their work

The South African Human Rights Commission (SAHRC), particularly Commissioner Ameermia and the Access to Justice Programme Discovery Vitality who hosted the Physical Education 'Big Ideas' specialist workshop

Soul City for permission to draw on their extensive archive of Soul Buddyz materials

The European Union for funding the initial phase of the project The National Collaboration Trust, particularly Godwin Khosa, Peter Kimingi, Sandile Mkhonto, Kanyisa Diamond, Tsitsi Magwiro, Hlayisani Mabutana and Thabo Motshweni

The senior managers of Basic Education, particularly Dr Granville Whittle, Mamiki Maboya, Patricia Watson, Moses Simelane, Rufus Poliah, Seliki Tlhabane, Cheryl Westen, Mark Chetty, Bulara Monyaki, Pule Rakgoathe, Martha Bernard-Phera, Jerry Zitha, Likho Bottoman, Sifiso Ngobese, Given Mabena, Neo Sediti, Muzi Ndlovu, Sibongile Monareng



Organisations who have contributed to the project, including those who participated in workshops and provided resource materials to inform the textbooks:

Adopt-a-School Foundation	Intel South Africa Corporation	Education Association (SAUPEA)
African Centre of Excellence for Information Ethics	Irant-org	Special Olympics South Africa
African Storybook Project	Kara Heritage Institute	Sport for Social Change Network (SSCN)
Aids Accountability International	Kenya Institute of Education	Sports Science Institute of South Africa (SSISA)
Altus Sport	King David High School	Street Law
Amnesty International	Know Your Constitution Campaign (KYC)	Swiss Agency for Development and Cooperation
ASSITEJ	Learning Matters	The Global Hope: The Chicago School of Professional Psychology
British Council	Lifesaving South Africa	The Institute for Justice and Reconciliation
Cape Peninsula University of Technology:	Macsteel Maestros	The Other Foundation
Centre for International Teacher Education	Mapungubwe Institute for Strategic Reflection	Triangle Project
Class Act	Media in Education Trust Africa (MIET Africa)	Tshwane University of Technology
Constitution Hill: Education Outreach	Mindset TV Network	UNESCO: Quality Physical Education
Constitutional Literacy and Service Initiative (CLASI)	Motsepe Foundation	UNICEF
Cool to be Me	Move-It Moving Matters	United Nations Human Rights: Office of the High Commissioner
Department of Arts and Culture	Nal'ibali Reading Clubs	Unity Actions
Department of Cooperative Governance and Traditional Affairs	Namibia Ministry of Education	University of Cape Town: Children's Institute of South Africa
Department of Basic Education: Life Orientation Education Specialists across the nine provinces	National Education Collaboration Trust (NECT)	University of Cape Town: Exercise Science and Sports Medicine
Department of Health	National Sea Rescue Institute (NSRI)	University of Johannesburg School of Education
Department of Higher Education and Training	Masihlangane Communications CC	University of KwaZulu-Natal: DST-NRF Centre in Indigenous Knowledge Systems (CIKS)
Department of Justice and Constitutional Development	Milk SA	University of Kwa Zulu-Natal: School of Education
Department of Social Development	Momentum Metropolitan Holdings Limited	University of Pretoria: Centre for Sexualities, AIDS and Gender
Department of Sport and Recreation South Africa	Nelson Mandela Children's Fund	University of Pretoria: TUKS AIDS Reference Group
Department of Transport	Nelson Mandela Children's Hospital	University of South Africa (UNISA): Department of Inclusive Education
Discovery Vitality	Mandela University	University of Stellenbosch
Durban Gay Centre	Nestlé	University of the Free State
Durban University of Technology:	North-West University	University of the Western Cape: School of Education
International Centre of Nonviolence	Phaphama Initiatives	University of the Witwatersrand: Centre for Diversity Studies
ENSAfrica	Phoenix College of Johannesburg	University of the Witwatersrand: School of Education
Equal Education Law Centre	Physical Education Institute of South Africa (PEISA)	University of the Witwatersrand: School of Law
Eskom	Railway Safety Regulator (RSR)	University of Zululand
Facing History and Ourselves	Regional Psychosocial Support Initiative (REPSSI)	USAID: Education Development Centre
Flemish Association for Development Cooperation and Technical Assistance (VVOB)	Road Accident Fund (RAF)	Valued Citizens Initiative
Foundation for Human Rights (FHR)	Road Traffic Management Corporation (RTMC)	Violence Prevention Forum
GALA (Gay and Lesbian Memory in Action)	Save the Children South Africa	Woolworths
Gauteng Department of Education	SCORE	World Health Organization (WHO)
Gay and Lesbian Network (GLN)	Section27	
Gender Dynamix	SGS Consulting	
GIZ – Deutsche Gesellschaft	Shanduka Foundation	
Grassroot Soccer	Shikaya	
Higher Education and Training HIV/AIDS Programme (heads)	Socio-Economic Rights Institute	
Human Sciences Research Council (HSRC)	Soul City Institute	
I.B.I ART	South African Human Rights Commission	
Inclusive Education South Africa	South African Institute for Drug Free Sports	
Institute for Security Studies	South African Local Government Association (SALGA)	
	South African Medical Research Council	
	South African National Roads Agency Ltd (SANRAL)	
	South African Sugar Association	
	South African Universities Physical	

Visual and text permissions



Photographic and illustration credits:

Cover Roger de la Harpe | DBE Photoshoot | Kevin Irving Chi

Prelim pages Roger de la Harpe | | DBE Photoshoot | Kevin Irving Chi

Term 1:

Lesson set 1 Thapelo Anthony Motsumi | Eric Miller | Pixabay | Una Seery | Brand SA | Unsplash | Nkosinathi Khumalo | Rudzhan 123RF | Green Matter | Dmitry Kalinovsky | John Phillips | John McCann Mail & Guardian | Galaletsang Majatladi | DBE/ rising illustrators | DBE Photoshoot | Pierre Suu | Chris Kirchhoff | Ed Suter | Nicky Newman | Ciaran Ryan | Dennis Dvornak | Rodger Bosch | Clive Rose | Davide Banaldo | Emma Bosman | Nicole De Khors | Lloyd Leach | Denis Azarenko

Lesson set 2 Jonathan Torgovnik | Graeme Williams | Guy Oliver | Nicky Newman | Ashraf Hendricks | Paul Weinberg | Sandra Maytham-Bailey | DBE Photoshoot | Ihsaan Haffeejee | David Goldblatt | Sally Whines | Pexels | Candice Turvey | Pixabay | Disc Perfect | Tennessee State University

Lesson set 3 Roger de la Harpe | Masego Morulane | Body Shop | Olga Yastremska | Walter Mzengi | Veli Nhlapo | ArriveAlive.co.za | Marco Casino | gelpi | Péter Gudella | David Everett Strickler | US Navy Imagery | PxHere | Railway Safety Regulator | Eskom | Uli Doering | Christopher Clark | Duyet Le | DBE Photoshoot | Wokandapix | Nikki Rixon | Walter Mzengi | Darren Stewart | Marinda Louw | Rodger Bosch | Graeme Williams | Chris Kirchhoff | Pixabay | Pexels | Unsplash

Physical Education

Emma Bosman | Nicole De Khors | Lloyd Leach | Denis Azarenko

Term 2:

Lesson set 4 Ihsaan Haffeejee | Brand SA | Pippa Hetherington | Duncan Anderson | 123RF | Aleksey Tugolukov | Penguin Random House South Africa | Pixabay | DBE Photoshoot | Zehbrauskas | My Body My Choice South Africa campaign | morris71 | Courtesy of Yirui Sun | Alan Nambiar | Isabella Potenza | Dean Drobot | Nikki Rixon | Karen Agenbag | Candice Turvey | Graeme Williams

Lesson set 5 Ashraf Hendricks | Ed Suter | Pixabay | Ihsaan Haffeejee | David Goldblatt | Nicky Newman | Sally Whines | Pieter Hugo | Pexels | Derek Ramsey

Physical Education

Candice Turvey | Disc Perfect

Term 3:

Lesson set 6 Roger de la Harpe | Masego Morulane Getty Images | Body Shop | Marco Casino | Olga Yastremska | Olga Yastremska | Veli Nhlapo | Gelpi | Péter Gudella | David Everett Strickler | US Navy Imagery | Adam Rumball | Afripics | Christopher Clark | Nikki Rixon

Lesson set 7 Walter Mzengi | Adam Rumball | Gallo Images | Pixabay | Rodger Bosch | Jeremy Jowell | Marinda Louw | Graeme Williams | Chris Kirchhoff | Sally Whines | 123RF

Physical Education

Pixabay | Pexels | Unsplash

Term 4:

Lesson set 8 Brand SA | Ihsaan Haffeejee | Pippa Hetherington | Duncan Anderson | 123RF | Pixabay | Penguin Random House South Africa | Zehbrauskas | My Body My Choice South Africa campaign

Lesson set 9 Alan Nambiar | Yirui Sun | Isabella Potenza | Dean Drobot | Aryan | Nikki Rixon | Adam Croucamp | Karen Agenbag

Physical Education

Candice Turvey | Graeme Williams | Phillip Kofler | imajinkyajadhav Pixabay

Text permissions and credits:

Lesson 1.2 - Info Page B

Adapted from: <https://bookofrolemodels.com/musa-motha/>

Lesson 4.3

<https://www.theatlantic.com/international/archive/2019/07/southafrica-lgbtq-rights/593050/>

Lesson 4.5

The Definition of a Man - Adapted from: Power Poetry (2014) Philosopher 'The Definition of a Man' <http://powerpoetry.org/poems/definition-man-0> (Date accessed 12/09/2019)

**Disclaimer**

Every effort has been made to trace and obtain permission from the copyright holders. The publisher apologises for any errors or omissions, and invite copyright holders to contact us if any have occurred, so that they can be rectified. The URLs were correct at the time of the publication, but they may have been updated or changed since.



South African National Anthem

Nkosi Sikelel' iAfrika
Maluphakanyisw' uphondo lwayo,
Yizwa imithandazo yethu,
Nkosi sikelela, thina lusapho lwayo

Morena boloka setjhaba sa heso,
O fedise dintwa le matshwenyeho,
O se boloke, O se boloke setjhaba
sa heso,
Setjhaba sa South Afrika –
South Afrika.

Uit die blou van onse hemel,
Uit die diepte van ons see,
Oor ons ewige gebergtes,
Waar die kranse antwoord gee,

Sounds the call to come together,
And united we shall stand,
Let us live and strive for freedom,
In South Africa our land.

African Union Anthem

Let us all unite and celebrate together
The victories won for our liberation
Let us dedicate ourselves to rise together
To defend our liberty and unity

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of life

Let us all unite and sing together
To uphold the bonds that frame our destiny
Let us dedicate ourselves to fight together
For lasting peace and justice on the earth

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of life

Let us all unite and toil together
To give the best we have to Africa
The cradle of mankind and fount of culture
Our pride and hope at break of dawn

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of life

At the Crossroads series of books

The Department of Basic Education's Life Skills and Life Orientation textbook series offers learners the opportunity to connect, imagine and cocreate wonderful life journeys in the twenty-first century. The textbooks are designed to help children and adolescents make informed decisions about their health, nutrition, safety, mental health, sexuality, physical fitness, and use of technology. They also learn to regulate their emotions to sustain quality relationships with people, animals, and the environment. They learn to uphold their civic responsibilities in keeping with the law of the country and its Constitution. By exploring their strengths and challenges, learners can make subject choices to navigate the crossroads they encounter along their learning journey and find their way to meaningful careers and sustainable livelihoods and lifestyles.

There are **21 books** in the series.

In the Intermediate Phase (Grades 4 to 6) there are six textbooks, two for each grade. A textbook for Terms 1 and 2 and another textbook for Terms 3 and 4. In the Senior Phase (Grades 7 to 9) and the Further Education and Training Phase (Grades 10 to 12) there is one textbook for each grade level.

Each grade (from 4 to 12) has a Teacher's Guide that shows the strengthening of the national Curriculum and Assessment Policy Statements (CAPS) in terms of knowledge, skills, values, character and attitudes, pedagogy and assessment in line with the competency framework of the Department of Basic Education.

