



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 laws 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.

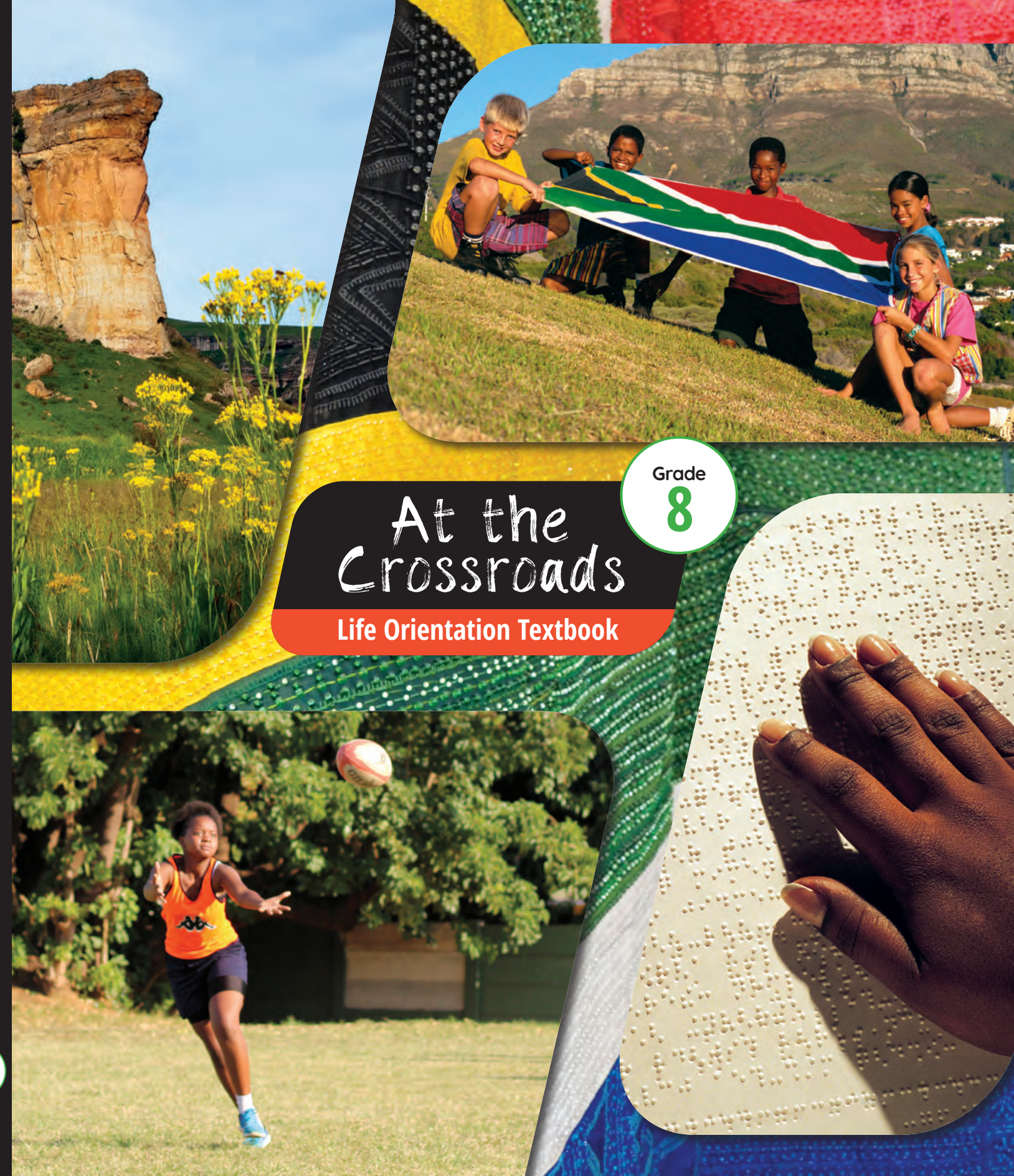
Each grade (from 4 to 12) has a Teacher's Guide that shows the strengthening of the national Curriculum and Assessment Policy Statements (CAPS) in terms of knowledge, skills, values, character and attitudes, pedagogy and assessment in line with the competency framework of the Department of Basic Education.



At the Crossroads

Life Orientation Textbook

Grade 8



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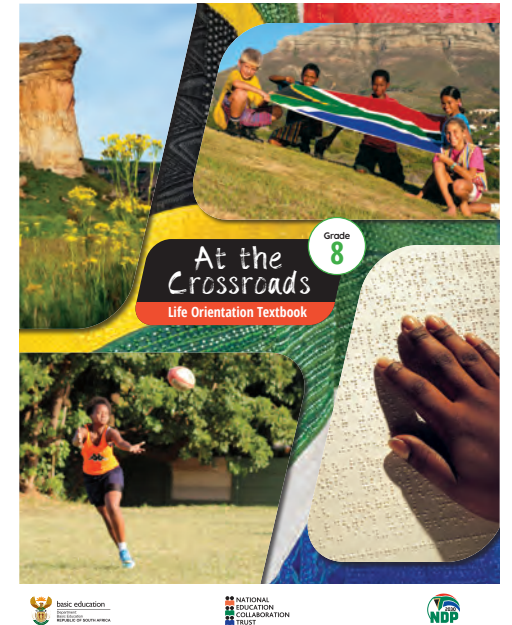




At the Crossroads

Life Orientation Textbook

Grade
8



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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

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Teachers are advised to use the Teacher's Guide for At the Crossroads Grade 8 Life Orientation with the textbook. 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.

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Welcome to Grade 8 Life Orientation

Life is full of possibilities waiting to be explored. To make the most of them, we need to navigate the practicalities of health, relationships, society, technology, the environment and the world of work.

This book invites you to think deeply about the choices that shape your potential – your physical, emotional, intellectual, and social growth. The decisions you make now are already influencing who you can become.

In South Africa, your right to explore, grow, and express yourself is protected – provided you honour the same right for others. This book is your guide to navigating this freedom, helping you thrive as an individual and make a meaningful contribution to the world.

Let's begin by reading the Preamble to the Constitution. Together we can create a better South Africa for us 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 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.

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.

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 double-page 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.

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.



Earth Day

Earth Day brings people together from across the world in a huge effort to show care for the environment and to act to protect it.

It is not a day – it is a movement!

Every year people celebrate Earth Day (22 April). This worldwide event started as a protest in 1970 when it became clear how fragile our planet is and how important it is to protect it. Two big scientific discoveries had raised the alarm about our negative impacts on the earth:

- 1957 – Revelle Keeling discovered evidence that carbon dioxide was accumulating in the Earth's atmosphere.
- 1962 – The book *Silent Spring* by Rachel Carson showed evidence of the dangers of DDT, the first broadly-used synthesised pesticide, to wildlife and human health. DDT was banned in 1972.

No one is too small to make a difference

1. Name three items you use everyday.
2. Which of these items come directly from nature and which ones were made by humans?
3. If the item is human-made, identify two natural resources that were used to make it.
4. What should your attitude be to buying, using and disposing of this item?
5. What lifestyle change are you willing to experiment with? Add it to the box 'What can you do?'
6. Describe what Earth Day is.
7. Why is it important that we celebrate Earth Day?

What can you do?

- **Get informed.** Knowledge is power: learn more about the environment and how to protect it.
- **Plant a tree.** Start a project to plant many indigenous trees.
- **Be aware** of your impact on the planet, what you consume and the waste you produce.
- **Reduce waste** in your daily life.
- **Support** clean energy initiatives.
- **Hold government accountable** for failures to address climate change and loss of biodiversity.
- **Advocate for climate-related legislation** and policy improvements.

Alternative energy sources:
Wind, solar (sunlight), geothermal, hydropower (from water), nuclear. What else?

Test your idea – change your mind
Hlola umbono wakho – shintsha ingendo yakho/gugula umqondo wakho

Earth Day activities

8. What did you do for Earth Day last year? What are you going to do for it, now? (Although Earth Day is celebrated worldwide on 22 April, we need to celebrate the Earth every day.)

a. Do one of these activities to show your support for a sustainable and healthy Earth:

Create art
Art projects help you connect to the environment. Imagine the world you want to live in. For an Earth Day project, use only recycled or natural products to create an artwork. Let your artwork speak to government and world leaders about why they should not ignore climate change.

Make signs for school and at home
Sometimes people just need a reminder to help change their habits. What can you do at school and at home to help the environment and to encourage others to change their habits?

Help to green the environment
Start a vegetable garden or plant trees. Find out about medicinal plants that grow in your community.

Help clean up outside spaces or adopt a river

Earth Day messages

9. What small action in the present can make the biggest difference in the future?

a. Identify key messages to guide your generation into the future.

Earth Day challenge

- **Recycle** at least one plastic item, one paper item, and one metal item (canned food).
- **Be a Power Saver:** Turn off the lights, TV or other plugged-in item when you leave a room.
- **Be a Water Saver:** Turn off the water while you are brushing your teeth. Take a shower instead of a bath.
- **Reuse:** Use a reusable water bottle instead of plastic bottles. Use cloth bags or reusable bags instead of plastic grocery bags.
- **Be a Litter Warrior:** Pick up trash (at least five items every day) around your school and neighbourhood. Do not be a litterbug!

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Grade 8 Term 3: Health, social and environmental responsibility

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Lesson 9.5: Environmental health issues

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.

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.

TYPES OF GENDER-BASED VIOLENCE

Gender-based violence (GBV) is a big and widespread problem in South Africa. GBV occurs most often when there is unequal power relations between people.

People who commit GBV can be close partners, friends, contacts, family, or strangers.

Violence against women and girls is a common form of GBV, but anyone can be subjected to GBV. For example, GBV is often experienced by people who are seen as not conforming to their assigned gender roles, such as lesbian, gay, bisexual, transgender, or intersex people.

There are different forms of GBV:

- Physical:** Any act which causes physical harm as a result of unlawful physical force.
- Sexual:** Any sexual act performed on an individual without their consent.
- Emotional or psychological:** Any act which causes psychological harm. Psychological violence can take the form of, for example, insulting someone, calling them names, or harassment.
- Financial:** Any act or behaviour which causes economic harm to someone. This can take the form of, for example, property damage; restricting access to financial resources, education or the labour market; or not complying with economic responsibilities such as paying child maintenance.

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Grade 8 Term 4: Constitutional rights and responsibilities

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Skills: Senior Phase



A skill is the ability to do something. As you do the activities in this book, you will practise different skills. For example, thinking, communicating and working with others.

In the Personal and Social Well-being lessons, each activity is linked to one of 15 skills. Together with your teacher, read about each skill, see below. Then you can make your skills bookmark, see page xii.



Enjoy a healthy mind and body

What does a sustainable, meaningful and satisfying future look like to you? How are you going to make sure that you stay as healthy as you can so you are able to enjoy it as much as possible? What are you going to eat? How are you going to exercise and rest? What do you need to learn? How are you going to follow your interests and stay curious? What kind of relationship do you want with technology? How are you going to make a living? Who would you like to be there with you? How will you adapt to change? These questions can cause you anxiety, but if you use them to plan effectively they can help you to care deeply for yourself. Life may be full of unexpected challenges and opportunities, but at least take control of the things that are in your hands.



Convince someone of your point of view

Convincing someone of your point of view sometimes takes hard work. Can you show how you have used all the available evidence? Can you avoid ideas for which there is no evidence? Can you clearly state the reasons for what you believe? Do your ideas follow each other in a step-by-step way, without making any jumps? Have you considered all the other possible explanations? Can you admit to the assumptions you have made and keep checking that they are true? Can you answer people's objections and frequently asked questions? These are all techniques for critical thinking. Not only do they help you to argue effectively for what you experience as true, they also help you to evaluate your own and other people's ideas.



Ask questions that will help you understand what is going on

The most important thinking skill is the ability to ask useful questions. How curious are you? Do you really want to know what is going on around you? If so, you need to ask, "What are the most important questions I need to ask in this situation?" It takes some skill to ask questions that get to the bottom of things. What do you need to know right now? What are the gaps in your knowledge? Why was the thing that just happened different from what you expected? What are the real reasons behind the things people tell you to do? If you are told that you should not question something, someone is probably trying to control you. Powerful questions are dangerous because they expose the truth or a lack of proof. It may take a lot of courage to ask the questions that are most important to you.



Listen, talk and work it out together

Creating the future is a combined effort, and dialogue is the tool. Productive dialogue is not only about debates in which there are winners and losers. It is also about staying in the conversation and maintaining it for as long as it takes to come up with the best solutions possible. How can we share and criticise ideas without offending each other? How can we ensure that everyone is included in that conversation? How can we truly listen? How can we create space for disagreements that add insights? How can we focus on developing the best ideas instead of attacking each other? What guidelines for productive dialogue can we create together and agree to follow, so that we can grow knowledge, resolve conflicts and make decisions together?



Test your idea – change your mind

Perhaps you have a great idea? Are you willing to test it and allow reality to give you feedback? Are you willing to risk failure in the process? This is how any idea, recipe, technique or technology began before it became useful. Human knowledge grows because we are willing to criticise and test ideas. Perhaps you want to try something new? That always involves some risk. We have to experiment in our own lives in order to learn, but we can learn to experiment responsibly. Are you clear about what you want out of the experience? Do you have enough information to make an informed choice? Have you reduced the possible risk as much as possible? Do your friends and family know what you are trying to do? Don't be afraid to experiment, but learn to do it well.



Create an image or a story to show what it is like

Not every problem can be solved with clever, logical, step-by-step thinking. Sometimes we have to think outside the box, outside the rules and outside what other people expect. This is all about making surprising, beautiful and innovative connections. It is creating a story as an example of what you mean (analogy). It is using metaphor in a poem, saying how one thing is like something else even when it is mostly not the same. It is repurposing an object for something it has never been used for. This is about finding unexpected connections between feelings, words, ideas, materials, technologies and human needs, all to make something new. Unexpected connections between things inspire us, tickle our sense of humour, create a pleasing pattern or give us an insight.



Step back – reflect and rethink – step back in

The most important things you need to question are your own feelings and thoughts, because *you* have to live with them. Feelings and thoughts usually just happen to you (like habits), but sometimes you have to push the pause button and try to step out of what you are feeling and thinking. Now you can reflect and rethink before you continue speaking or acting. What am I feeling right now? What triggered that feeling? When have I felt this before? How am I going to respond? What am I really trying to achieve here? How will I know I have succeeded? What method will work best? What do I know for sure and how do I know it? What don't I know and how can I find out? What do I still need to do? When is enough enough for me?



Work out what is right and wrong for you

Your understanding of the world and how you respond to it can help or harm, heal or damage, connect or disconnect, create or destroy, love or ignore. Your actions have consequences for you, for others and for the environment. How do you know which actions are right and which are wrong? Knowing *how* you know what is right and wrong *for you* is even more important than knowing right from wrong. If you know how you worked it out you can compare your reasons with those of others, add new information and change your perspective when necessary. Working out how you can tell what is right or wrong is what we call ethical thinking. It helps us to understand where our judgements come from and what the consequences of those judgements will be.



Explore and express your emotions

You may not be able to control your feelings but you can control what you do with them. No feeling is right or wrong. What you do with it can be helpful or harmful. Becoming more aware of your emotions helps you to know yourself and care for yourself. Try to describe what you are feeling, in as much detail as possible. Give it a colour, a shape, a texture, a smell. Where do you feel it in your body? Feel deeply, without completely becoming any emotion. You are not defined by emotions that come and go, but every emotion can tell you something useful about your responses to the world. Allowing yourself to feel will help you learn about who you are in the world. Then let go of that emotion and open up the possibility for learning more.



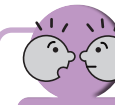
Tell a story based on the evidence

Is your point of view based on something more than feelings or loyalty to a group? What evidence supports your point of view? Evidence does not change according to opinion, it stays real even when people disagree about what it means. Before we can know what is really happening we need to collect all the evidence, like a detective, and try to work out what story it is telling us. The story is our interpretation. There may be more than one story. The story that is most likely to be true is the one that connects all the evidence. Evidence-based decisions are not always popular because they do not necessarily support people's expectations, prejudices and stereotypes. Sometimes the evidence forces us to rethink our assumptions and initial interpretation of a situation and tell a story that is closer to reality.



Make a choice and decide

How you take the next step on your journey is always a result of your ability to decide. Sometimes it is thrilling to be swept along with the current of trends and crowds. Sometimes it is easier to have experts and influencers decide for you. Sometimes it is comfortable just to stick with your habits and not feel the stress of having to analyse options and make a choice. But sometimes you have to choose carefully because your choice will determine everything that happens next. These are moments when you have to take control of your life and decide what is most important to you, where you are going and what will add the greatest value to your journey. What are your options? How will you choose? Are you ready to take responsibility for the results?



Listen deeply to someone's feelings and thoughts

You do not have to respect what someone says, but you do have to respect their right to say it. This means listening deeply, with a genuine curiosity that is eager to understand them, even if you disagree with them. If you are not interested, the way they experience the world will be lost to you and can never add to your understanding of what is really happening for them. Cutting yourself off like that only shrinks your knowledge of the world. Learning to be vulnerable enough to try and put yourself in someone else's shoes opens you up to new insights. It also gives you the opportunity to explore thoughts and actions that will strengthen your empathy for other people. Do not assume you understand what they are feeling and thinking. Rather ask questions that show you are interested and that deepen your understanding and add to our collective intelligence.



Find your own way to solve it

Some answers and solutions do not come quickly and you have to be willing to sit with a challenge for a while, asking yourself what it reminds you of; trying this, trying that; not being scared to make mistakes and learn from them; starting over again; asking for help and motivating yourself to persevere. It is easy to get frustrated. Do not judge yourself. Maybe you need to slow down a bit, take a break, come back and look at it in a fresh way, ask a question you haven't asked before, become more playful, draw the challenge, close your eyes and imagine it, pretend you are giving a speech about it, write a song or a poem about it, or act out your thoughts and feelings with your whole body.



Search, record, compare

It is easy to become comfortable with what you think you know. But our knowledge as human beings is changing all the time as we uncover new information, ask better questions, design more effective experiments, compare different points of view and combine all our findings into more powerful and testable explanations. You are part of that ongoing human collaboration. Your life's experiences can add to our collective knowledge – and our collective knowledge can add to your life's experiences. To become part of the conversation you can learn how to do your own research, observe things closely, search effectively online, interview someone who is an expert, read for real understanding and compare views that are very different from your own.



How did this happen? What will happen next?

When we try to tell the story of what is happening we usually identify causes and effects. All your actions have consequences. The choices you are making now will determine the future. How can you enjoy the moment without doing something that removes the joy from future moments? You don't want to become pregnant before you are ready to be a parent. You don't want to become addicted to a dangerous substance. You don't want a criminal record that prevents you from getting a job. You don't want to get distracted from the studies and efforts that are building your pathway to success. You don't want to ruin a friendship that is worth more than a moment of fun. What is your vision for the future? How does it inform your choices in the moment?

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 8 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 your 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 8 Teacher's Guide.

Bookmarks in South African Official Languages

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

Use your skills bookmark

1. With your bookmark next to you, turn to the first lesson on pages 2 and 3.
2. How many skills can you find in this lesson?
3. What two languages are the skills written in?
4. Read the skills in each language.
5. Find those skills on your bookmark. Do you have a different language on your bookmark?
6. Read the skills in the language of your bookmark.
7. How many skills can you find in the second lesson? What skills are they?
8. Find those skills on your bookmark. Read the skills aloud.
9. Leave your bookmark between pages 2 and 3. In your next lesson, it will help you quickly find Lesson 1.1.

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.



*Good luck to you!

Looking in the mirror

You are at an age where you find yourself in many new environments. Some will be exciting, some may be a bit stressful. You might be in a new class or a new school this year. How you cope with any new situation will depend, in part, on your self-concept or how you see yourself.



Create an image or a story to show what it is like

Bopa
seswantšho
goba kanegelo
go bontšha
gore o nagana
gore se bjang

Who do you see?

When you look in a mirror, you see your reflection. This reflection may change depending on how you feel at that moment.

1. Imagine yourself as a character in a story. Think of books you have read or films you have seen. What character are you? What kind of story is it? Make a quick sketch of the character you are thinking of.
2. Describe your feelings and thoughts when you find yourself in a new and unfamiliar situation.
3. What do you understand by 'self-concept'? Share your ideas with a partner.

Self-concept is how you see yourself, your values and how you recognise what makes you unique. It is the ever-changing story you tell about yourself.

I feel like a fish out of water.

Intlanzi ngaphandle kwamanzi.



In your Journal...

Write or draw how you see yourself today.
Complete this sentence:
Today, I choose to see myself as...

Do this every few days and notice how your self-concept changes...

Your Journal is private. Don't share it with others.



Step back – reflect and rethink – step back in

Tšea kgato ya morago-gopola o be o naganeleswa - tšea kgato ya go boela gare

What does your selfie say?

When you post a selfie online you are careful that the picture presents a certain view of yourself or how you would like to be seen by others.

4. Imagine you are setting up your online profile. Create your own statements or complete the following sentences:

Something my friends like about me

I am good at

I don't like people to know that

I want others to see me as

What you have written is a reflection of how you choose to show yourself to others.



Enjoy a healthy mind and body

Ipshine ka mmele le mogopolo wo o phetšego gabotse

Change a negative to a positive

A learner shared this poem that went viral on social media about how she felt about being dyslexic.

Dyslexia

I am stupid

No one would ever say

I have a talent for words

I was meant to be great

That is wrong

I am a failure

No one would ever convince me

I can make it in life.

5. Read the poem from the top to the bottom. Then read it line for line from the bottom up. It is a **palindrome**. This means you can read it forwards or backwards, and it still makes sense.
6. Write a poem in which you flip a negative into a positive.



We are together

Re mmogo (Setswana)

What we say to our friends (our abangani) and how we treat them contributes to their self-concepts.

What they say to us can influence how we feel about ourselves.

Bayasikhuthaza



Listen, talk and work it out together

Theeletša, bolela gomme le šomane le yona mmogo

Friends motivate

Friends can motivate you to be the best that you can be. They can also be a negative influence.

3. Choose one of the following situations to act out in a group.

A situation in which friends motivate one another to:

- avoid alcohol, drugs or other dangerous substances
- be confident
- work hard
- exercise
- make healthy choices
- try out a new interest or activity together.

4. Discuss how you think those friends felt when they were part of a supportive group. If you are stuck for words, look at the word cloud for some ideas.



Step back – reflect and rethink – step back in

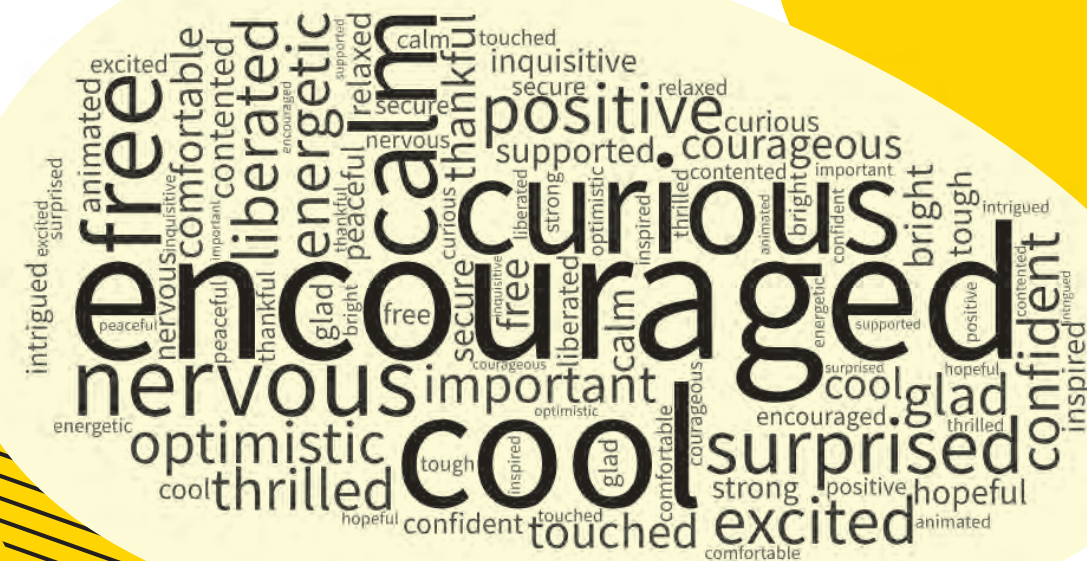
Tšea kgato ya morago-gopola o be o naganeleswa - tšea kgato ya go boela gare

How are you a positive influence?

5. Reflect on how you can positively influence your friends' lives and help them resist negative influences.

Write down two things you can do to be a positive influence for others by completing the following sentence:

"To be a positive influence for others I will ... and..."



For example:

Sipho Dlamini

I like your smile

You are funny 😊



Explore and express your emotions

Lebelediša o be o tswetše maikutlo a gago

Be a positive influence

- Write a note to a friend to thank them for being a positive influence in your life. Think about a time when they:
 - supported you when you needed help
 - said something encouraging or positive to you
 - introduced you to a new hobby or interest
 - made you feel welcome in a group of their friends
 - was kind to you
 - was respectful of your beliefs or feelings
 - was honest with you.



Listen deeply to someone's feelings and thoughts

Theeletša ka go tsitsinkela maikutlo le dikgopolo tša motho yo mongwe

Positive words build your self-concept

The positive words you say to others help to build their self-concept.

2. In groups, do this activity:

- Write your name at the top of a blank A4 sheet. Pass it to the person next to you.
- Each time you receive a paper, write a positive, encouraging or kind comment at the bottom of the sheet about the person whose name is at the top.
- Fold the paper over your answer and pass it to the next person in the group who writes and folds and so on.
- Once everyone has had a chance to write their comments, read the positive comments about yourself. Keep these for when you need a confidence boost.



Be your own coach

Positive self-talk can help you complete difficult tasks. Be your own personal coach. Many athletes use positive self-talk to help keep themselves motivated.

Tune out the negative

South African sprinter and 400m Olympic champion Wayde van Niekerk is a big believer in tuning out the negative in order to reach his goals.



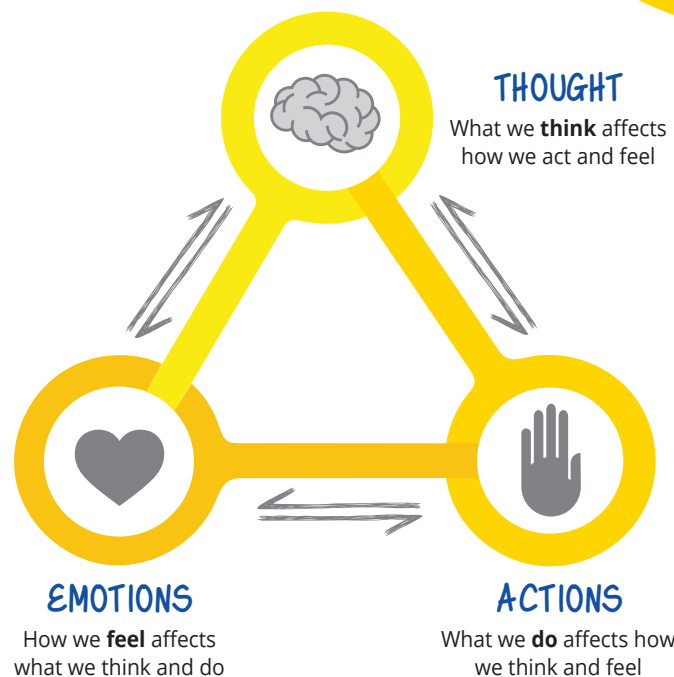
Enjoy a healthy mind and body

Ipshine ka mmele le mogopolo wo o phetsego gabotse

Everything is related

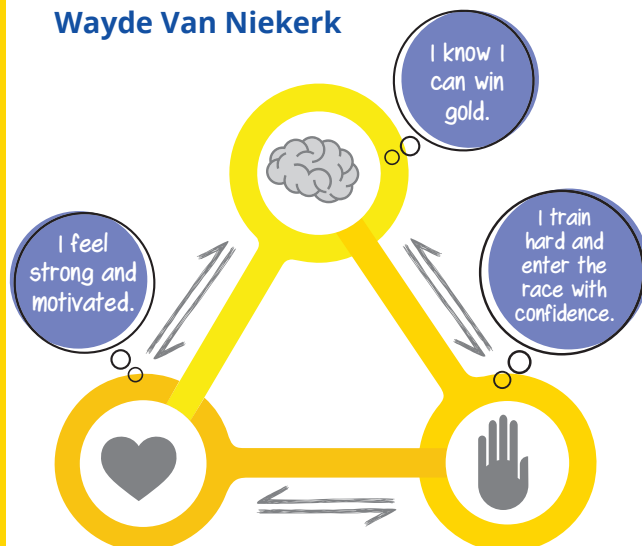
How you think, feel and behave are all related.

1. Read the content on this page and see how thoughts, emotions and actions are linked.



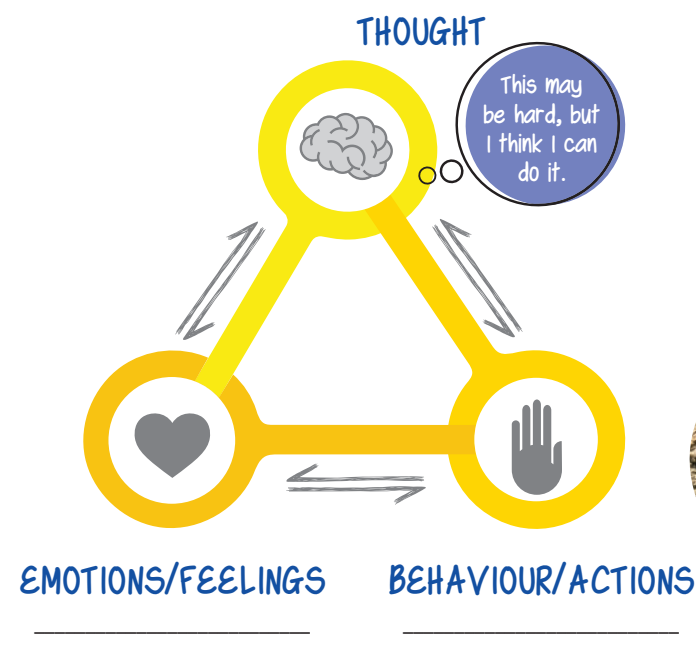
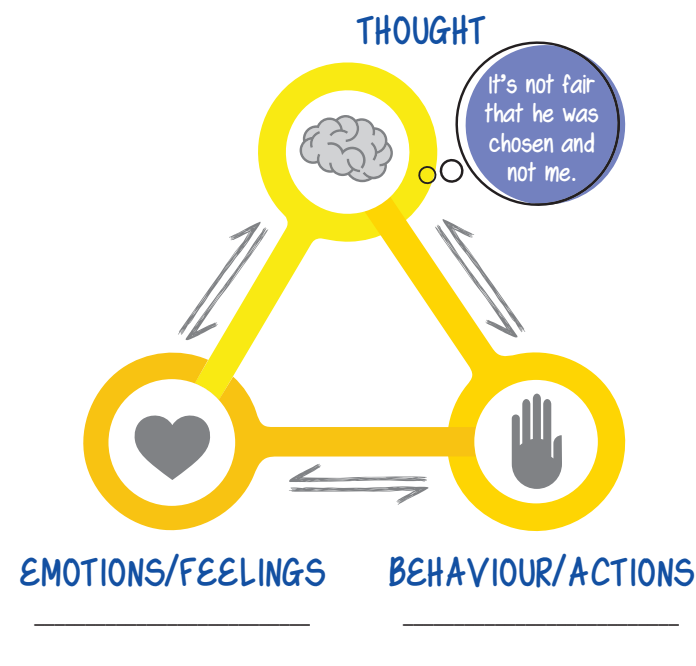
“ I try to get myself into a positive mindset and try to move forward from that point because I think with positivity comes gold. I always try to speak about and listen to things that have a positive impact on my life. It is better than listening to something negative that gets me stuck in that moment for way longer than I should. ”

Wayde Van Niekerk



Try these for yourself

2. Draw two triangles for yourself to help you examine how your negative thoughts affect your emotions and behaviour, and how positive thoughts affect how you feel and act.



Listen to your inner voice

You can motivate yourself and turn harmful self-talk into gold.

3. Sit quietly and breathe deeply. Close your eyes and become aware of your thoughts. What kinds of thoughts do you have about yourself?
4. Write down some of your thoughts on a piece of paper and consider these questions for each thought:
 - a. How does the thought make me feel?
 - b. Is the thought about myself reasonable or realistic? What evidence do I have?
 - c. Is this thought helpful to me and others? Does this thought protect or harm me or others?
5. Replace any harmful self-talk with a more helpful and realistic perspective.



Question the message

The media, like social media and ads, affects how you see yourself by showing ideas of beauty that can influence your confidence and self-worth. Knowing how media impacts you helps you keep a healthy view of yourself.



Tell a story based on the evidence

Hlaloša tiragalo e theilwego ke bohlatse

Read what these two people say about self-acceptance and answer the questions that follow.

Beautiful naturally

The actor Lupita Nyong'o criticised a fashion magazine in 2017 for airbrushing her hair in a cover photograph. In her opinion, they had changed her hair to fit a more western notion of what beautiful hair looks like.



“I embrace my natural heritage and despite having grown up thinking light skin and straight hair were the standards of beauty, I know that my dark skin and kinky hair are beautiful too. I hope my presence on your screens and in magazines may lead you, young girl, on a similar journey. Be who you are and get to the deeper business of being beautiful inside.” - Lupita Nyong'o



Equally unique

Sanele Xaba is a South African model with albinism who has achieved international success. (Albinism is a genetic condition that results in the absence of pigment in eyes, hair and skin.) He is proud of his looks and actively campaigns for wider acceptance of the condition, but his journey to self-acceptance was hard.

“I went through a tough time dealing with negative comments as a teenager. I snapped out of that horrible state when I realised that one shouldn't focus on people's views of you, as you will never get anywhere if you do.

An ideal world for me is a world with no judgement, criticism, and with inclusivity in all industries regardless of your colour, gender, height or looks; a place where we can realise that we are all beautifully and equally unique, and that variety is the spice of life.”

- Sanele Xaba



Questions:

Be honest and real

1. Both Lupita and Sanele give advice on how to think about yourself. What is that advice?
2. How do you feel when you see images of very beautiful people in the media? (You may have different feelings at different times - there is no right or wrong answer here).
3. How do you assess the values, points of view and lifestyles presented in social media and advertisements? How do you tell which of them have value for you and which do not? Share your ideas with others.

In your journal...

Reflect on how you feel about the way you think you look. Is there anything that you would like to change? What makes you feel you need to change it? Is it something you can accept and embrace because it makes you feel special?

Your journal is private. Don't share it with others.

“If you are always trying to be normal, you will never know how amazing you can be.” ~ Maya Angelou

Find your passions

Your self-concept is influenced by many external factors: the environment, your culture, community, religion, the media, family, peers and friends. These can all shape the choices you make in life.



Convince someone of your point of view

Kgodiša motho yo mongwe ka moo o bonago dilo ka gona

External influences

1. Read the stories on these pages. Identify the external factors that influenced each person.

Paul Madjadji: Dancer and choreographer

Paul has worked on stage and TV and is the first South African to win the European World Dance Championship.



"I grew up in a community with no resources for a young person wanting to dance, act and be creative."

Despite this, Paul found ways to develop his creativity.

"I learned to use family gatherings as platforms to perform. Also my community influenced my craft tremendously. We danced a lot when I was young."

The film *Fame* got him interested in the art of dance.

"I don't think I'd be doing what I am doing today if it wasn't for *Fame*. The film changed everything for me."

Mpho Ngoepe: Baseball player

Mpho is the first black South African to compete in the USA's Major League Baseball.

Mpho developed his love for baseball as a young boy watching the sport at the Randburg Mets Baseball Club where he lived in a small room with his single mother, who worked as a cleaner. He was five when he started playing baseball and at 10 he was picked to play for the national side. He worked hard and was passionate about baseball. A scout from the Pittsburgh Pirates in Italy signed him on to play for this team when he was 18 years old.



Zola Nene: Chef

Zola is a chef, food stylist, food judge, and author of the cookbook *Simply Delicious*.

"My first food memory is crushing mealies with my grandmother to make steamed mealie bread.

Food has always been a huge part of my life; important occasions were always marked with a feast of some sort."

Her parents encouraged her in her career. While she was studying law, she decided to become a chef and it was her dad who suggested she go and work in professional kitchens in the United Kingdom. She worked hard there to achieve success, because it was something she really wanted to do.



Pretty Yende: Soprano

Pretty is an international opera star, who has performed at major opera houses in America, Europe and the United Kingdom.



"In 2001, I was watching TV with my family when a British Airways commercial came on with the music of the 'Flower Duet' from Leo Delibes' *Lakmé*. The voices captivated me, but I had no idea what kind of music it was. The next day I asked my teacher and he told me it was opera. I'd planned to become an accountant, but those 30 seconds were powerful and changed my life."

Makoma Lekalakala: Social and environmental justice activist

Makoma has worked for many years to reduce South Africa's reliance on coal and to protect the health and well-being of communities.

"I grew up in Soweto where residents' household electricity was sometimes cut off due to inability to pay. I became interested in this issue and listened to people who spoke about the economics and politics of electricity generation and what alternatives there could be for producing electricity. I was then recruited to Earthlife Africa and environmental justice. This became my passion.

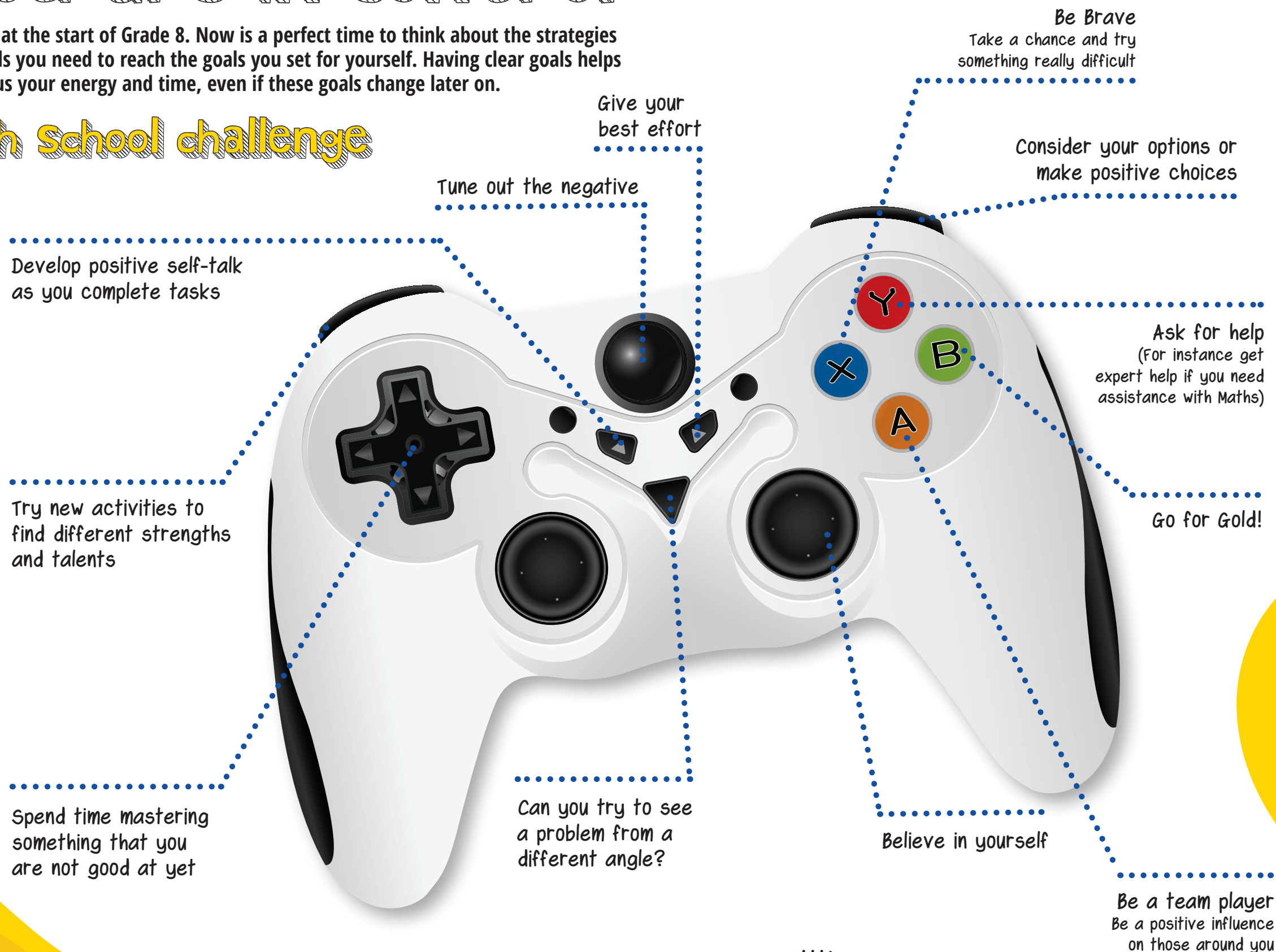
There are clean and affordable ways to generate energy, ways that put the power in the hands of the people."



You are in control

You are at the start of Grade 8. Now is a perfect time to think about the strategies and skills you need to reach the goals you set for yourself. Having clear goals helps you focus your energy and time, even if these goals change later on.

High School challenge



Work out what is right and wrong for you

Hwetša gore ke eng seo se go loketšeng le seo se sa go lokelago

High school challenge

1. Identify something you want to achieve. For example, you want to improve your school marks by 10% in all your subjects in Grade 8. Or perhaps you want to make new friends or pursue a new interest.
2. Write down your goal for the year in your journal.
3. Copy the gaming console on this page into your notebook. Make your own labels for the things you need to do to reach your goal. This helps you create a strategy, keep motivated, and stay on track as you work towards achieving your goal.



Explore and express your emotions

Lebelelediša o be o tswelētše maikutlo a gago

Your goal and strategy

4. Share your goal and strategy with a partner or with some classmates in a group.
5. Discuss how you can support each other to remain motivated and productive.
6. Plan how you will celebrate your achievements and successes this year.



Sho

Sexuality is many things

Your sexuality is about your ability to have satisfying physical, emotional and mental relationships – with yourself and with others. The discovery and development of your sexuality is a lifelong process. Read about what is meant by gender and sex.



The word ‘sex’ in sexuality can be confusing - it is not just about sex...

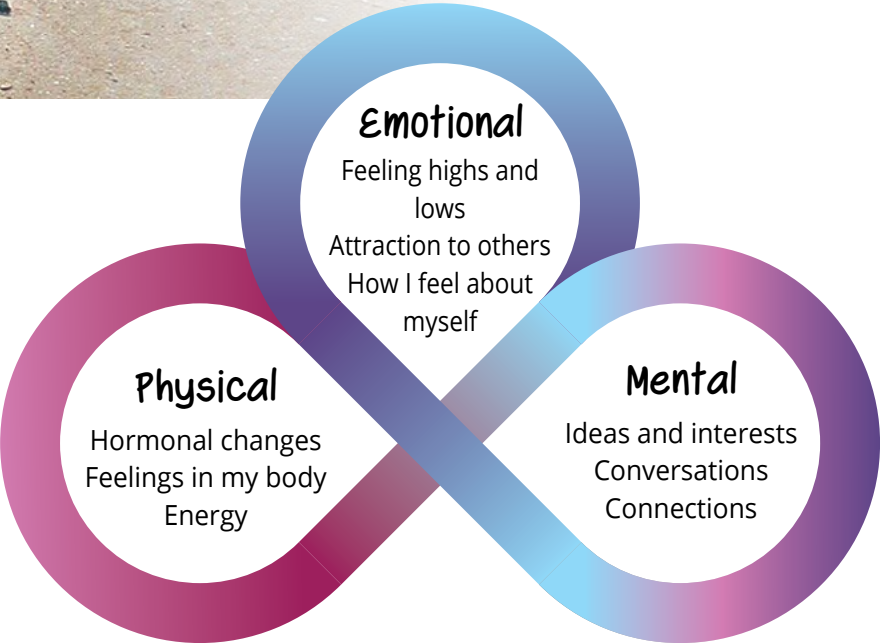
Sex refers to the biological organs that we are born with. For example, if I am born with male sex organs, my sex is male.

Gender is how we define ourselves. For example, some people born with female sex organs define themselves as male, because they feel more male than female. Some people born with male sex organs may define themselves as female because that is what they feel comfortable with. Many people do not feel they are male or female! It is important that we respect people and respect what gender they choose to be.

In your journal...

Reflect on what makes you feel positive about your relationship with yourself – physically, emotionally, and mentally. What makes you feel good and supported in your relationships with others?

Your journal is private. Don't share it with others.



You are your own normal

Each one of us feels and expresses our sexuality in our own unique way. Your sexuality changes throughout your life from birth to when you are old. You are your own normal.

Your sexuality is about you and:


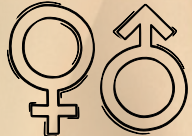






- your feelings and thoughts about yourself, your body image and your sense of self-worth
- who you are attracted to and the way in which you are attracted to them, for example, intellectually, socially, physically, or emotionally
- your ideas about what it means to be male or female, or both, or neither
- how you like to express yourself
- your intimate relationships
- your ability to experience pleasure and joy
- being included, comfortable and fulfilled as a person.

Find your own way to solve it

Fumana tsela ya hao ya ho e rarolla

Understanding sexuality and gender

1. In small groups, discuss some of the things that make sexuality and gender confusing for teenagers. Use the information on these pages as a guide.
2. In your own words, list all the things that gender is. Then, list all the things that gender is not.

Gender IS	Gender IS NOT
 Many things	Just male or female 
 A range of expression	Defined by body parts 
 How you relate to yourself	Sexual orientation 
 A personal identity	Determined by biology 

Sexuality and gender

In many cultures there is an understanding that people are not just male or female. Some people may feel like both, or neither.

Many Native American communities, for example, recognise a gender called ‘two-spirit’. They are known and respected and have both a ‘male’ and a ‘female’ gender identity. The community sees them as healers.

Who and what influences your sexuality?

The way you learn about your sexuality comes from many different people and places.

We are all our own normal

Discussing sexuality may make you feel free. It may also make you feel uncomfortable and emotional. It is important to acknowledge your feelings, and to acknowledge and respect the feelings of others.



Convince someone of your point of view

Kgodisa motho e mong ka maikutlo a hao

Practise your critical thinking

Look again at Lesson 1.4 about how media can shape the way you see things.

1. Where do you learn about your sexuality as a teenager?
2. What kinds of messages do you receive about sexuality??
3. How do you decide which messages or advice are healthy and helpful to you?

Critical thinking skills help you to form an opinion about something and solve a problem.

5. Use a table, like the one below, to identify and analyse messages you receive that relate to sexuality.

Try not to judge yourself or others.

EXAMPLE

1. Message For example, what I'm told to do, wear, or who to go out with ...	2. Who says this? (source of the message) For example, friends, family, social media, advertising ...	3. Is this a healthy or useful message (or influence) for me? Why?	4. What would be more helpful for me to do? What are the alternatives?
"Girls should wear makeup"	Advertisements	No, because I'd rather use the money for something else Yes, because ...	Exercise and eat healthily to develop a natural glow
"Boys should be strong and not cry"			

Andreas Vlachakis, Calvinia, 2002

Respect others' sexuality and choices

S-t-r-e-t-c-h your mind

When you debate and discuss in a respectful way, and are open to different opinions, you discover new possibilities. You learn and grow as a person. Sometimes, you have to take the disagreements of others seriously, giving them your attention, time and energy.

It is okay to change your mind

Facts are important because they provide evidence and help you understand what is going on. A strong person can admit they could be, or are, wrong after receiving new information and insights.

Power dynamics

A power dynamic is a relationship in which some people have more power to influence things than others and use it unfairly. For example, some people are able to manipulate relationships because they have more money, or because they can threaten physical violence, or because they can reject others and make them outsiders. Be conscious of the way in which power dynamics may influence your opinions.

"No, I'm not confused about who I am. I'm just not who you want me to be."

JUST BE YOURSELF

Cleveland Bellow, Untitled, 1968, courtesy Brooklyn Museum

Your journal is private. Don't share it with others.

In your journal...

Write about someone you trust and why. How do they show they care and make you feel safe to share?

If you don't have someone like that, write about what qualities you'd want in a trusted person.

Romantic relationships are nca

Many of us will explore romantic relationships at some point in our lives.
So, what does romance mean for you?



Find your own way to solve it

Fumana tsela ya hao ya ho e rarolla

Romance and dating

Have a conversation about romance.

1. What are the most important ingredients for a romantic relationship?
2. How is a romantic relationship different from being 'just friends'?
3. Compare romance and dating in the modern world with how it was for previous generations.
 - a. What do you think was good about olden times' romance and dating? Would they be appropriate now? Why? Why not?
 - b. What do you think is good about modern-day dating, including online dating?
4. What are the nca (nice) things, and what is risky, about romance?



Make a choice and decide

Kgetha mme o etse Qeto

Online dating risks

- Do you know someone who has used a dating app?
5. Work in pairs and make a list of five risks of online dating and using dating apps.



Malik Sidibé, *Nuit de Noël (Happy-Club)*, 1963



Ask questions that will help you understand what is going on

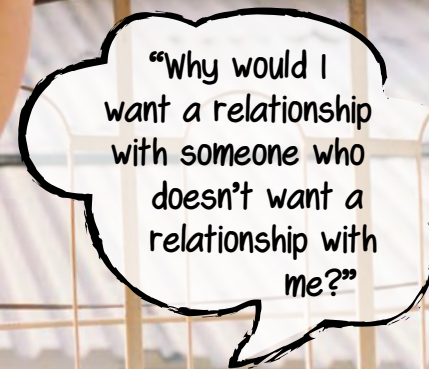
Botsa dipotso tse tla o thusa hore o utlwise se etsahalang

To go (or not to go) on a date

Making a decision to do something involves thinking about it from different angles. You ask questions, explore your reasons, and you build an argument for doing it, or not doing it.

Practise critical thinking skills in the context of dating.

6. Role-play: Someone has invited you out on a date. Talk to a friend about whether you want to go or not. Take turns using these questions to guide you:
 - a. Do you feel ready to go on a date with this person?
 - b. What do you know about the person? What else do you want to know about them before you go on a date with them?
 - c. Where would you feel comfortable meeting for your date?
 - d. What would you feel comfortable (or uncomfortable) doing on the date?
 - e. What does your instinct (or gut) tell you about going on this date?
 - f. If you decide to go on the date, who will be your 'wing person'? What other useful questions can you think of? Do you decide to go or not?
7. Read "My dating code". What, if anything, would you change to make it more useful?



My wing person is someone who...

helps me think more carefully about my romantic relationships, looks out for my safety, is on my side.

My dating code

- I don't have to go on a date just to please someone (unless that someone is me 😊).
- I think about it before I go on a date. If I don't feel sure about it, I don't go.
- I make my expectations, and what I am willing to do, clear to the person I date.
- I take a wing person with me on my first few dates. Friends have each other's backs.
- I have a code word I can text to a backup person if I need help to get out of a difficult situation.

Attraction to others

Your attraction to others could be sexual desire, as well as emotional or intellectual attraction to someone's ideas and ways of seeing the world. Romantic attractions can be all of these things and more.



Create an image or a story to show what it is like

Bopa setshwanstho kapa pale ho bontsha hore se tla ba jwang

Romantic attraction

1. Look at the different relationships shown on this page. What can you relate to? What do the images tell us about the ways in which people can be attracted to each other?
2. What does a romantic relationship mean for you? What do you expect from such a relationship? What are some of the risks? Draw a mind map to help you think through your ideas. Share your ideas with a classmate.



The South African Constitution protects the right of all people to fall in love and have relationships, regardless of gender identity and sexual orientation. But some people still discriminate against those who do not conform to their assumptions and expectations.



Ask questions that will help you understand what is going on

Botsa dipotso tse tla o thusa hore o utlwise se etsahalang

Question your blind spots

We all have blind spots – things we do not see because of our fears, desires or assumptions. A situation, photograph or message can be seen in many different ways.

- For example, if a woman wears a wedding ring, it is assumed that she is married to a man; but, she may have a female partner, enjoy wearing the ring, or have another purpose for wearing it.
3. Think of an example from your experience where a blind spot made you do, or say, something inappropriate to another person. How could you have responded differently?
 4. What can you do to avoid falling into the trap of stereotyping and, perhaps, unfairly discriminating against someone?
 5. Discuss with a partner your views on how young people might deal with sexual discrimination.



Healthy relationships

Healthy relationships are ones that bring out the best in you. Even though no relationship is perfect, healthy relationships make you feel good most of the time and generally bring you up and not down. Most healthy relationships make you feel confident and supported.



Make a choice and decide

Kgetha mme o etse Qeto

What is a healthy relationship?

1. Share your thoughts with a partner about what makes for a healthy relationship.
2. When does a relationship become unhealthy?
3. Rank the list below of characteristics and behaviours of a healthy relationship from 1 to 10, where 1 is Most Important and 10 is Nice to Have. Discuss the reasons for your choices.

Characteristics	Most Important					Nice to Have						
	0	1	2	3	4	5	6	7	8	9	10	
Respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Trust	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Honesty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Compromise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Individuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Good communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Anger control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Fighting fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Equality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Taking responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Loyalty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	



How did this happen?
What will happen next?

Na hona ho etsahetse jwang? Na ho tliilo etsahala eng ho ya pele?

Different expectations

4. Here is a process for solving a challenge in a relationship where the partners have different expectations. Imagine you are Tom or Sam. Use the steps in the problem-solving tool to work out a solution for yourself in the following situation:

Tom: You say you believe in gender equality, but you expect me to pay for you when we go out. I always end up paying.

Sam: But that shows that you love me. Don't you love me?

Tom: I do love you, but just because I'm a guy, it doesn't mean I have loads of money. You spend all your money on music and makeup.

- a. What do you think happens next?
5. Choose a challenge or conflict in a relationship that you are familiar with. Use the problem-solving tool to analyse it.

PROBLEM-SOLVING TOOL

Describe the challenge or conflict without blaming anyone.

Identify the assumptions, expectations or other possible causes of the conflict.

Try to see the situation from each other's point of view (be aware of your blind spots).

Suggest what can be done to change the situation in a way that both partners benefit.

You are you

Social pressures can lead you to behave in ways that might make you feel uncomfortable. Notice your feelings and how you respond. No one else is you – listen to your gut.



Create an image or a story to show what it is like

Bopa
setshwanstho
kapa pale ho
bontsha hore
se tla ba
jwang

Under pressure

1. What pressures do you feel to behave or act in a particular way? For example, social media pressure to be available all the time or post certain information about yourself. What other pressures are there?
2. Do you feel pressure to label your gender identity as straight, gay, lesbian, bisexual, transgender, or any other? Are you accepting of others' identities and comfortable with your own? Give a reason for your answer.
3. If you could, how would you change things? Create an image or scenario of an alternative world where you are free of social pressures and can be anyone you like. What does this world look like?

Gender identity and norms

Gender identity is how a person feels about being a man, or a woman, or both, or neither, and how they express this in their daily life.

Gender norms are the accepted behaviour that we are taught in society about how to behave if we have certain biological female or male sexual characteristics. These norms include things like the way we are expected to dress, the kinds of activities we are expected to do, and the way we are expected to relate to others.

Gender norms have led to discrimination and unfairness in many societies.



Athi-Patra Ruga was born in 1984 in Umtata, Eastern Cape, the last of 10 children. His was a loving home but his parents lived apart because his father was a key figure in Transkei, a Xhosa Bantustan during apartheid. This meant he needed his passport to visit his father. He recalls, *"It was constantly crossing that border post as a young boy that made me realise I could perform, that I could change my behaviour and become someone else."* Ruga came out as gay at 11 and was bullied at school, where he also suffered at the hands of a strict educational system. *"We had our lessons beaten into us with a stick, which has influenced how I now want to disrupt, to unlearn how things are taught. During these years of trauma I'd make up stories in my head as an escape."* He eventually accessed an art class at another school and won a scholarship to study fashion in Johannesburg. Ruga has exhibited worldwide including the Dakar Biennale, Venice Biennale and the National Arts Festival in Grahamstown, where he was awarded a Standard Bank Young Artist Award.

(Adapted from <https://nataal.com/athi-patra-ruga>.)

Nomalizo Khwezi and Mayibuye Khwezi are characters created by artist Athi-Patra Ruga, and the artworks show how these characters blend their African culture, religion, and gender identities.

In Athi-Patra Ruga's storytelling, Nomalizo Khwezi has a child called Mayibuye Khwezi. Mayibuye is a character that represents a positive masculine gender identity. He is part of an army and represents ideas of strength, resistance, and transformation. His journey connects to Xhosa traditions of manhood as well as the history of South Africa's liberation movements. Through Mayibuye, the artist explores what it means to become a man in a society shaped by colonialism and the liberation struggle. Mayibuye's character shows how identity, family, and history are deeply connected. How would you draw Mayibuye to show the different parts of his identity?

Nomalizo is Mayibuye's mother who is referred to as she/they and represents a positive queer gender identity. Nomalizo's identity is also shaped by her belonging to the Methodist Christian community and the Makoti traditions of her ancestors. In Ruga's artwork *iiNyanga Zonyaka*, Nomalizo is shown dancing with different parts of herself: on the left-hand side she is seen wearing the formal clothing of her church; and on the right-hand side she is dressed as a Makoti. When you look at the artwork, how do you interpret the dance between the different life roles that are a part of Nomalizo's identity?



Athi-Patra Ruga, *Act One: Scene 2... Nomalizo at Inton-jane* (from the *Lunar Songbook*), 2022 Wool and thread on tapestry canvas



Athi-Patra Ruga, *iiNyanga Zonyaka* from *The Lunar Songbook*, 2021 Wool and thread on tapestry canvas

Tell your story in your language

Sometimes finding the language to be yourself can take time. Read this true story about finding the words to be and feel more comfortable about yourself.

KNeo's story

All through my childhood I pretended to be the kind of man I believed my family, my school, my community and my church wanted me to be. In the mornings I combed my hair the way it was meant to be combed. I tied my tie the way ties are meant to be tied. I moved and spoke the way that people with bodies like mine were meant to move and speak. I was always focused on acting like a man, but I was deeply unhappy.

By the time I got to university, I had completely bought into the toxic competition, aggression and selfishness that I believed made me a real man. I would make people feel small so I could feel big, always putting people down in conversations. I was rude, especially to waiters, cashiers, and cleaners. I also always tried to be in control of my partner, believing that my natural position in society was above that of women.

Through all of this, my internal monologue was in turmoil. I would judge myself if I failed to fulfil some masculine thing, like growing a beard or being really tall. In reality, though, I didn't feel like a man, but I wasn't aware of a language to describe myself as anything different. I couldn't keep it up. I became exhausted from pretending.

At university, I met people from different cultures and different communities who helped me realise that there are many ways of being male and female. I met people who did not feel the same pressure to be one kind of man or woman. I met people who were biologically male but were comfortable with their femininity. I met queer people who spoke about their lives and their loves. I also met people who described themselves as gender fluid, feeling no pressure to identify with one gender but who could be both or neither. I finally saw that to be myself was not such a terrible thing. I found the language to be myself – I was gender fluid.

Now, I've just graduated from law school, and what is clear to me is that I need to be myself. Sometimes, I dress in feminine clothes and jewellery just to show that I don't feel pressure to act like a 'real man'.

Many people don't know what to call me and try to make my identity a problem. My best friend from high school said, 'It's impractical dude! What will my children call you? Sir? Ma'am?'

My response was 'Just call me KNeo!'



Create an image or a story to show what it is like

Bopa
setshwanstho
kapa pale ho
bontsha hore
se tla ba
jwang

Questions to consider

1. What social norms and pressures did KNeo have to deal with?
2. What helped KNeo to 'free' himself?
3. What is an internal monologue?
4. What do you think gender fluid means?
5. How does this story make you feel?

"Thomas the teddy took a deep breath. "I need to be myself, Errol. In my heart, I've always known that I'm a girl teddy, not a boy teddy. I wish my name was Tilly, not Thomas."

– from a story written by KNeo



Micha Serraf



Relationships can change

Relationships and friendships can change over time. During your teenage years you can experience many changes in relationships. This can sometimes feel scary and confusing. Let these experiences help you clarify what is important to you.



Make a choice and decide

Tlhopha o
be o tsaya
tshwetso

Friends and romantic relationships

1. Create your own diagram and write your answers to the questions in three sections:

Friendship

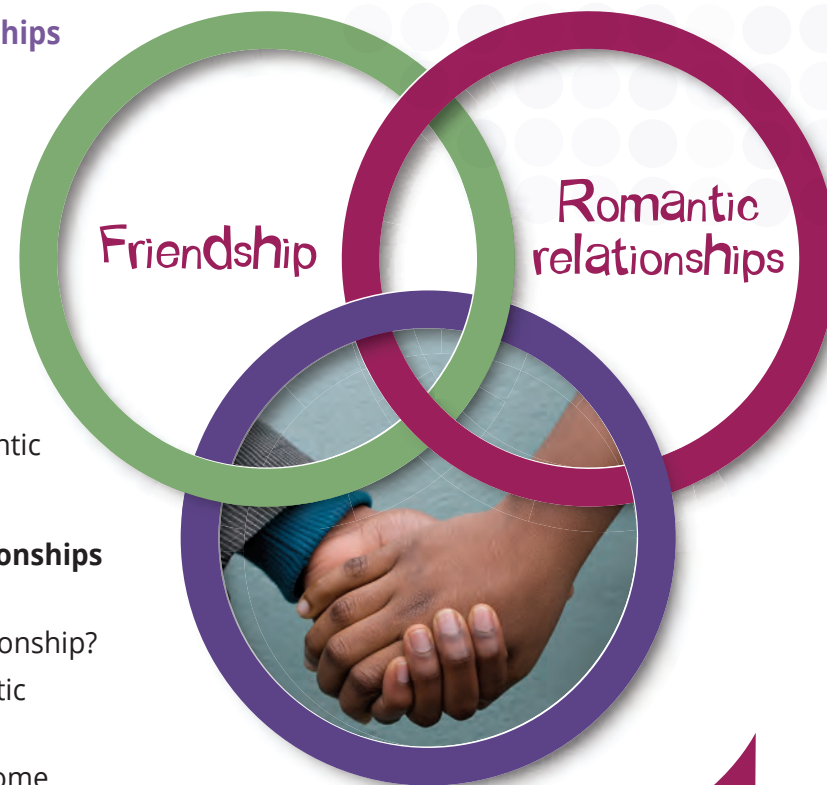
- a. What do you want from a friendship?

Romantic relationships

- b. What do you want from a romantic relationship?

Friendships and romantic relationships

- c. What do you want from both a friendship and a romantic relationship?
- d. Can friendships become romantic relationships?
- e. Can romantic relationships become friendships?



How did this happen?
What will happen next?

Se diragetse jang? Go tlile go diragala eng morago?

What is important to you?

2. Read the story of Anika and Andziso. Come up with an ending to the story. What message does Andziso send? How does Anika respond? What happens next?
3. All friendships change. Sometimes they grow. Sometimes they end. What are the foundations of a great friendship?
4. No friend can be expected to be everything you need. What different things do you get from different friendships?

The story of Anika and Andziso

When Anika and Andziso were five years old, they lived on the same street and played together every day. They laughed a lot while building mud houses and playing with wire cars.

Anika and Andziso began walking to school together as they grew older. They were so close that people thought they looked alike. They even talked their own made-up language.

When they were about 13 years old, Anika and Andziso became interested in other friends. Anika and a boy from another class began spending more time together. Andziso was surprised that this made him feel uncomfortable.

One day, he told Anika how he felt. He said he was not happy that she was spending so much time with another boy. Anika became upset and said Andziso could not tell her who to spend time with.

A few days later, Anika received the following message from Andziso:



Every relationship shows you something about yourself and the world.

Respect and consent

Consent is important in a relationship because it shows respect, builds trust, and ensures both people feel safe and valued. It prevents misunderstandings and supports healthy communication and mutual respect.



Listen, talk and work it out together

Reetsang, buang mme lo direng mmogo

Host a radio show

Act out a radio talk show for teenagers. The topic of the show is **'Why is consent so important in relationships?'**

1. Decide who will be the talk show host, who will be guests on the show, and who will call in to the show.
2. The host asks the guests to share examples and experiences of:
 - a. why consent is important in relationships
 - b. what are ways to communicate boundaries clearly
 - c. how you can tell if someone is not giving consent, even if they don't say "no" directly.
3. The host asks for people to call in with their views and questions about consent and allows the guests to respond. The show wraps up with important points about consent in relationships.



Consent means giving clear permission for something to happen. Consent means saying yes to something and feeling good about it. It's making sure everyone agrees and is comfortable before doing anything together. Consent should always be given freely and without any pressure. It's important to respect when someone says no or changes their mind.



Convince someone of your point of view

Bolelela mongwe o dire gore a tlhaloganye se o se naganang

Ways to start a relationship

4. Answer the following questions about the scenarios on this page:
 - a. What is happening in each scenario?
 - b. How are the characters showing respect or not showing respect?
5. What do you think should be included in the guidelines to follow when starting a romantic relationship? Explain your suggestions.

Scenario 2

Sharon is returning home from school. Luke, not in school uniform, is pulling Sharon's school bag with one hand and has another hand on his chest over his heart, pleading with Sharon to talk to him.



Sharon says: "Leave me alone! I've told you! I'm not interested!"

Scenario 4

Maia stands in her doorway and looks down, puzzled, at flower petals in the shape of a heart on the ground. Another girl, Lindi, is standing in front of her handing her a bunch of flowers saying, "Hey, do you want to come for a walk?"



Scenario 1

Hannah is relaxing with her friends, but she is concentrating on her phone and typing a message that reads:

U r cute 😍

A boy, Rashid, smiles while reading the text on his cellphone.

Scenario 3

Lebo is part of a group of girls walking down the street. A group of boys starts making comments at the girls. The girls ignore them, but the boys continue and then start insulting them.



Jenny Hattingh, 2020

The value of relationships

The relationships you form in life help you to grow your experience and learn about yourself. These are your travel companions along your life's journey. Some relationships will be in your life for a short time and others will last a long time. Your longest and most important relationship will be with yourself.



Make a choice and decide

Tlhopha o
be o tsaya
tshwetso

Who would you like as company?

What kind of friends or relationships would you like to have along with you on your life journey?

1. Imagine you are hosting a dinner party. You can invite any four people in the world, dead or alive.
 - a. Who would you invite and why?
 - b. What does your choice tell others about you?



Enjoy a
healthy mind
and body

Itumelele
tlhaganyo
le mmele o o
itekanetseng

What kind of relationships do you want?

2. How would you describe your relationships with people:
 - a. at home
 - b. at school
 - c. in your community?
3. Do you have different types of relationships in these three areas of your life? Explain your answer.
4. Name some of the good qualities in relationships and some of the difficult areas.
5. Is there respect and consent in all your relationships?
6. What are your guidelines for building a healthy relationship with:
 - a. yourself
 - b. your family
 - c. friends
 - d. people not in a close relationship with you?



Tips for building healthy relationships

- **Love yourself.** Being comfortable with who you are means you will be a happier friend or partner.
- **Communicate.** Talk to your friend or partner about your feelings. Talking through problems builds trust and makes your relationship stronger. Also let them know when something they do makes you happy.
- **Be honest.** Be truthful with each other about what you do, think, and feel. Honesty creates trust. Few things harm a relationship more than lies.
- **Healthy relationships** show respect, trust, honesty, and support.
- **Give some space.** Spending time together is great but spending ALL your time together is not. It is healthy to have different friends and interests.
- **Agree to disagree.** You are not always going to agree on everything and that is okay. The important thing is to respect each other's right to have different opinions and ideas.
- **Forgive and ask for forgiveness.** Everybody makes mistakes. Be willing to apologise for yours – and accept another's apologies.
- **Support each other.** When your friend or partner does something great, tell them! A friend or partner should do the same for you.

Risky relationships

Sometimes, we get into relationships that are risky or don't make us feel good about ourselves. Such relationships can make us act differently and do things that are harmful. It is important to notice if your relationship is a risky one. If it is, speak to a friend or an adult to get advice. It is best to leave a risky relationship as soon as possible.



Safety first

Exploring and experimenting are natural parts of learning about relationships. Access to mobile phones and the Internet can create many advantages for learning and social communication. However, online and digital communication tools come with risks.

Cyberbullying

Cyberbullying (or online bullying) is harassment that uses electronic devices when someone bullies or harasses others on the Internet and on social media sites.

Bullying behaviour can include posting rumours, threats, sexual remarks or a victim's personal information. Targets of cyberbullying may experience a variety of negative emotional responses including being scared, frustrated, angry or depressed, or feeling that they are somehow to blame.

Cyberbullying can have serious consequences. Cyberbullies can be legally prosecuted for crimes such as defamation or the serious violation of someone's dignity or privacy.

Tips for online safety

Take a screenshot. If you can, take a screenshot of anything you think could be cyberbullying and keep a record of it.

Block and report. Most online platforms have this function. Make sure you block and report offending users to the appropriate social media platform.

Do not respond. Do not reply to anything that has been said – not even by saying something nasty back or posting something shameful in revenge. It will make matters worse or even get you into trouble.

Talk about it. You may not feel it at the time, but cyberbullying affects you in many different ways. You are not alone. Talking to somebody about bullying not only helps you seek support, but it helps to document evidence. It can lift a huge weight from your shoulders.

Report it. Report instances of cyberbullying to a teacher. If someone threatens you, discloses your personal information, or causes you to worry for your safety, contact the police or an adult immediately.

Keep safe. Keep your social media privacy settings high and do not connect with anybody who you do not know offline. People may not always be who they say they are and you could be putting yourself at risk.

SEXTING IS A CRIMINAL OFFENCE

The Films and Publications Amendment Act 3 of defines creating or distributing semi-nude or nude images (or verbal descriptions) of children under the age of 18 (real or simulated) as “child pornography” and “sexual exploitation”, making it illegal.



Step back –
reflect and
rethink –
step back in

Eya kwa morago –
akanya o bo o
nagane gape –
boela mo teng
gape

Reflecting on the risks

1. Explain how the following can add to cyberbullying:
 - a. The ability to communicate and post anonymously (without being identified) and so escape responsibility for one's actions.
 - b. The ability to communicate remotely and not have to deal with face-to-face confrontation.
 - c. The public nature of social media and social networks.
2. Knowing this, how would you change your behaviour online?
3. Would you go on a date with someone you met on an app? If so, how will you reduce your risks?
4. What are your do's and don'ts for online safety?

There is no such thing as privacy online. If you post anything, you must assume that anyone can see it.

Dealing with difficult feelings

Emotions (feelings) are a normal part of your life. Emotions do not last. They are temporary and will always come and go.

Tips to manage strong emotions

Here are some tips that can help you handle difficult emotions.

Describe the feeling. What is happening to your body? Try to describe it in detail. What thoughts are going through your head at the same time?

Accept what you are feeling. Emotions come and go, so let them. Holding onto emotions can be exhausting.

Express your feelings. You can express your feelings by writing about them, making a drawing, talking to someone you trust, crying, relaxing or exercising. Whatever activity you choose, make sure it does not hurt you or anyone else.

Learn how to change your mood. Going for a walk or watching a funny movie with friends can lift you out of a negative space.

Do not blame. No one can make you feel something. Your emotional responses come from inside you.

Learn mindful breathing. Many of us suffer from strong, painful emotions and do not know how to deal with them. Do not become a victim of your emotions. Learn positive ways to be with all your emotions.

Build positive emotions. Make it a habit to notice and focus on what is good in your life – even the little things.

Exercise. Physical activity helps the brain produce natural chemicals that promote a positive mood.

Get help. When you feel stuck in difficult emotions for more than a couple of weeks, speak to someone. Counsellors and therapists are trained to help people break out of difficult emotions. They can provide lots of tips and ideas that can help you feel better.



Enjoy a
healthy mind
and body

Itumelele
tlhaloganyo
le mmele o o
itekanetseng

Calming strong emotions

1. Read through the tips to handle difficult emotions. How do you deal with difficult emotions?
2. Try the following mindful breathing exercises so that the next time you feel a strong emotion you can calm yourself and not feel overtaken by the feeling:

Notice your breath: Put your hand on your tummy, just below your bellybutton. Feel the rise and fall of your belly as you breathe. For a few minutes, just focus on what your breathing feels like.

Count your breath: Count the in-breath and out-breath. One breath in and out is "1", then "2", and so on, up to ten.



Breakups and moving on

Relationships and feelings can get complicated. Sometimes, it is worth trying to resolve a problem in a relationship and work things out. But other times it may be best to walk away from unhealthy relationships.



Explore and express your emotions

Tlhotlhomisa
o bo o tlagise
maikutlo a
gago

Breakups can be difficult

1. Share reasons for why you think some relationships end and why some relationships that need to end, don't.
2. Act out a drama that shows an appropriate way to end a relationship. Use 'I feel...' statements in your drama.
3. What are your tips for getting over a relationship and moving on?

Look after yourself

- **Eat healthy food.**
- **Get enough sleep.**
- **Exercise often.** Exercise releases your feel-good hormones. It helps you feel good about yourself.

Tips for how to end a relationship

- **Be respectful.** If your partner asks you why you are breaking up with them, be honest – it could help them have better relationships in the future. However, do not insult them or try to hurt them.
- **Make a clean break.** Even if you plan to stay friends, give the other person some space. It may help to take a break from seeing or talking to each other for a while.
- **Stick with your decision.** If you feel like you are doing the right thing, do not let the other person try to convince you to stay together. It is normal for someone to cry or get upset during a breakup, and that can be really hard to deal with. But feeling bad or guilty is not a reason to stay in a relationship.
- **Write about how you feel** in your journal (keep a daily journal).
- **Talk about it.** A breakup can be a breakthrough!



Work out what is right and wrong for you

Hwetša gore
ke eng seo se
go loketšeng
le seo se sa go
lokelago

Thank you, next!

4. Read through the following scenarios and discuss the questions that follow.

Scenario 1: Thembi and James have been dating since the end of Grade 7. Thembi decides that she just likes James as a friend. Do you think it is fair for Thembi to break up with James? How do you think Thembi should break up with James?

Scenario 2: Simphiwe and Lindiwe have just started dating. Lindiwe likes Simphiwe, but since they started dating, she can't focus on her schoolwork or on basketball, and she doesn't spend enough time with her friends. Her schoolwork is suffering and her friends are angry with her because she does not give them any attention. Lindiwe decides to break up with Simphiwe.

Do you think it is fair for Lindiwe to break up with Simphiwe? How do you think Lindiwe should break up with Simphiwe?

"I am responsible for my own choices and actions.

I am responsible for the care or the lack of care with which I treat my body.

"I am responsible for the way I treat people. I am responsible for my own happiness.

"Sometimes circumstances and people are beyond my control, there are setbacks, but I am responsible for the way I respond."

Viktor Frankl



Laduma

What is learning?

You take in information through your senses and this information is then sent to your brain. Learning is the ability to change your behaviour and thinking, on the basis of experience.

Humans, animals and plants all have the ability to learn. Some machines have the ability to change their behaviour on the basis of experience.

Formal and informal learning

Not everyone learns in the same way. Sometimes, you learn in a formal way by being taught by someone in a school or college. Other times, you learn in an informal way from the example and attitude of families and friends, from travel, reading newspapers and books, or by listening to the radio or viewing films or television.



Tell a story based on the evidence

Coca indzaba mayelana neBafakazi

Using your senses

1. Give an example of information about your environment that you get from each of your senses (seeing, hearing, touching, smelling and tasting). How is this information useful to you?



Test your idea – change your mind

Hlola umbono wakho – ntjintja umcondvo wakho

Let's play

We use our eyes and hearing to pay attention and concentrate (focus) when learning and processing new information. Attention span refers to how long a person can focus. How good is your visual (sight) and auditory (listening) attention span? Good? Medium? Poor?

2. Play the games below to see how long your attention span lasts.

Simon says

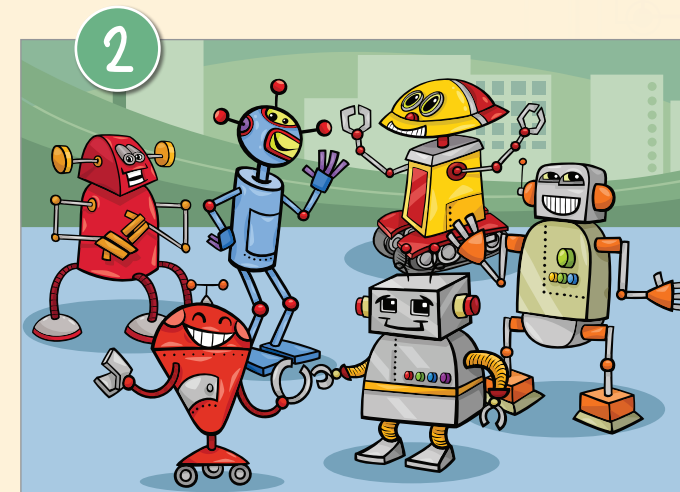
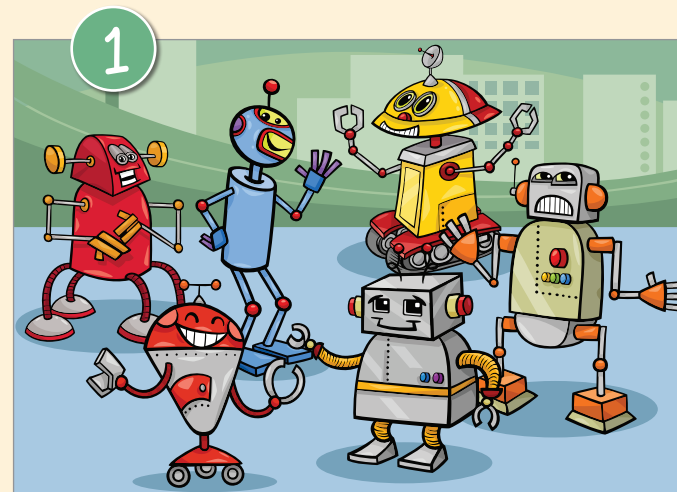
Someone plays the role of "Simon" and instructs the other players, who must only obey instructions beginning with "Simon says". For example, "Simon says, touch your nose." If Simon does not use the phrase "Simon says," the other players must ignore the order or be "out."

I Went Shopping

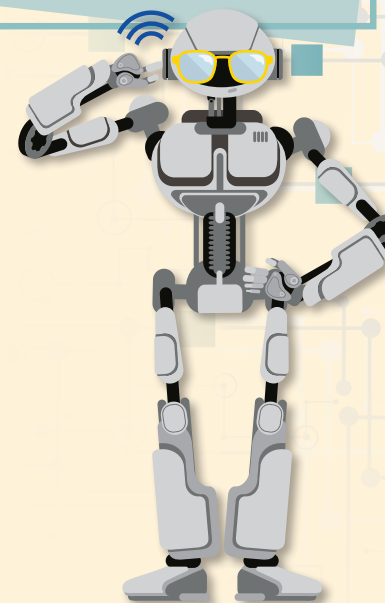
In this game, participants take turns repeating the existing grocery list and adding additional items in alphabetical order. "I went shopping and bought an apple." "I went shopping and bought an apple and a banana." "I went shopping and bought an apple, a banana, and a cookie." "I went shopping and bought an apple, a banana, a cookie and a d____." This game challenges both listening skills and memory.

Spot the difference

Can you identify all the differences between picture 1 and picture 2? (There are ten differences.)



Your motivation to learn something is important. The more you want to learn something, the more easily you will remember and process information.



Different learning styles

We may have our favourite ways to learn, but we are all capable of learning through different learning styles. The trick is not only to find the one that works best, but to use as many different ones as possible.

Learning styles

We rarely use only one learning style and usually use a combination of learning styles.

Logical



Logical: Using logical, step-by-step explanations.

Visual



Visual: Using pictures, diagrams and maps to understand new information.

Aural



Aural: Listening to what is being said, speaking to ourselves, using repetition as a study technique, or pretending to teach someone, or using mnemonic devices (tools to help you remember something) that include poetry or song.

Verbal
(reading and writing)



Verbal: Reading and writing, taking notes and remembering points by writing them down.

Physical
(kinaesthetic)



Physical (kinaesthetic): Figuring things out by hand (like putting a clock together to see how it works), by remembering how we move and by acting things out.

Social



Social: Working in groups, collaborating with other people.

Independent



Independent: Studying and working things out on our own, focusing our attention without any distraction.

Francis Burger, 2019



speed limit



no entry



animal crossing



bicycle crossing



railway crossing



pedestrian crossing



traffic light ahead



slippery road



two-way traffic



stop sign



parking



freeway begins



Create an image or a story to show what it is like

Enta sitfombe nobe indzaba kukhombisa kutsi injani

Know your traffic signs

Everyone must know road signs to keep safe on the roads.

1. Look at the road signs on this page. Choose a sign to describe to the rest of the class in one of the following ways:

a. Read the sign out loud, adding as much emotional drama as you can.

b. Use your body and movement to describe the sign (like the game Charades). Let the class guess what sign you are describing.

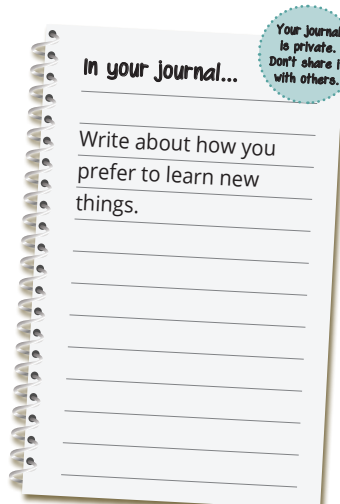
2. What learning styles would you use to learn these 12 road signs? Give a reason for your answer.



Independent



Social



Your journal is private. Don't share it with others.



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 stretching improves 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.


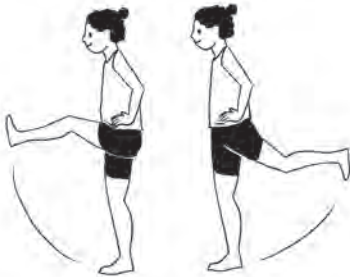

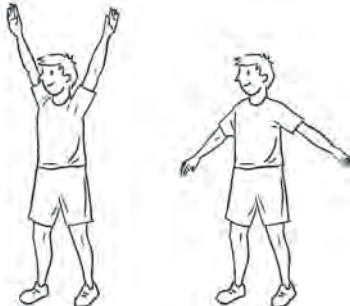
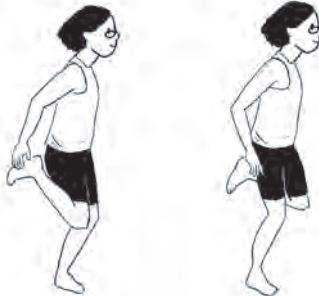
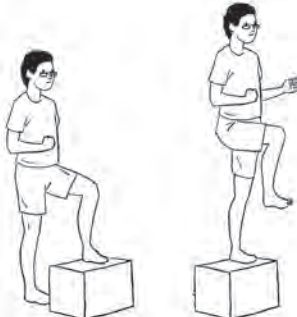

STATIC STRETCHES

- For static stretches you sit, stand or lie still and hold a single position for a little while.
- These stretches are safe and effective to cool down.
- Gradually stretch your muscle to the point of mild tension, not pain.
- Focus on technique during the stretch.
- Hold stretches for 15-20 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.


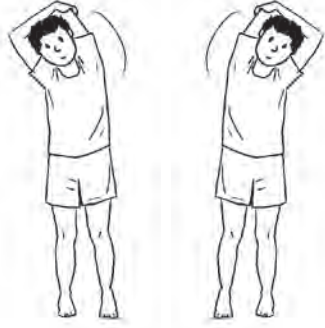








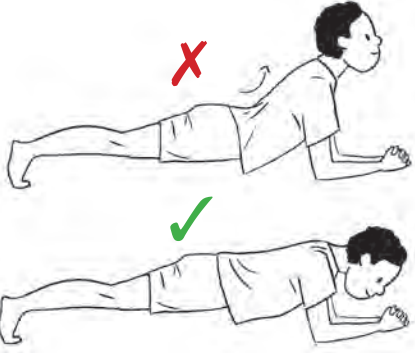
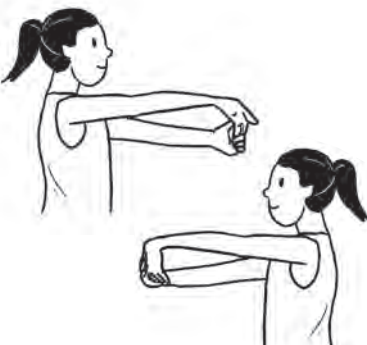
BENEFITS OF FLEXIBILITY TRAINING

- 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, and 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 side-ways off the floor (see image). Progression will be to raise hands to touch above your head in the initial action. 		

COOL DOWN: STATIC STRETCHES

<p>1. Chest stretch</p>  <p>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.</p>	<p>2. Tricep stretch backward</p>  <p>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 shoulder blades. With your left hand, grab your right elbow and push it backward as far as you can. Hold this position for 30 seconds, relax and repeat for other side.</p>	<p>3. Calf stretch</p>  <p>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 your left leg backward. 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.</p>	<p>7. Gluteus stretch</p>  <p>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 the right thigh. Hold onto the back of the right thigh with both hands. Pull both legs toward your torso. Repeat on the opposite side.</p>	<p>8. Groin stretch</p>  <p>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.</p>	<p>9. Outer thigh stretch</p>  <p>Sit with your legs flat on the floor. Bring your left leg toward your chest, then place your left foot on the outside of your right leg. Place both hands onto your left knee and pull the knee toward your chest. Hold this position for 30 seconds. Change legs and repeat.</p>
<p>4. Hamstring stretch A</p>  <p>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 your left leg. Bend your body forward and move your head toward your right knee. Hold that position for 30 seconds. Reverse the position with the other leg.</p>	<p>5. Hamstring stretch B</p>  <p>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.</p>	<p>6. Quadriceps stretch</p>  <p>Unlike your hamstrings, the quadriceps involves the front of your upper leg. In a standing position, lift and bend your right leg backward. With your left hand, reach behind you and grab your right ankle. Gently pull your right foot up toward 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.</p>	<p>10. Lower back stretch</p>  <p>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.</p>	<p>11. Abdominal stretch</p>  <p>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.</p>	<p>12. Wrist stretch</p>  <p>Extend both arms straight forward and on top of each other, with your palm facing away from your face. Take your left hand to bend your right wrist backwards 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.</p>

Circuit training

Build muscle strength and endurance as well as improve cardiovascular fitness, speed and flexibility.



Warm up

When you hear the whistle or hand clap: walk, jog and sprint around the open exercise area. Then do a full-body dynamic stretch.

Circuit training

Do this circuit of 10 stations. Complete as many repetitions as possible, in 30 seconds per station. Take another 30 seconds after each station to rest and move to the next.

1 Step-ups

Do step-ups, alternating legs, using a low platform such as a crate or bench.



3 Spider walking

Walk sideways on all fours between two lines spaced 5 m apart. Your tummy and face must be facing up towards the sky.



2 Clock plank

Do the plank position on your arms as if you are doing a push-up. Walk sideways with your hands in a circle. Try it in pairs and catch your partner.



4 Superman hold

Lie on your front and lift your arms and legs off the floor at the same time. Then relax and repeat.



5 Backpedalling

Sprint between two lines 10 m apart. Touch the ground with both hands when you reach the line at the end of the forward sprint. Then run backwards (backpedal) to the starting line, and do a sit-up at the end of the backpedal.



7 Star jumps

Do star jumps for 30 seconds.



9 Long sitting stretch

Gently stretch out your lower back by flexing your feet, leaning forward and grabbing them. Try to get your chest to touch your legs, keeping your legs straight, but bend your knees if you need to.



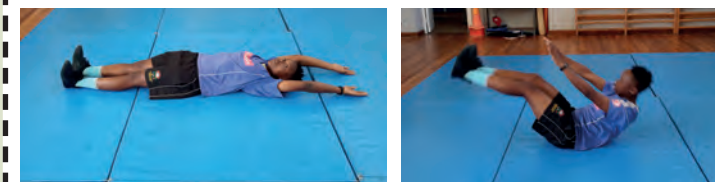
6 Sprinting

Place a marker at each corner of a square with 10m sides. Sprint to the first marker, side-step to the next, backpedal to the third, and then side-step again on the other side to the last marker.



8 Jackknives

Lie on your back with your arms above your head and your feet together. Bring your arms and feet towards each other by lifting your shoulders off the ground to a V-sitting position. Go back down again. Repeat until the 30 seconds are up.



10 Resistance running

Grab onto your partner's waist and hold on to them while they try and run forward. Provide enough resistance for them to work hard but not too much so that they cannot move forward. Ideally, this should be done with somebody of a similar build to yours.



Cool down

Go for a gentle jog with walking in between. Then perform static stretches.

Obstacle course

Build muscle strength and endurance as well as improve cardiovascular fitness, speed and flexibility.



Warm up

In rows of five to six learners, jog across the exercise area. When you hear the signal, the row at the back must sprint to the front. Then do dynamic stretches.

Obstacle course

When you hear the signal, start the obstacle course. Once you have done a station, move on to the next one.

1 Overs and unders

Use ten tables and ten chairs placed over a distance of 100 m about 5 m apart. Climb over the chairs and crawl under the tables.



3 Front crawling

Place chairs or benches in a row and front crawl under them on your hands and knees.



2 Clock plank

Do the plank position on your arms as if you are doing a push-up. Walk sideways with your hands in a circle. Try it in pairs and catch your partner.



4 Limbo bar

Position four low-hanging hurdles 5 m apart. Get through the hurdle with your neck and face turned up towards the sky. Bend your knees and back to get as low as possible without hurting yourself or feeling discomfort.



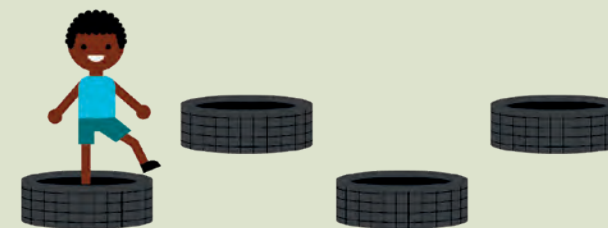
5 Tyre harness sprints

Use a tyre harness to sprint for 25 m. You can use tyres of different sizes, depending on your strength. More points for the heavier tyre harness!



7 Zigzag jumps

Place tyres in a zigzag formation and hop from one to the other, first with one leg, and then jump with two.



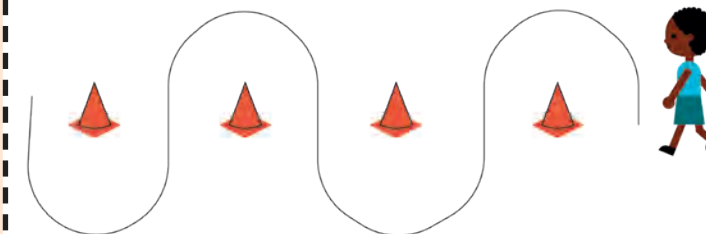
9 Rolls and cartwheels

Roll along a bench or on the ground, over a distance of 10 m. Add backward rolls and cartwheels if you can. Or add other obstacles, like a box, to bunny hop or cartwheel over.



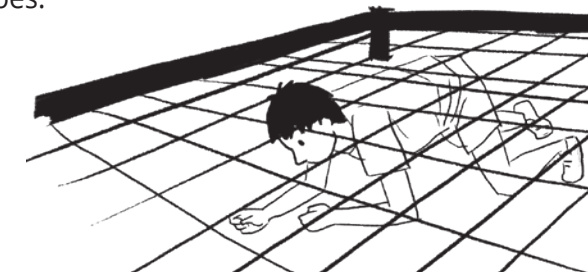
6 Weave running

Mark out four lines of 20 m each, in a square. Place a marker at each corner plus four more markers on each line, 4 m apart from each other. Starting at one corner, weave between the markers by walking or running, until you are back where you started.



8 Elbow crawling

Place a fishing net, chairs or benches in a row and elbow crawl under them on your elbows, knees and toes.



10 Double-leg skip jumps

Do double-leg skip jumps over a rope placed at knee height. Try to complete 100 jumps.



Cool down

Walk in rows across the exercise area. When you hear the signal, the row at the back must jog to the front. Then do static stretches.



PARTNER activities

Work with a partner

Warm up

Jog across the playing area and change directions: turn left, turn right, run forward, and run backward. Then do dynamic stretches.



1 Knights on horseback

In pairs, climb onto your partner's back while they are on all fours. Your partner then stands up, with you on their back. Try to knock down as many other knights as possible. Last knight standing wins.

SAFETY TIP

No excessive force must be used. A safer way to play this game is for all the 'horses' to stay on all fours throughout.



2 Headstands and handstands

Practise the headstand (feet tucked in or extended straight up). Next, try kicking up into the handstand position and handstand walk for 5 m. Try to hold the handstand position for as long as possible or even handstand walking.



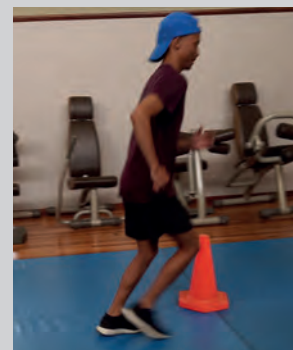
3 Wheelbarrows

In pairs, in the wheelbarrow position, line up in a square formation (20 m x 20 m) on each line. Attempt to cross over to the opposite line without crashing into others' wheelbarrows. Once you reach the opposite line, switch places with your partner, and repeat the activity coming back.



4 Bridge position

Work with a partner to support you. Go from lying on your back and push up into a bridge position. If you find this easy, try walking using your hands and feet.



5 Shuttle relay

Five markers are placed in a line 5 m apart, perpendicular to the start line, with the first marker 5 m from it. Sprint to the first marker and back, then high-five your partner who sprints to the second marker at 10 m and back. The relay is repeated until all five markers are covered. First team to complete all five shuttles wins.



6 Partner hop

With one leg held behind your back and holding your partner across their shoulders or waist, hop for 20 m, change legs and hop back. First pair back, wins!



7 Leg press

Lying on your back with your knees on your chest, do a leg press using your partner as a weight. Girls can use their hands to protect their chests, or move on to the next activity.



8 Back-to-back tug-of-war

Do a back-to-back tug-of-war over a distance of 10 m. The first one to push their partner over the line is the winner.



9 Shoulderstand in pairs

Lying on your back with knees bent and arms extended forward, grasp your partner's shoulders. The partner standing places their hands on the other's knees for support and balance, then kicks up into the shoulder stand position. There are various formations in this position: bend the knees, straighten the knees and point the toes, straddle or scissors leg position, etc.



10 Hopping drill

Jump double legs from side to side in pairs, while supporting each other at the shoulders. Jumps can be simultaneous or alternating and deep or shallow.



Cool down

Jog across the playing area and change directions: turn left, turn right, run forward, and run backward. Then do static stretches.



PARTNER activities

Work in teams

Warm up

Class jogs forward in a line, then splits at a designated marker, turns and runs backwards, then splits again at another marker, so that the class is eventually split into four lines. Then do dynamic stretches.

For all team activities, the team that finishes first and sits down wins.



1 Up the clock drill

Sprint as a team for 20 m and perform a stretch jump. Then sprint back to the start line and perform two sit-ups. Then sprint again and perform three star jumps. Other exercises can be burpees, press-ups, windmills, jackknives, step-ups, lunges, squats, etc. The drill continues until all ten exercises are completed.



2 Relay race

Team members are spaced 5 m apart and the last one weaves through the team to the front and 5 m away from the first one. The next learner then sprints from the back and does the same, until all are done.



3 Leapfrog race

Leapfrog over teammates, who are standing in a row with their hands holding their ankles all the time.



4 Wheelbarrow-push relay

Wheelbarrow push your partner over 10 m, then switch and come back.



5 Knights on horseback relay

Carry your teammate on your back and sprint for 20 m, then switch and come back. Continue until all pairs are done.

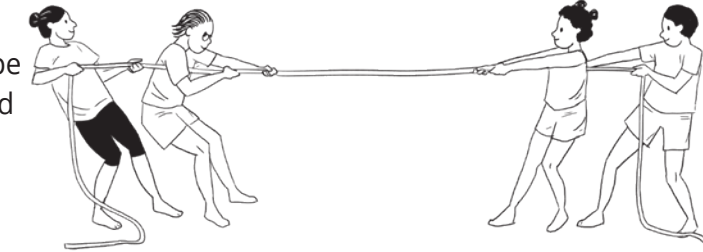


6 One-leg relay hop

Relay race hop on one or two leg(s) for 20 m and back.

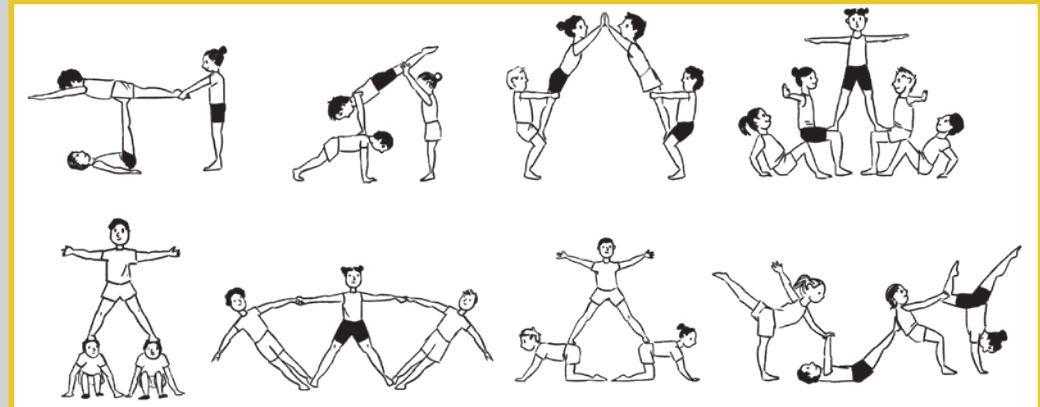
7 Tug of war

Have a team tug-of-war using a rope or old clothing tied into a rope.



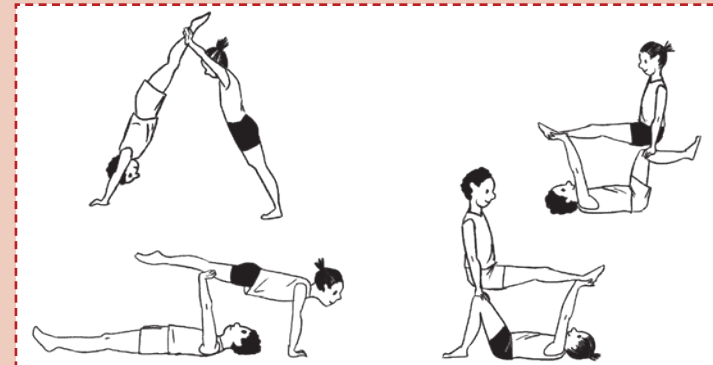
8 Pyramids

Make a pyramid with as few learners as possible standing with both their feet on the ground. The most stable pyramid wins.



9 Make body-shaped letters

Your team has to spell out a word using body shapes to form the letters.



Partner activities



Cool down

This activity is similar to the warm-up but uses walking instead of jogging to cool down. Finish with static stretching.



Explore different learning styles

We all learn in different ways, and you probably already know how you like to discover, think, create, and learn. By using your senses and different learning styles, you can remember new information more effectively.

Revisit the learning styles you have come across and consider some of your learning choices.



Aural learner



- Listen to music while you study
- Write a song or rap
- Make a rhyme or poem
- Make a mnemonic



Find your own way to solve it

Diwaneleni
ndila ya u zwi
tandulula

What are your preferred learning styles?

- Which of these learning styles do you find easiest to use? Which ones would you like to try? What different ways of learning can you add to these?

Logical learner



- Create a code
- Make a time line
- Compare and contrast
- Make a map

Visual learner



- Draw diagrams
- Create graphs
- Make a power point or video
- Write down notes

Verbal learner



- Teach your group
- Write instructions
- Make a rhyme or poem
- Re-tell in your own words

Physical (kinaesthetic) learner



- Create a game
- Do an experiment
- Build a representation
- Dance while you study

Independent learner



- Do in-depth research
- Keep a journal
- Create a blog

Social learner



- Tell stories
- Interview classmates
- Do a role-play
- Hold a debate or discussion

We are all combination learners

- Mix and match

Mind maps

Mind maps combine different learning styles, such as logical, visual, and verbal learning styles. A group of people can create a mind map or you can do it yourself.

Mind maps use colours, pictures, key words and connecting lines, to help you think through something or learn something complex.

First, create a rough map and make changes before completing a neat version. A mind map usually starts with a central point that shows the topic's name. Lines connect the topic with different main points. The main points then form their own connections with details important to them. Add colour codes or even small sketches. The more you work with the mapping process, the more ideas you will generate.

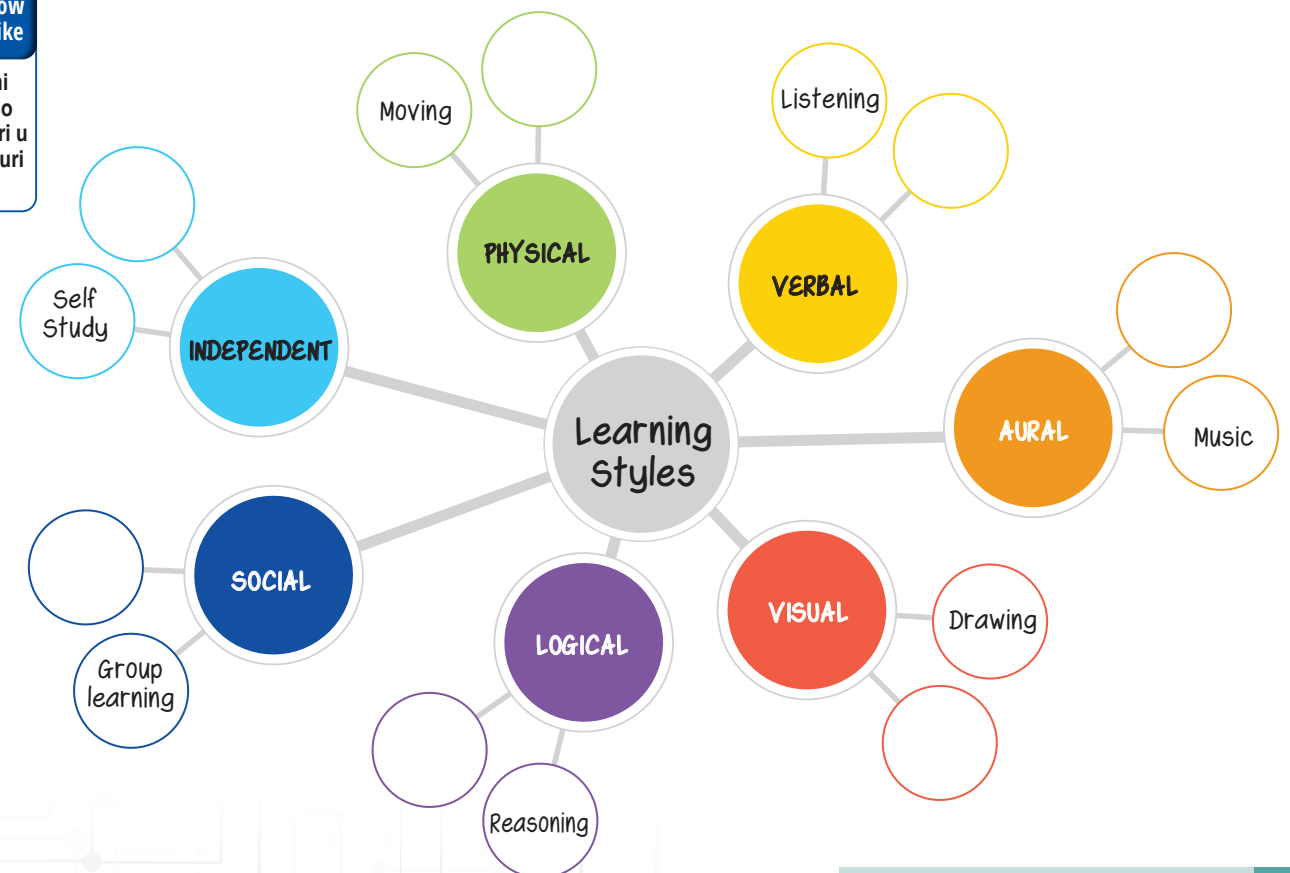


Create an image or a story to show what it is like

Vhumbani
tshifanyiso
kana tshiṭori u
sumbedza uri
zwi hani

Mind map of learning styles

- Draw your own mind map of different learning styles. You can also use the mind map on this page as an example and fill in the empty spaces with your words.



Study skills *Apply learning styles*



Use different learning styles to learn about Mapungubwe.

The Kingdom of Mapungubwe

Mapungubwe was a major southern African kingdom that existed a thousand years ago. At its centre was a royal 'fortress' built on top of a hill. Archaeologists uncovered various gold items, including the famous golden rhino.

The Kingdom of Mapungubwe traded with people from East Africa, Egypt, Persia, Arabia, India, and China. Gold dust was transported inside porcupine quills. Mapungubwe also traded copper, iron, beads made of ostrich eggs and eggshells, bone, textiles, ivory, and animal furs.

The name Mapungubwe comes from TshiVenda for 'hill of many jackals'. Today, it is a National Heritage Site and a UNESCO World Heritage Site. It can be visited in the north of the Limpopo Province, at the meeting point of the borders between South Africa, Botswana and Zimbabwe.



Test your idea – change your mind

Lingani muhumbulo wanu – shandukisani tsheo yanu

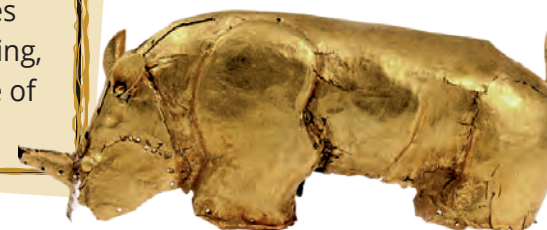
Different ways of learning.

1. Read the story of Mapungubwe. Decide how you want to remember and learn five facts about Mapungubwe. For example, you could tell a partner, make your own notes, compose a song, make drawings, have someone read you the story, etc.
2. Share what you've learnt about Mapungubwe with the class. Identify the learning style you used to remember the information.

In your journal...

Write or draw about what makes learning easy or difficult for you. Describe one new thing you'd like to learn and how you plan to approach it.

Your preferred learning style may vary across subjects. By combining your favourite styles in independent or social learning, you can remember even more of what you learn.



Step back – reflect and rethink – step back in

Sendelani murahu – qisedzuluse ni humbule hafhu – ni dovhe ni dzene

What is your style?

3. Do your learning styles or strategies change for different subjects? Consider the subjects on the right and which learning style for you would be most appropriate for each subject.
4. What learning styles have you neglected? How can you add them to your study habits?

Commercial subjects

Economic and Management Sciences

Maths & Sciences

Physical Sciences
Life Sciences
Technology

Arts

Art
Dance
Music

Languages

English
IsiZulu
Afrikaans

Social Sciences

History
Geography
Life Orientation



Uhlakanipile

The summit of Mapungubwe Hill where royalty resided from AD 1220 to AD 1290, and the valley below where commoner society lived.



World of Work Find Your interests

Some careers suit particular personality traits, skills and abilities. Knowing your interests and the subjects you enjoy at school might help you plan your future career journey.

What do you enjoy?

In Grade 7, you learned about six personality types that gave you an idea about how well you would perform in certain career environments. You are often a combination of these personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Methodical.



Realistic (Doers)

Like to work with things: you enjoy work activities that include practical, hands-on problems and solutions.



Methodical (Organisers)

Prefer to work with data and details: you like set procedures and routines that tap into your strong organisational abilities.



Enterprising (Influencers)

Like working with people and data: you enjoy starting up and carrying out projects, leading people, making decisions and taking risks.



Social (Helpers)

Enjoy working with people or other living things: you want a career where you can help, support, communicate with or teach people or animals.



Artistic (Creators/Innovators)

Like to work with ideas and things: you enjoy work that allows you to express yourself in original and creative ways.



Investigative (Thinkers)

Prefer to work with data and information: you enjoy working to understand complex and difficult ideas by searching for facts and solving problems.



Step back – reflect and rethink – step back in

Staan terug – dink na – tree weer in

What is your best match?

1. Read through the different personality types. Identify two or three types that best describe you. What school subjects or fields of study match these personality types?



How did this happen? What will happen next?

Hoe het dit gebeur? Wat gaan volgende gebeur?

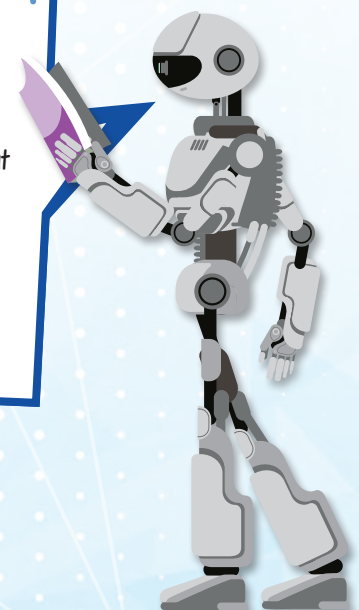
Lifelong learning

2. What do you think lifelong learning means? Why is it important?
3. What are some of the benefits of lifelong learning?
4. Because the world is changing so fast, industries value lifelong learners more than ever before. What attitudes and habits do you have that make you a lifelong learner?

Learn every day and everywhere
Ufunda uze uyofa

Lifelong learners are curious about the world. They are motivated to explore and learn.

They are willing to change their minds as they learn more about what is going on around them.



What's Your Passion?

In the last lesson, you explored career themes that match your interests and abilities. In this lesson, you'll learn how one young person's passion for helping others led to a remarkably useful invention that opened up numerous career opportunities.



"I didn't expect that my work could possibly change the lives of 34 million blind people across the world."

– Iftekhar Ahmed Tonoy (17), nominee for the 2019 Children's Peace Prize

Iftekhar's story

Iftekhar Ahmed Tonoy from Bangladesh was determined to develop a solution to help blind learners with their education. Iftekhar himself has a slight vision problem and one of his closest friends is blind. From a young age, he saw how difficult and expensive it was to find resources for the blind.

Iftekhar created an educational program. He built a cheap computer and produced a Braille Board for \$70 (about R1 000) and a Braille Board Lite version for \$40 (around R600). The devices contain different resources and more than 10 000 books. Iftekhar also created the Blind Eye App, which can be used on smartphones.

Some students have started using his Braille Board. With funds, Iftekhar could help more children. He is working with the government of Bangladesh to supply the computers to all the blind students in Bangladesh.

Braille alphabet

⠁	⠃	⠉	⠇	⠑	⠋
A	B	C	D	E	F
⠒	⠎	⠊	⠄	⠖	⠌
G	H	I	J	K	L
⠓	⠏	⠥	⠔	⠗	⠕
M	N	O	P	Q	R
⠚	⠞	⠡	⠦	⠘	⠙
S	T	U	V	W	X
⠜	⠢				
Y	Z				



Tell a story based on the evidence

Vertel 'n storie gebaseer op die bewyse

Be a career detective

- Based on the evidence you have about Iftekhar's interests and abilities, what advice would you give him about his future career?
- Which personality types (listed on the right) describe Iftekhar best? Give reasons for your answer.
- What do you think Iftekhar should do next? For example, should he work for himself as an inventor or try to find a job in a major tech company?
- What resources and devices in South Africa are available for visually impaired learners?

Realistic

- Play a sport
- Repair an appliance
- Practical activities
- Work with your hands

Methodical

- Create a budget
- Work with numbers
- Sort things out
- Organise data or events

Enterprising

- Sell things
- Run a campaign
- Plan events for others
- Take risks

Social

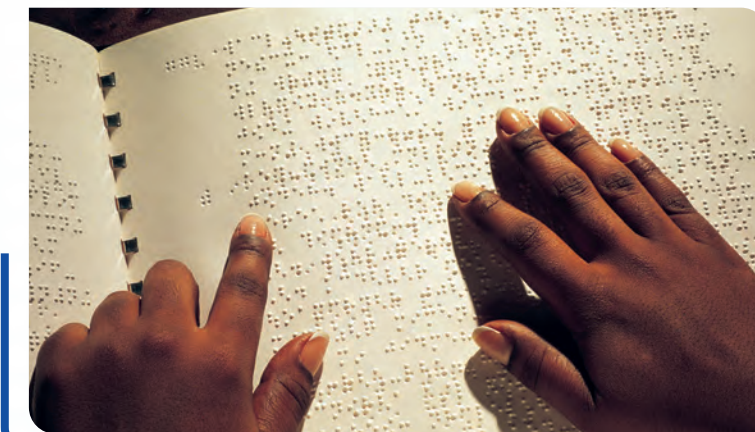
- Meet new people
- Teach
- Help and work with others
- Solve community problems

Artistic

- Write stories
- Work and think independently
- Design or make things
- Entertain people

Investigative

- Find solutions to problems
- Be methodical
- Build a model
- Research and experiment



Ask questions that will help you understand what is going on

Vra vrae wat jou sal help om te verstaan wat aangaan

Your turn

When investigating whether a field of work would suit you, start by asking questions.

- Does this field:
 - focus on problems you would like to solve?
 - provide an environment you would like to work in?
 - create opportunities for you to achieve your financial and lifestyle goals?
- Research the following information:
 - What interests and abilities are important for this career field?
 - What school subjects will prepare you for this career field?
 - What further studies or training are needed?
 - What are the career pathways in this field? In other words, what could your journey look like?

Investigate further

Where can you find more information about careers? Explore as many ways as possible, including:

- Do an internet search.
- Interview someone who has experience in a specific career.

Hard and soft skills

In today's business, both 'hard skills' (qualifications) and 'soft skills' (personal characteristics) are essential.

What Google discovered about its employees

Google Inc., the global internet company, conducted two workplace studies that showed an interesting result. While the hard skills related to STEM subjects (Science, Technology, Engineering, and Mathematics) are important, **soft skills are equally important** for workplace success.

The top seven characteristics of success at Google are all soft skills:

- being a **coach**
- **communicating** and **listening** well
- **having a deep understanding** of others (including those with different values and points of view)
- having **empathy** towards others and being **supportive** of one's colleagues
- being a **critical thinker**
- being a **problem solver**
- being able to make **connections between complex ideas**.

The second study by Google also supported the importance of soft skills, even in high-tech environments. The study showed that the best teams at Google have the following qualities:

- a sense of **equality**
- **generosity**
- **curiosity** toward the ideas of their teammates
- **empathy**
- **emotional intelligence**
- **emotional safety** (feeling confident to speak up, even if they make mistakes).

Technology alone is not enough

STEM skills are important, but as Steve Jobs (the co-founder of Apple computers) famously insisted, technology alone is not enough. We need the knowledge of those who are educated to engage with the human, cultural, and social worlds too.

Hard skills are measurable abilities, such as writing, reading, using a computer program or flying a plane.

Soft skills are personality characteristics and interpersonal skills that are more difficult to measure (like working well under pressure or getting along with other people).



Convince someone of your point of view

Oortuig iemand van jou oogpunt

What is your view?

1. Read the article about Google Inc. Use this information to make an argument in support of recognising that soft skills have equal value to STEM skills in school.
2. Look again at the skills icons page in the front of this book. Which of these soft skills would you like to get better at?



Test your idea – change your mind

Toets jou idee – verander van plan

Umuntu ngumuntu nga bantu Motho ke motho ka batho

Many soft skills relate to *Ubuntu*, which shows value and respect for others.

4. Make a list of soft skills that allow you to work well together with other people. For example, really listening to another person or showing appreciation for someone's actions.
5. Think of an example of something you have done recently that shows *Ubuntu* (value and respect for another person) and share this with a classmate.
6. Think about what you can do to show someone (not close to you) that you value them and respect them. Risk trying something different. Experiment with it in the week ahead. Tell someone how you plan to do this.



World of Work Career fields and Pathways

There are many interesting career fields out in the world. Learn as much as you can about different options to ensure your path to a satisfying career is well-informed.

Career fields

- Agriculture and Nature Conservation
- Arts and Culture
- Business, Commerce and Management Studies
- Communication and Language Studies
- Education, Training and Development
- Finance
- Government and Public Administration
- Health Sciences and Medicine
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Military Science and Security
- Manufacturing, Construction, Engineering and Technology
- Physical, Mathematical, Computer and Life Sciences
- Recreation, Fitness and Sport
- Transport and Distribution



Search, record, compare

Soek, maak notas, vergelyk

Careers out there

1. Match the list of career fields with the pictures. Explain your reasons.
2. Write a magazine article or blog about a career field that interests you. Include the answers to the following questions in your article or blog:
 - a. Why do you find this career field interesting?
 - b. Is this career field important for the planet and people?
 - c. What personal characteristics and soft skills would make someone perfect for this field?
 - d. What hard skills (qualifications or experience) do you need to do this work?

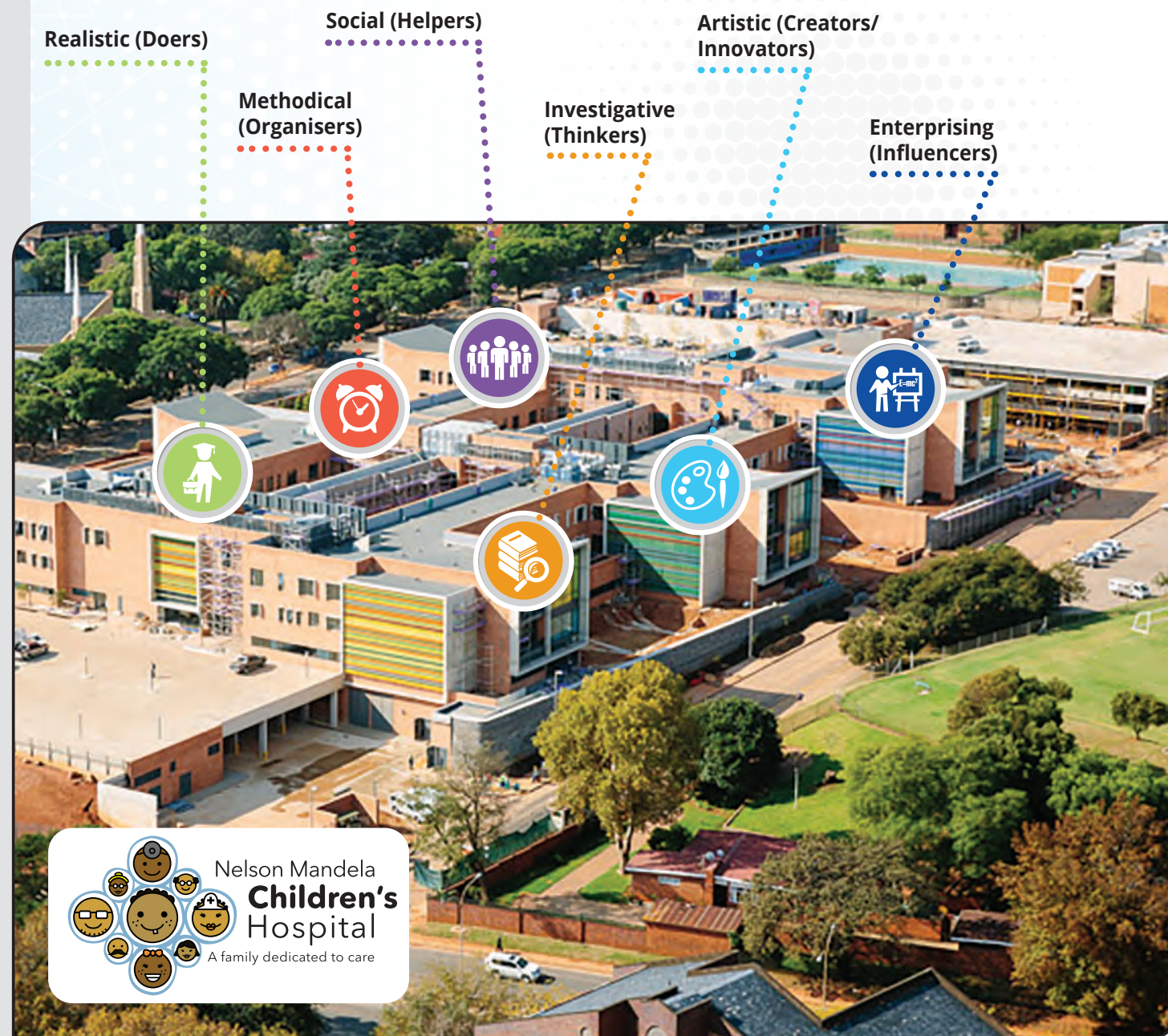




The Nelson Mandela Children's Hospital

Nelson Mandela dreamt of a special hospital to serve the needs of very sick children in Africa. The Nelson Mandela Children's Hospital (NMCH) opened its doors in Johannesburg in 2016. Sick children are brought to this hospital by parents and guardians from all over Africa so they can receive world-class medical attention.

This one-of-a-kind place is an example of where many career fields and personality types all work together towards a common goal.



These signs help you find your way in the hospital

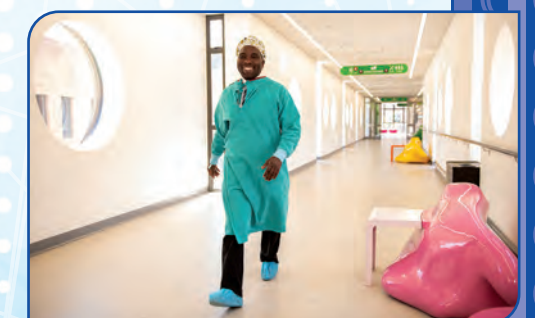
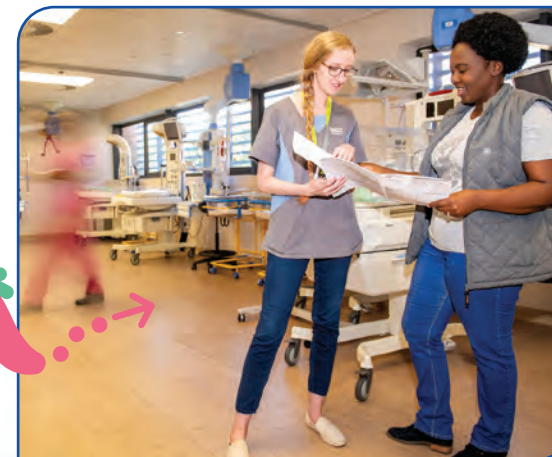


The NMCH is a specialised children's hospital that provides treatment to any child up to the age of 16 who has been referred to the hospital, regardless of their socio-economic background.

The hospital is one of five such children's hospitals on the African continent and caters to the needs of children in the southern African region. The hospital also offers specialised training to medical students and staff.

This child-friendly, high-tech hospital was designed to make children and their families feel more comfortable. Warm reception areas, family lounges, gardens, and play areas help create a compassionate environment for supporting critically sick children.

Find out more about the NMCH in the next two lessons.



Many successful careers start with someone finding a creative solution to a problem.



An eye for design

Jed Aylmer is the industrial designer and entrepreneur who designed the monster benches in the Nelson Mandela Children's Hospital's corridors and the special hospital bed called 'Symba'.

What did you study?

I completed a degree in Industrial Design at Wits University.

What interested you in this field?

Industrial designers are the architects of our interactive world. They design a physical or a digital product that is useful and satisfies a need or want.

Where does the name Symba come from?

I saw wards using the standard steel, cage-like cots for children. The name 'Symba' comes from the lion's name in the story, *The Lion, the Hare and the Hyena*. I wanted the children using these beds to feel the strength and resilience of lions during their recovery.

What problems or challenges are solved by the Symba cot?

The sides of the Symba cot are transparent so the child feels less isolated. Each of the sides can be lowered, and they have a special locking mechanism to help keep the child safe. The cot is easy to move around and looks cheerful.

Tell us about the design of the monster benches.

I was approached by the interior designer who wanted to create benches for the hospital corridors. We scanned and adapted playdough models of monsters made by children.



Ask questions that will help you understand what is going on

Vra vrae wat jou sal help om te verstaan wat aangaan

Solving problems

1. Read the interview with Jed Aylmer on the opposite page and answer the following questions:
 - a. What did Jed design?
 - b. What problems did Jed try to solve with his designs?
2. Choose a picture from this lesson or Info Page A. Describe how it represents a specific need being met in the hospital. Identify a career related to the image. For example, child-friendly interior design may include careers such as artist or designer. Another example is providing spaces for relaxation, which may include careers in landscaping or engineering.



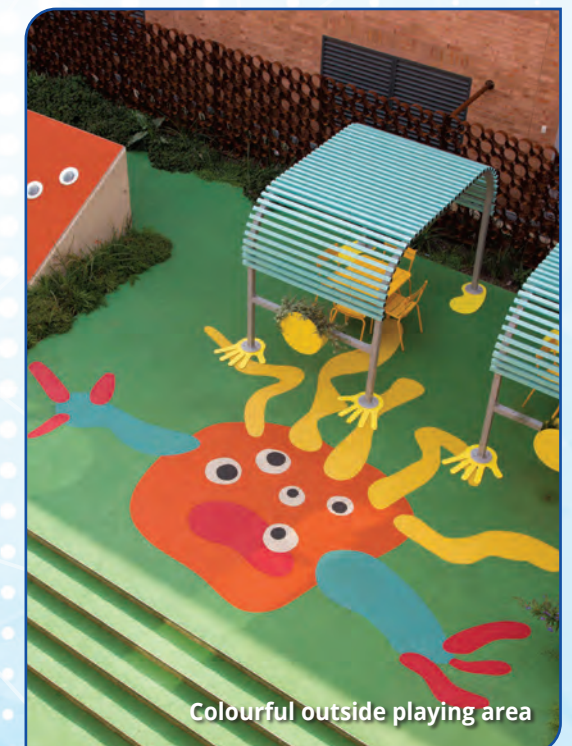
Reception area



Mural on the wall



Symba cot



Colourful outside playing area



The role of work and volunteering

Meaningful work is good for your health and well-being. It helps you build confidence and self-esteem, and can reward you financially.

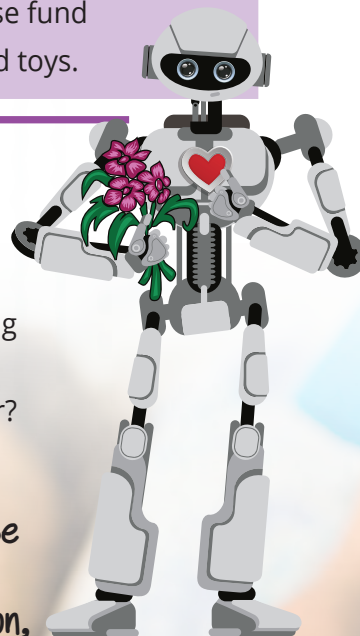
South Africa now has a high unemployment rate. Many students struggle to enter the workforce. Volunteering allows you to learn more about a career and obtain practical experience.

The volunteering system

Volunteers perform various important tasks in the Nelson Mandela Children's Hospital. Hospital volunteers try their best to make parents and children feel as comfortable as possible. They also help with the hospital's welcome packs, which the children really love and appreciate. They make a big difference in helping to raise funds as well.

You can also do your bit to help very sick children in this hospital. For Kids By Kids is about young people like you, doing what you can for the Nelson Mandela Children's Hospital, such as:

- collecting donations
- selling cupcakes, washing cars, doing talent shows to raise fund
- donating books and toys.



Make a choice and decide

Maak 'n keuse en besluit

Volunteer your time

1. What skills do you think volunteers at the hospital need?
2. Do you volunteer anywhere? If you do, what motivates you?
3. Where would you consider volunteering if you are not already doing so?
4. What kind of experiences and skills can you develop in this manner?

"Many volunteers come to the Nelson Mandela Children's Hospital because of their love for people. Ubuntu is not something you are taught. It is something you wake up with. When a child is crying, for whatever reason, it touches their hearts. Many are mothers and fathers who have had children who have been ill or hurt. They want to support other parents and children."

– Interview with a volunteer resources manager



Radio Lollipop

Radio Lollipop is a not-for-profit organisation that started in England in the 1970s. They provide a therapeutic entertainment service for children in hospitals. Their international volunteer network is in a few countries (England, Scotland, Australia, New Zealand, USA, and South Africa).

Radio Lollipop started broadcasting in the Nelson Mandela Children's Hospital in 2017. Their mission is to provide entertainment for the kids, by the kids and with the kids.



"The radio station broadcasts in the evenings when not much is happening in the hospital. We have our own studio in the hospital so the children can come to the studio and go on air... they can push buttons, put on headphones, make requests, be DJs, and talk to the other kids, parents and friends.

If the kids can't come to the studio, they can phone in on special phones that get taken around the wards so everyone gets a chance to take part. Volunteers visit the wards and play and entertain the children who can't leave their beds."

– Hedley Finn, founder Radio Lollipop



Listen, talk and work it out together

Luister, praat en werk dit saam uit

Communication skills

5. Imagine you are volunteering once a week as a DJ at Radio Lollipop. Plan an hour-long programme.
 - a. Consider what you will play or say.
 - b. Would you invite guests? Who and why?
 - c. What skills do you think you will learn doing this?
6. What is the relationship between communication skills and technological skills?
7. How can communication skills improve the quality of life for individuals and communities?

The environment and the future of work

We are using tomorrow's resources to meet today's needs. By taking care of the planet and one another today, we can create a better future.

Environmental action

The future of the world of work depends on the natural environment. The planet is warming because of an increase in greenhouse gases and reliance on fossil fuels. People are using more resources today and producing more waste than the planet can absorb.

As a result of human action, the world's environments are damaged, animal species are being made extinct, and the occurrence of natural disasters is becoming more frequent.



Find your own way to solve it

Vind jou eie manier om dit op te los

The future of work

1. What do you think can be done today to address climate change?
2. How do you think environmental changes will impact the future of work? What careers will be important and what skills do we need?
3. The economic activity of many countries, and the jobs that depend on them, remain dependent on the extraction of natural resources (like mining and forestry). What are alternatives to these activities?



Listen deeply to someone's feelings and thoughts

Luister diep na iemand se gevoelens en gedagtes

The social and economic needs of South Africa

4. There are many people who live in extreme poverty in our country, while others live with too much and waste precious resources. Discuss how you think this inequality can be addressed.
5. Describe some of the educational and work challenges faced by South Africans. Explain your view.



Useful skills to have

- Being creative
- Thinking critically about things and evaluating ideas
- Understanding different cultures
- Working with others (collaboration)
- Finding and selecting information
- Communicating effectively
- Debating and challenging ideas
- Being able to make good decisions
- Supporting and helping others
- Coming up with new ideas (innovation)
- Influencing others (motivating)
- Ability to organise ideas, things and people
- Ability to plan and solve problems.



Meeting a need

Many opportunities for skills training and job creation begin with initiatives that aim to meet the needs of local communities or solve a particular problem.



How did this happen?
What will happen next?

Hoe het dit gebeur?
Wat gaan volgende gebeur?

Think global

1. What are some of the big problems faced by people around the world today?
Look at the pictures to stimulate your thoughts.
2. How did these problems arise?
What will it take to change things?

In your journal...

Write about your dream job for the future. What need will it address?

Your journal is private. Don't share it with others.



Listen, talk and work it out together

Luister, praat en werk dit saam uit

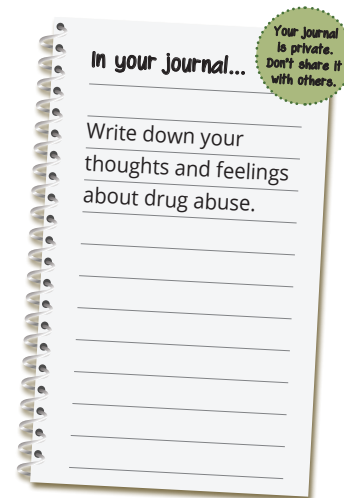
Act local

3. Work as a class to identify and discuss one urgent problem in your school or community.
4. Divide into groups to play the roles of adult community representatives, youth activists, and journalists.
 - a. Each group identifies how the problem affects them.
 - b. Journalists identify questions to ask the representatives to explain the problem and the youth activists to describe their ideas for change.
5. Act out a media conference in which journalists interview the representatives and activists.

Substance use and abuse

The word 'substance' means anything we take into our bodies. When people use substances in a way that harms their health or well-being, it's called substance abuse. For many years, people have used substances to change how they feel, but this can often lead to serious problems.

TO GET HIGH
RITUAL
SUBSTANCES
RELAXATION
PRAYER
CULTURE
ADDICTION
TO GET DRUNK
AS MEDICINE
TO BE TOGETHER
ABUSE
TO RELIEVE ANXIETY
ANXIETY



Tell a story based on the evidence

Coca indaba ngokuya kobuFakazi

What is the substance?

1. What substances are shown in these pictures?
2. What other substances are used and abused in your community?
3. Name some of the reasons people use substances.



LIMITS AND RULES

To control and prevent substance abuse, many communities and families have limits and rules about how substances can be used. Here are some examples:

- "We don't allow alcohol into our house."
- "We don't allow the use of cigarettes or illegal substances in our house."
- "We only drink on special occasions."
- "We only drink in moderation."
- "Children are not allowed to smoke or drink."
- "We only take medicine as prescribed by a doctor."

Remember, every choice you make has results. Always think about what could happen before you make a decision.



Listen, talk and work it out together

Lalelani, nikhulume begodu niyirarulule ngokuhlanganyela

How to say no to substance abuse

4. Work in small groups to answer the following questions. Write down your answers.
 - a. In your opinion, why do you think many teenagers decide to use drugs?
 - b. List some of the ways that you think drug abuse can harm your future.
 - c. If someone offered you drugs, how would you respond?
 - d. Do you think it would be easy to say no? Why or why not?



Tell a story based on the evidence

Coca indaba ngokuya kobuFakazi

Influences

With your classmates, talk about these questions:

5. Do you think rules about alcohol and other drugs are useful? Explain your view.
6. How are your attitudes towards substances such as tobacco and alcohol influenced by:
 - a. the habits of your family and friends
 - b. the media
 - c. the way your peers define popularity and success
 - d. your emotional and social needs
 - e. your own values, goals, and definition of success.



Evaluate the risk

When people feel lonely or disconnected from others, they are more likely to abuse substances.



How did this happen?
What will happen next?

Kwenzeke njani lokhu?
Kuzokwenzekani ngokuland-elako?

Consider these scenarios

1. Read and then discuss the following scenarios.

A Scenario

Javan is going through a very difficult time. His mother is a Tik addict, and his father is in jail for stealing. Javan is failing at school, he is struggling to keep friends, and he feels alone in the world.

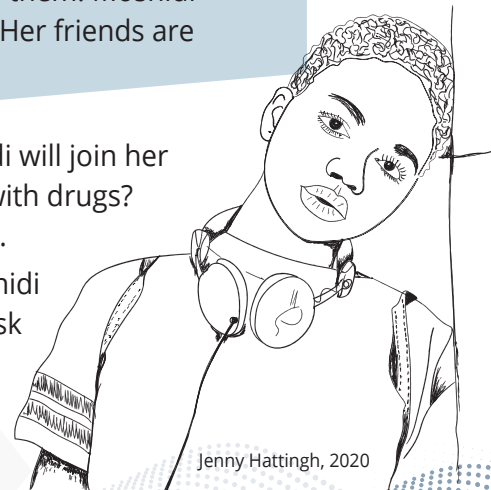
2. Do you think it is likely that Javan will turn to substance abuse to deal with his pain? Give a reason for your answer.
3. What do you think Javan can do to help him from turning to dangerous substances?
4. What do you think will happen to Javan if he decides to turn to substances to help him with his problems?



B Scenario

Moshidi lives in a posh neighbourhood with her parents and older brother. Both her parents work long hours, and sometimes work over weekends. Moshidi and her brother receive presents and other things from their parents. But their parents do not spend much time with them. Moshidi often feels bored and lonely. Her friends are experimenting with drugs.

5. How likely is it that Moshidi will join her friends in experimenting with drugs? Explain why you think that.
6. What do you suggest Moshidi should do to reduce the risk of harm?



Jenny Hattingh, 2020

C Scenario

Tashreeq spends his time after school hanging out in the park with his friends. They smoke and tell jokes. There is nothing much to do in their community, except play soccer and netball and they haven't joined any sports clubs. Tashreeq suggests that they try smoking marijuana. He can get some from his neighbour.

7. What are the dangers of smoking marijuana, especially for teenagers?
8. What do you think is the role of the community to help teenagers stay away from harmful substances?
9. How do you think smoking weed could impact Tashreeq's schoolwork?



Listen deeply to someone's feelings and thoughts

Lalela ngokung-eneleleko imizwa kanye nemicabango yomunye umuntu

Pressure from peers

10. Choose one of the stories in this lesson. Imagine you are a concerned friend. Role-play a conversation you have with the main character about reducing the risk of substance abuse.
11. Generally, our friends have a positive influence on us. We learn from them and they encourage us. But some friends can have a negative influence. What kind of friend are you? Do you have a negative or positive influence on your friends?

THE TEENAGE BRAIN

The part of our brain that helps us make decisions and think before we act, the prefrontal cortex, is not fully developed until we are around 25 years old.

This is why teenagers are more likely to react emotionally to whatever is happening and not consider the risks. Many adults also struggle with thinking rationally about risks. It is a skill that can be developed and practised.

Consequences

Abusing mind-altering substances can affect your health and have serious negative consequences for other people as well.

How did this happen?
What will happen next?

Kwenzeke njani lokhu?
Kuzokwenzekani ngokuland-elako?

What are the consequences?

1. Why does South Africa have such a high number of road accidents as a result of alcohol abuse?
2. Why does South Africa have such a high rate of domestic violence and sexual abuse related to alcohol abuse?

SUBSTANCES AND THE TEENAGE BRAIN

Around the age of 12 for girls and 14 for boys, our brains have the highest percentage of grey matter (neurons). This is because teenagers' brains need to be more plastic (open to new possibilities), so that their bodies can risk experimentation and make new connections in order to learn responses associated with sexual maturity and complex social relations. Simply put, teenage brains experience a surge of extra neuron production so that they can make more mistakes. This is what makes teenagers more likely to experiment with substances. It is also what makes them more vulnerable as the effect on their brains is greater and the potential for addiction is higher than in adults.

Explore and express your emotions

Hlola begodu zwakalisa imizwa yakho

How are you affected by substance abuse?

3. We share our space with others. Substance abuse can affect us all. Make a table like the one shown here and add any substances that have been left out. Fill it in. Draw a picture to show how you feel about substance abuse in your community. Use the picture to share a story about someone's substance abuse that has deeply affected you.

Substances used in your community

Substance	Score out of 5 1 = never used 3 = on occasion 5 = very commonly used	What are the challenges related to the abuse of this substance?
Alcohol		
Cigarettes		
Hubbly bubbly		
Marijuana		
Painkillers		
Refined sugar		

Young people often ask these types of questions at drug rehabilitation centres:

- Is alcohol only bad for your health if you have been using it for many years?
- Are there any health risks to smoking marijuana?
- Can medication prescribed by a doctor be as addictive as illegal substances?
- Is vaping safer than smoking cigarettes?
- Is drinking a can of beer as bad as drinking a shot of vodka?

Search, record, compare

Ifune, itlole phasi, imadanise

How can you protect yourself?

4. **Your research question is:** How can you protect yourself from substance abuse in your community?
5. **Your research process:** Interview five people to get a variety of ideas. Write down the ideas.
6. **Take action:** Choose one or more ideas that you think are worth sharing with others. For example:
 - a. Make a poster to display at your school.
 - b. Organise an event to raise awareness of substance abuse in your school.
 - c. Invite a clinic nurse or a rehabilitation centre staff member to come and address the learners.

What is the message?

Tobacco and alcohol are legal substances and widely available. They can also be highly addictive and have serious health and social consequences.



Work out what is right and wrong for you

Funisisa okulungileko kanye nokunga-kalungi kuwe

Show what is helpful or harmful

1. Read about some of the harmful effects of smoking cigarettes on this page. What other harmful effects of smoking cigarettes are you aware of?
2. Second-hand smoke is as harmful as smoking. Non-smokers face the same risks that smokers do if they inhale second-hand smoke (also known as passive smoking). Imagine you are part of a local task team to address the dangers of second-hand smoke to school children. Address the following questions:
 - a. Where do you find that most people smoke?
 - b. How can you reduce the number of people smoking in the community?
 - c. How can you protect non-smokers (and especially children) from second-hand smoke?

Harmful effects of cigarettes

Cigarette smoke contains uranium.

This causes lung tumours and kidney damage.

Cigarette smoke contains arsenic.

This can cause heart damage.

Cigarette smoke contains formaldehyde.

This can cause throat cancer.

Cigarette butts do not biodegrade.

This is bad for the environment.

The tobacco and liquor industries earn billions of Rands every year selling products that harm people.



LESS LIQUOR
GOOD EDUCATION



Create an image or a story to show what it is like

Yakha umfanekiso namkha indatjana ukutjengisa ukobana injani

Create your own message

3. Create a piece of media that looks like an advertisement but shows the harmful effects of drinking or using another substance. Decide on your main message (for example, drunk drivers cause road accidents and death), and then work it into the advert so that it surprises people when they read it. It should communicate insight and can use humour.



Resist the Pressure

As a teenager, you are faced with so many decisions. When it comes to making decisions about using substances, remember that this can have serious consequences.

Look out for yourself

Read about the ways Bulelani says 'no' when his friends want him to try dagga with them.



Enjoy a healthy mind and body

Zijabulise ngengqondo kanye nomzimba ophilileko

Resist peer pressure

Resisting pressure can be very uncomfortable, but it becomes easier with practice.

1. Match Bulelani's statements to these **techniques** for resisting pressure:
 - a. Give an alternative.
 - b. Give a reason.
 - c. Stand up to pressure (be assertive).
 - d. Use humour.
 - e. Tell a story.
 - f. Leave.

Bulelani



Why don't we chat to those girls instead?

My mom's picking me up tonight. I'll never get past her smoke detector – her nose!

Guys, I have a big soccer match next week. I want to keep my head clear.

Should I smoke?

Should I try it?

She was drinking tonight – should I drive home with her?

Why don't you just try it once?

Friend urging him on:

That won't happen to us. Just try it!

Let's smoke first. It will calm you down!

Come on, dagga is cool.

Jenny Hattingh, 2020



Create an image or a story to show what it is like

Yakha umfanekiso namkha indatjana ukutjengisa ukobana injani

Say 'no'

2. **Make a song** about the different ways to say 'no'.
3. **Create a drama** of the following scenario. In the role-play, use the techniques on this page to resist pressure and to find a solution that is right for you.
 - a. **Scenario:** An older person in your neighbourhood offers you a lot of money to sell illegal substances at your school. They threaten to beat you if you refuse to do it. What is your response? Describe the technique you would use to resist the pressure. Who do you get to help?



Jenny Hattingh, 2020



Pause and breathe

When you feel pressured to do something or make a decision, press the pause button.

Practise this exercise with your neighbour:

- Breathe in for a count of 4.
- Hold your breath at the top for a count of 4 (= pause).
- Breathe out slowly for a count of 4.
- Hold your breath at the bottom for a count of 4 (= pause).

Repeat three more times. How do you feel?



Step back – reflect and rethink – step back in

Thatha igadango lokubuyela emva – ucabangisise begodu ucabange butjha – buyele ngaphakathi



Stay connected

We have all felt stressed at some time. Some people turn to drugs to deal with difficult feelings, but this is only a short-term solution.



Ask questions that will help you understand what is going on

Buza imibuzo ezakusiza bonyana uzwisishe ukobana kwenzekani

David's story

When David was 12 years old, his mother was killed, and he moved in with his very strict grandmother. David spent the afternoons with his friends. They smoked cigarettes and enjoyed themselves. Then David began using marijuana. He liked it. It relaxed him and made him feel better. He did not even mind when his grandmother shouted at him for missing class. Then he started mixing all kinds of things with the marijuana. It was only a pleasant feeling for a short time. He soon felt nauseous and his body ached. When he tried to stop smoking, he felt even worse. He did not know what to do any more.

1. How did this story make you feel?
2. What questions could you ask David to help him work out what he can do?
3. Look at your questions. Ask yourself what kind of help do teenagers need?



Search, record, compare

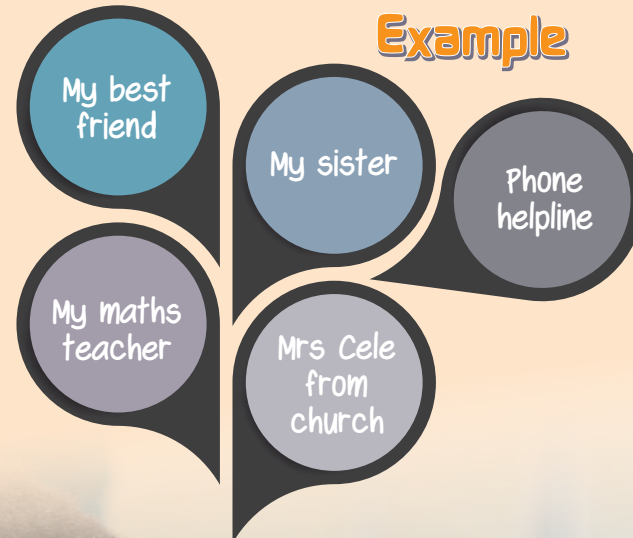
Ifune, itlole phasi, imadanise

Who is your support?

4. Make a visual reminder of five people you can turn to for support.

If they cannot help, or if they are not available, go to the next person.

Example



Explore and express your emotions

Hlola begodu zwakalisa imizwa yakho

How do you stay connected?

Read these statements from other learners and then answer the questions below:

"I visit my grandmother, and tell her what's worrying me. Sometimes she'll give advice, but sometimes she'll just give me a hug."

"I dance to music. It's even better if one of my friends dances with me. We sing along and laugh a lot."

"When I am upset I go and play soccer with my friends. I always feel better afterwards."

5. What or who are these teenagers connecting to? How does this help them deal with difficult feelings?
6. What do you do to feel better on a bad day?
7. Take five minutes every day to write down how you feel..



Search, record, compare

Ifune, itlole phasi, imadanise

Connect

"The opposite of addiction is connection." – Johannes Hari

8. What do you think this sentence means?
9. What new connections are you willing to experiment with?

"Once, I felt really sad and depressed. My friend took me to the clinic. I spoke to someone there. She was so kind and patient. I went to talk to her a few more times."



Oberekile



Finding help, care and support

Find out about drugs. Make sure you get information from trustworthy people or sources.

WHAT ARE DRUGS?

Drugs are mind-altering or psycho-active substances that people take to change the way they feel, think or behave.

DRUGS FALL INTO THREE CATEGORIES:

Depressants: heroin, barbiturates, mandrax, alcohol

Stimulants: cocaine, crack, ecstasy, amphetamines

Hallucinogens: marijuana, LSD

JUST SAY 'NO' <<<<

Prepare to refuse if you are offered drugs. Practise these skills:

- Say "Ke Moja. I'm fine without drugs!"
- Leave the scene or situation.
- Change the subject.
- Suggest an alternative activity.
- Give a reason: think of one and stick to it.
- Laugh it off.
- Make a joke about the offer.
- Ignore the offer.



What do drugs do to Your body and mind?

	STREET NAMES	DAMAGE CAUSED
Club drugs	Ecstasy; e; cat; speed; ice; roofie; roche; acid; LSD; liquid E	Agitation Violent tendencies Malnourishment Depression Sexual dysfunction High rate of HIV among injecting users Damage to heart, lungs and brain On overdose: death
Alcohol	Cop; moonshine; mampoer; dop; shooters; cocktails	Mental deterioration Depression Impaired thinking and motor skills Damage to liver and kidneys Blackout Road accidents On overdose: convulsions and death
Marijuana / cannabis	Dagga; pot; dope; zol; skyf; boom; weed; poison; hash; majat; skunk	Anxiety leading to toxic psychosis Bronchial irritation Lung cancer Chromosome damage Sterility Affects memory
Heroin	H; smack; brown sugar; Thai white; junk	Lung problems Collapsed veins and abscesses On overdose: respiratory depression; death
Inhalants	household products like glue and cleaning fluids	Slows down the body. Can cause depression and problems at school.
Mandrax	Buttons; whites; pille	Memory loss Respiratory and circulatory collapse On overdose: coma; death
Tobacco	Cigarettes; pipe; hookah	Physical addiction to nicotine Lung damage
Over the counter prescription	Various	People may have no energy, they want to sleep, and they do not want to connect with other people.

Allow people who you trust to give you support and care. If you need to talk to someone, you can call one of the help numbers.



Search, record, compare

Soek, maak notas, vergelyk

Find and write down the contact numbers for:

- Substance Abuse Helpline
- Safe Schools
- Lifeline
- Alcoholics Anonymous SA National Helpline



Healing trauma, addiction and substance abuse

WHAT IS ADDICTION?

Addiction is a psychological and physical inability to stop taking a chemical, drug, or substance, or doing something, despite harmful consequences.

Addiction is a disease or disorder that is treatable.

WHAT CAN BE ADDICTIVE?

There are many things that have the potential to become addictive, such as social media, screen time, food, alcohol, cannabis (dagga), work, sex, and drugs such as mandrax, cocaine, and opiates.

Alcohol remains the most commonly abused substance among people in South Africa. There are growing numbers of people who also abuse mind-altering substances. Some people use these substances to try and deal with trauma, to dull pain, to make them forget, and to change their state of mind.



HOW IS TRAUMA LINKED TO ADDICTION?

Trauma is the psychological result of a deeply distressing event. It can be caused by, for example, early childhood experiences of abuse, physical violence, sexual abuse, a near-death experience, a terrible loss, being trapped in a war zone, or experiencing a natural disaster.

Intense trauma changes the chemistry of the brain, trapping people in memories, or suppressing those memories altogether, or causing depression and anxiety.

Substances can also change the chemistry of the brain, which is why they are often used as a coping mechanism.

Understanding the cause of a trauma is important in helping a person to heal and treat any addiction or addictive behaviour connected to it.

Trauma and addiction, when untreated and uncared for, can lead to individual self-harm, depression, anger, physical complaints and ailments, sleep difficulties, relationship challenges, social alienation, isolation, and spiritual disconnection.

HEALING

Healers, working across many medical professions, encourage and can support teenagers to observe their behaviour and decision-making abilities, and explore memories of their childhoods and the impact of their childhood experiences on their everyday behaviours. An individual will often describe the effects of their

mental and emotional distress as they are felt in places within their body. For example, anxiety as an experience can be felt through tightening of the chest, tingling or sweating.

TREATMENT

Treatments for post-traumatic stress disorder (PTSD) and substance-abuse disorders are available through South Africa's public and mental healthcare systems and civil society care organisations, such as Narcotics Anonymous. Treatments assist individuals to heal and stay connected in themselves and with others, develop compassion and resilience, and heal the addictive behaviour.

RECOVERY

A person is most likely to recover if they are in a safe environment, where trauma and coping behaviours can be compassionately understood, transformed and healed.

Recovering individuals can also use meditation and breathing practices to generate calm and stability. Developing self-acceptance and self-compassion, and being with what *is* (and not with what should be), supports and strengthens patience, respect, and choice in the healing process.



Cricket and hockey fun

Review basic cricket and
hockey skills.

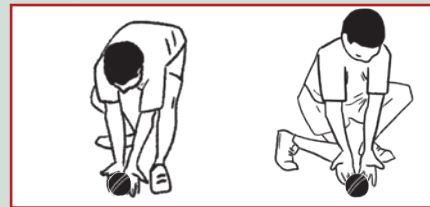


Cricket skills review

Practise these cricket skills:



Catch like a bucket, underhand and overarm.



Field short barrier or long barrier.

Cricket fun

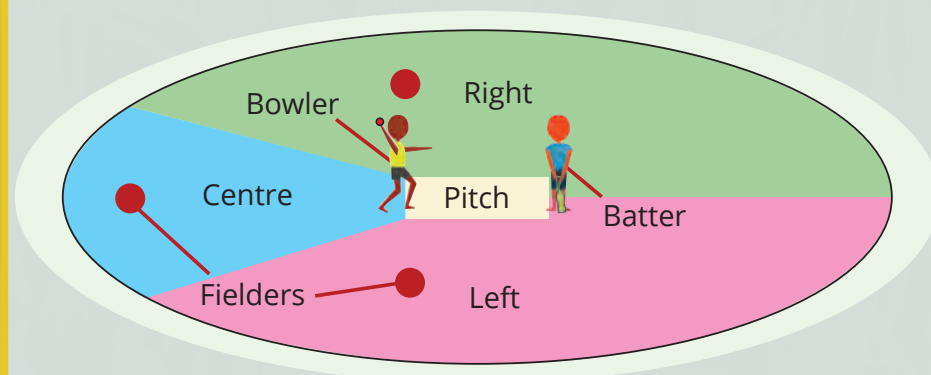
Do these activities in groups:

Stations 1 and 2: Bowling and wicketkeeping

Practise bowling, batting and wicketkeeping in groups of three. Each player bowls a full over, bats for a full over and gets a chance to be wicketkeeper for an over. An over consists of six balls.

Stations 3 and 4: Batting and fielding

Play a mini game of cricket. The batter nominates where they want to hit the ball, and the bowler bowls to try to prevent the ball being hit into the nominated area.



Hockey skills review

Practise these basic hockey skills:

- **Grip** must be with your left hand on top, right hand below.
- **Dribbling and passing**, push when passing short distances and hit when passing long distances. Do not lift your stick above your head.
- **Shoot** by swinging the stick back, then swinging through while keeping your head down and following through.



Keep the stick on the ground
Step forward when passing

Keep legs bent

Step forward left
when striking

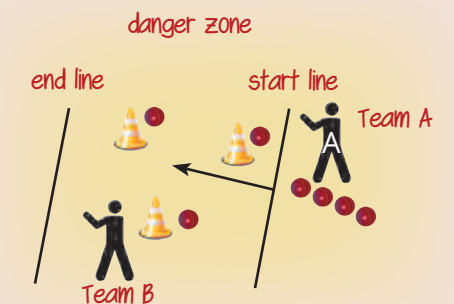


Hockey fun

Do these activities with two teams of four players at each station. The teams switch at stations 2 and 4.

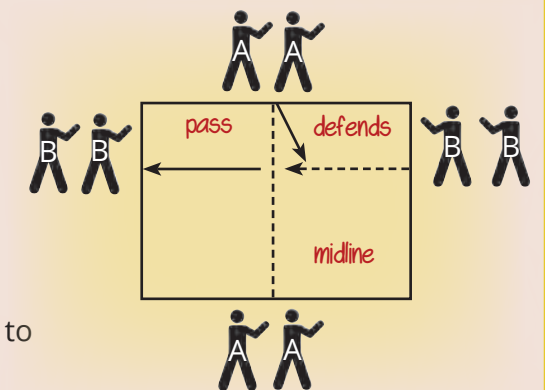
Stations 1 and 2: Long ball

The members of team B stand next to markers that are randomly placed in the danger zone. One player from team A dribbles the ball through the danger zone, trying to reach the end line without being hit by the soft ball thrown by members of team B. Team B cannot move from the markers but can pass the ball around. The whole team A tries to reach the end line.



Stations 3 and 4: Dribble and pass relay

Two team A players line up behind opposite lines of the play area, with two team B players at opposite ends of the midline. One team A player dribbles the ball to the midline, then passes the ball to the teammate on the opposite line, and then falls in behind the opposite line. Each time a player from team A dribbles and passes, one player from team B defends and tries to get the ball.



Cricket or hockey rounders

Use a spongy, soft ball for all types of rounders. Each batter has a turn to hit the ball into open territory and to run around the bases for a home run. Fielders throw the ball to first, second, third and home base, trying to beat the batter home. Hockey rounders works the same way but players push the ball with a hockey stick.

Cool down

Do static stretches to
cool down.

Volleyball and netball fun

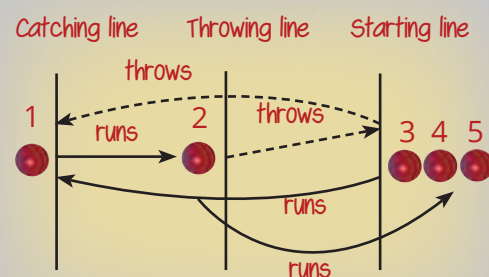
Practise your volleyball and netball skills.



Warm up

Fly run

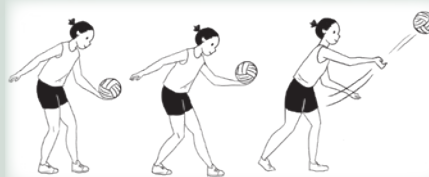
Divide into teams of five to six. Player 1 stands on the catching line and player 2 on the throwing line. Player 3 and the rest of the team line up behind the starting line. Player 2 throws the ball high to one side of player 3 and runs to line up at the back. Player 3 catches the ball, throws it to player 1 and runs to take player 1's spot. Player 1 runs to the throwing line. Complete the warm-up with dynamic stretches.



Volleyball fun

Underarm serve

Hands: Make a fist with your striking hand, keeping your arm straight. **Knees:** Bend your knees while bending forward. **Feet:** Step forward on your left foot with your weight evenly balanced, then shift your weight fully forward onto your left foot.



Underhand passing (setting)

Arms: Keep your arms straight and together to form a flat platform with your forearms. **Body:** Face the target and pass with shoulders without swinging your arms. **Knees and feet:** Bend your knees, feet shoulder-width apart.

Volleyball fun

Divide into groups of four. Each player stands at a marker.

Practise serving and passing the ball

Three players each gets a chance to serve the ball to the front player, who catches and throws back. Change places until all team members have stood in front.

The one in front throws the ball to each of the three, who hits the ball back overarm.

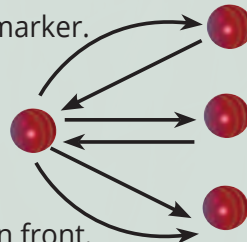
Overarm serve or hitting

Hands: Throw the ball up with your left hand, pull your right hand back and strike with the heel of your right hand. **Knees:** Bend your knees when throwing the ball up, and straighten them when striking. **Feet:** Step forward on the left foot.



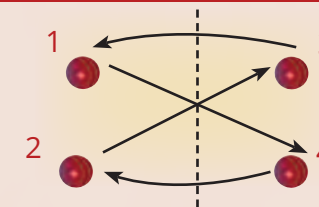
Overarm pass

Hands: With your hands open in front of your face and palms up, softly bump the ball up. **Body:** Position yourself under the ball. **Feet:** On the floor, weight evenly distributed.



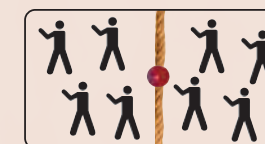
Pepper volleyball

Stand in a rectangular formation with a midline. Player 1 serves underhand over the line to player 4, who passes across to player 2, who sets the ball over the line to player 3, who hits the ball over the line to player 1.



Mini-volleyball game

In teams of four players, play mini-volleyball in an area of about 7 m x 5 m, with a line, bench or rope as a net.



Netball skills review

Practise these basic netball skills:

Footwork after catch

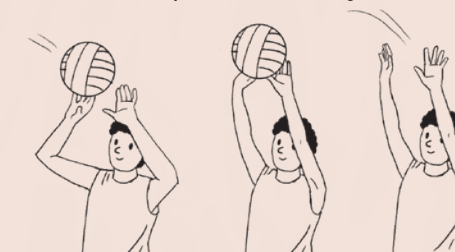
Once you have the ball, you may not lift your pivot foot and put it down again. Your pivot foot is the foot that you landed with first if you had to jump to catch the ball.

Overhead pass

Hands: Spread your fingers around the ball. **Arms:** Bend your arms and keep your elbows close to your body. **Feet:** With one foot forward, lean into the pass.

Chest and bounce pass

Hands: Place your fingers behind the ball against your chest, and push your hands forward. **Knees:** Bend your knees, step forward and transfer your weight towards the target of your pass. **Feet:** Step forward on your left foot.



Netball fun

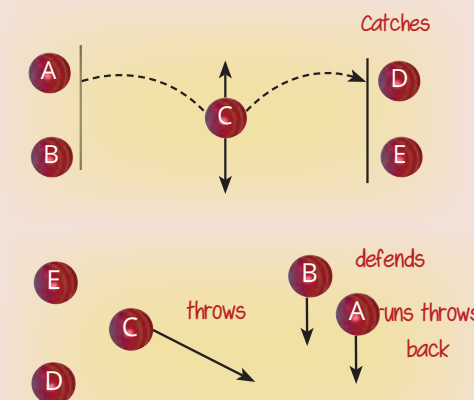
Play in groups of five. Players A and B stand on one side behind the line. Player C stands in the middle and players D and E stand on the other side behind the line.

Stations 1 and 3: Bounce pass and overhead pass

Player A passes the ball to D or E, while player C tries to catch the ball. When A, B, D and E have had a turn, change positions.

Stations 3 and 4: Mini-netball (chest and overhead passes)

Player A tries to get open with player B defending against both player A and player C. Player C passes the ball to A. Player A must pass back to C, who then turns and passes to player D, with player E defending against both player D and player C. Do the drill until everyone has had an opportunity at different roles.



Cool down

Do static stretches.

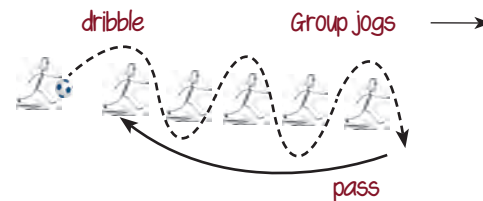
Rugby and soccer fun



Warm up

Snake run and dribble

Do this drill in groups of six players. Five players jog forwards in a line. The player at the back with the ball runs with it or dribbles it, while weaving through the other players. Then he or she passes it to the last player at the back. Do dynamic stretches to complete your warm-up.



Practise passing, tackling, and kicking in rugby and soccer.

Rugby skills review

Practise these basic rugby skills with a partner:

Passing

Hands: Under the length of the ball, swing back sideways.
Eyes: On the target. **Feet:** Stepping forward.

Kick from the hands

Hands: Hold the ball inclined in the direction you want it to travel. **Leg:** Follow through with a straight leg and extended foot. **Foot:** Drop the ball onto the foot and kick.



Catching a high ball

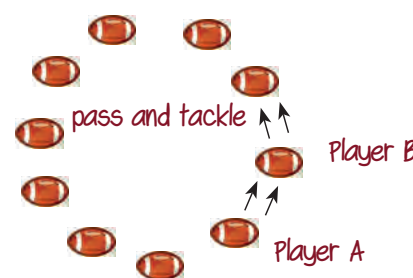
Eyes: Looking at the ball. **Arms and hands:** Hold your arms in the shape of a bucket, higher than your eyes, and "give" when catching the ball.

Rugby fun

In groups of five and ten players, do these activities. For station 1, ten players stand in a circle. For station 2, they stand in a straight line.

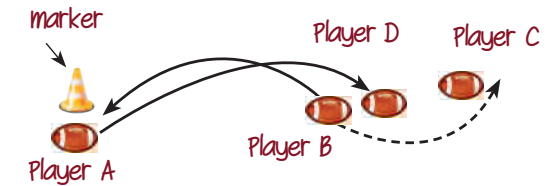
Stations 1 and 2: Fast pass and touch

Player A passes to player B, then touches player B. Player B must pass the ball before being tackled (touched) by A. Carry on like this.



Stations 3 and 4: Kick and return

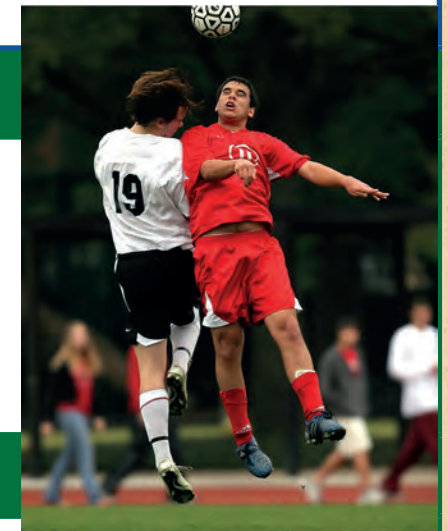
Player A is the catcher who stands at a marker 15 m from player B. Players D and C are lined up behind B. Player B kicks the ball from their hands directly to player A, who catches the ball and kicks back to player D to catch, while player B runs to fall in at the back of the line, and so on. When all players in the line have kicked, player B becomes the catcher. Do the same for station 4, but with high kicks.



Soccer skills review

Headers

Eyes: On the ball. **Upper body:** Lean back as the ball approaches. **Head:** Punch the ball using your forehead in the direction of where you want the ball to go.

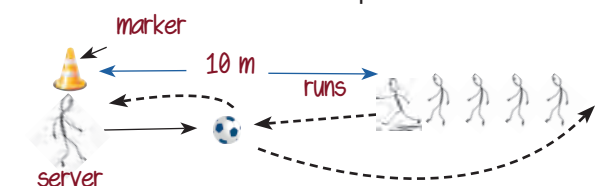


Soccer fun

Activities 1 to 3

One player is the server at a marker from the front of the line of the others. The server practises the following skills and then falls in at the back of the line:

1. Passes the ball towards the first player, in two teams of five players, who runs forward and passes the ball back.
2. Throws the ball so that the first player runs forward and heads the ball back to the server.
3. Throws the ball so that the first player volleys the ball back. (Volleying is when the ball does not touch the ground.)



Activity 4

The group stands in circle formation, with legs straddled and feet next to the next player's feet. Players strike the ball with a hand and try to roll it between another player's legs. Each time they succeed, this is a goal.

Cool down

Do static stretches.

Jukskei and Dibeke fun

Jukskei and Dibeke are South African games that develop throwing, kicking, running and dodging skills. Jukskei is a target game and Dibeke is a running ball game with teams taking turns to attack and defend.

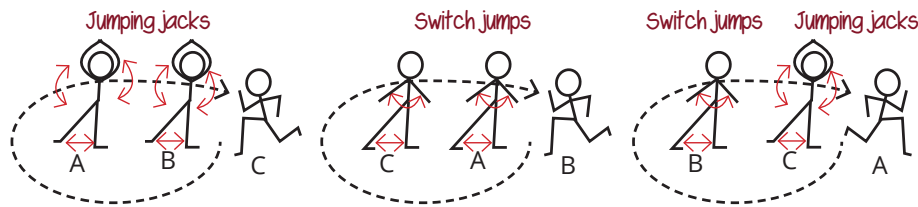
Warm up

Jump and run around

This activity, in groups of three, has three parts:

- While partners A and B do 20 jumping jacks, partner C runs in a circle around them.
- Then partner B runs around C and A, who do 20 switch jumps (jump from standing with one leg and the opposite arms in front, and switch).
- When it is partner A's turn to run around C and B, C does 20 jumping jacks and B does 20 switch jumps.

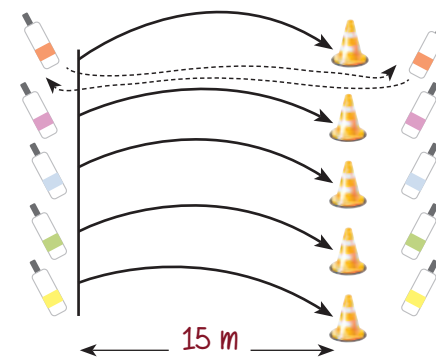
Then do dynamic stretches to complete the warm-up.



Jukskei fun

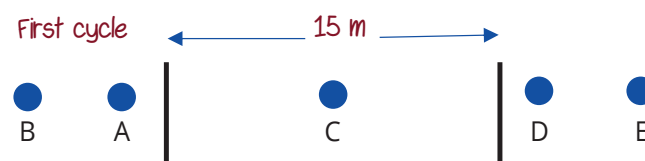
Stations 1 and 2: Target throw and roll

Five pairs of learners stand 15 m opposite each other and the markers behind the line. One of the pair throws or rolls the skei underhand at the cone. The partner then takes a turn to see if they can hit the cone. See which pair can hit the cone the most times.



Stations 3 and 4: Through the arch

There are five learners per station. For station 3, the lines need to be 15 m apart, and 20 m apart for station 4. Players A and B stand behind one line and players D and E stand behind the other line, with player C standing halfway between the lines with straddled legs. Player A rolls the ball underhand through C's legs to player D, then runs and takes player C's place before D starts the second cycle. At the same time, player C runs and falls in behind player B. For the second cycle, A starts in the middle, D rolls the ball through A's legs (in the opposite direction to the first cycle) to B and runs to the middle, while A runs to behind E. Continue in this pattern for a total of six cycles, until C is back in the middle and A and B are where D and E started (and vice versa).

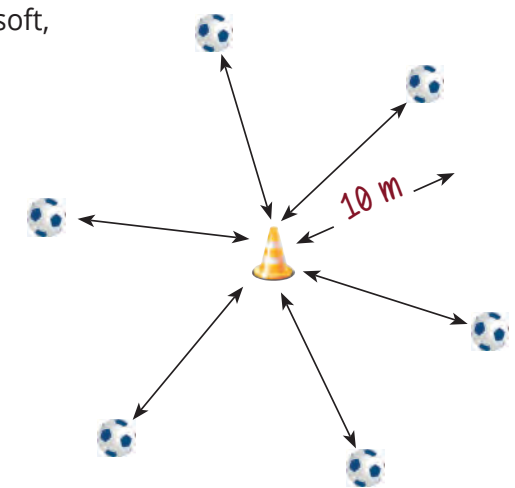


Dibeke and Battleship game

Play Dibeke in groups, together with another well-known game that develops throwing and running skills, called Battleship. Use a soft, spongy ball.

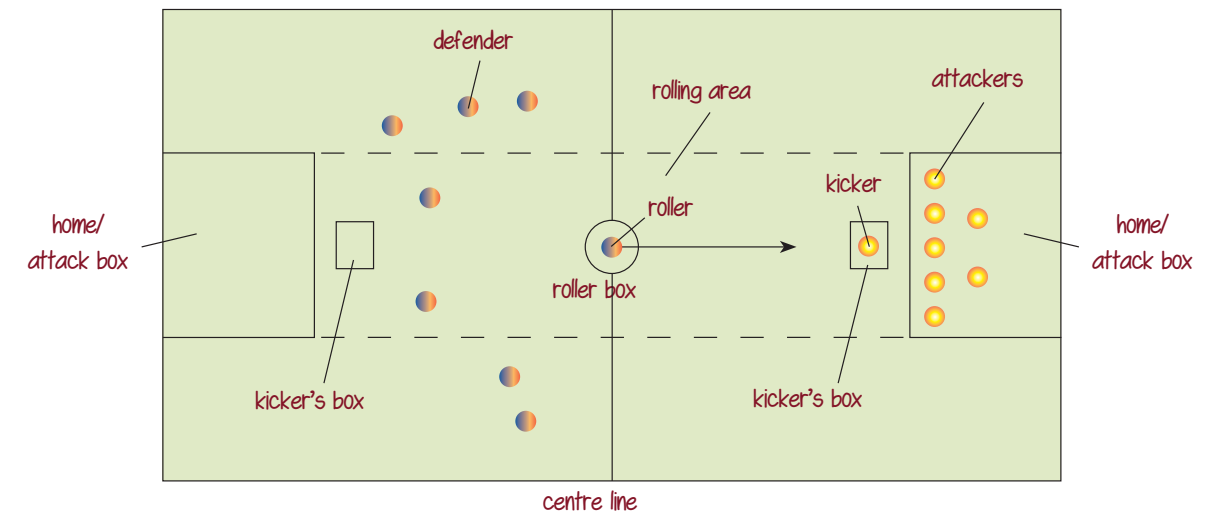
Steps for the Dibeke and Battleship game

1. Throw the ball overarm at the centre marker ten times.
2. Roll the ball underhand to the marker.
3. Kick your ball to the outside of the circle, then run, pick it up, and run back to your place.
4. Two teams of six to 12 members play Dibeke.



How to play a mini-Dibeke game

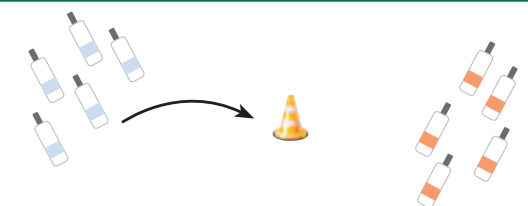
- The roller rolls the ball from roller box over the centre line (see the picture).



- One attacker is called to kick the ball back over the centre line.
- The attackers try to run to their home box (the home box furthest away from where they started, each time), while the defenders try to tag them with the ball.
- Attackers who reach the home box, score one point for their team and those that get tagged with the ball have to sit out until the teams switch or all their team members have been tagged. The team with the most points wins.

Jukskei mini-game

- Two teams of five play a mini-jukskei game by throwing at the peg (cone). After each team member has thrown, the team with the closest skeis gets that number of points.



Cool down

Do static stretches.



The future is here

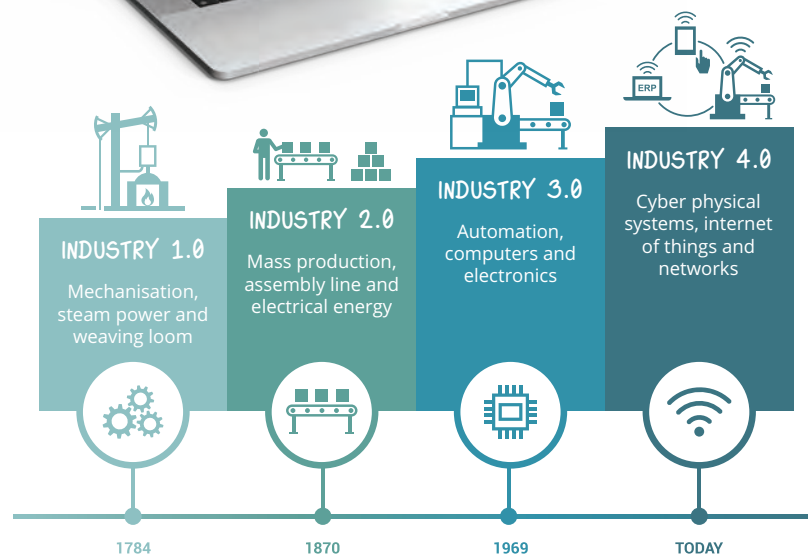
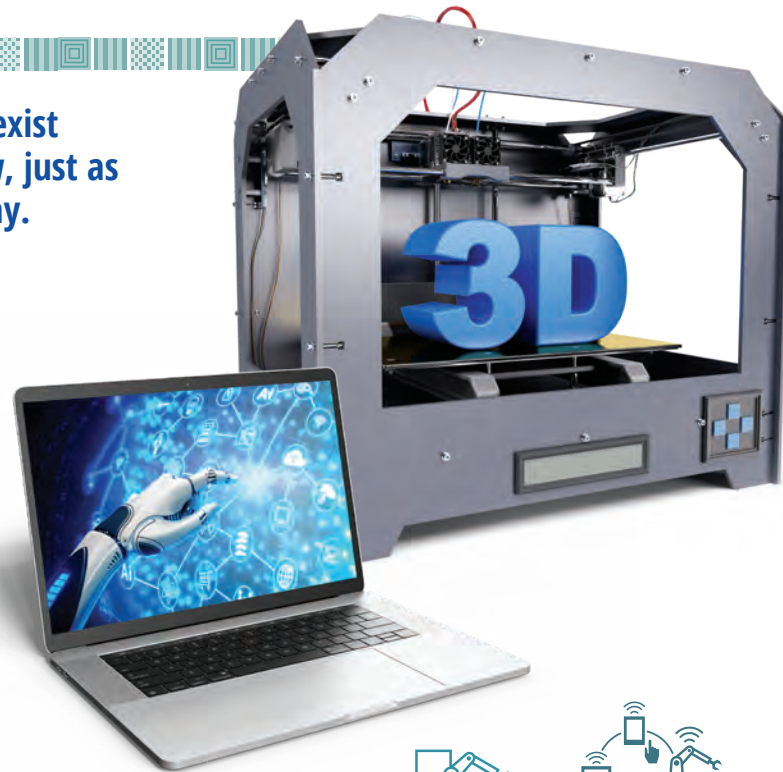
Change is constant. Some of the careers that exist today will no longer exist five years from now, just as some careers from the past are outdated today.

Explore your study and career options carefully, keeping in mind how the world may develop in the future.

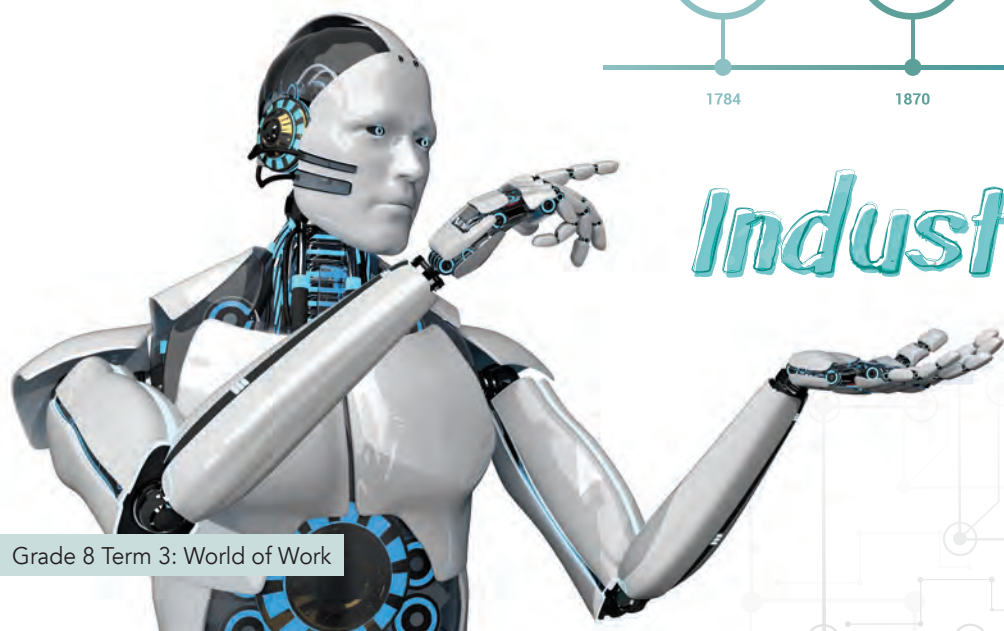
The Fourth Industrial Revolution

The Fourth Industrial Revolution (4IR) is the digital age, powered by technologies, such as artificial intelligence, machine learning, quantum computing, 3D printing and the Internet of Things (IoT). It combines physical, digital, and biological systems. IoT systems, also called cyber-physical systems, use sensors to collect data from the physical world, including from your body.

The **First Industrial Revolution** used coal, water, and steam to power machines. The **Second Industrial Revolution** used electricity for mass production. The **Third Industrial Revolution** used electronics and information technology to automate production.



Industry 4.0



Tell a story based on the evidence

Balisa ibali elisekelwe kubungqina

What is your future career?

1. What do you understand by the Fourth Industrial Revolution (4IR)? Give an example.
2. Can you think of a career that no longer exists?
3. Can you think of a career that is completely new and has never existed before?



Find your own way to solve it

Zifunele eyakho indlela yokuyiso-mbulula

Prepare yourself

4. Read through the four pillars of learning below and identify two school subjects that best represent each type of learning.
5. Name some of the things that your school subjects have helped you to know, to do, to be, and to live with others.

Skills to help future-proof yourself

Do you have an idea what you want to do in the future? If not, you are not alone. Most learners in Grade 8 are not sure about their future career choices.

While you figure out your options and choices, you can learn some **useful skills** for any future studies or careers, such as:

- Problem solving
- Critical thinking (questioning and making judgements based on logical thinking)
- Creativity
- Effective communication and negotiation
- Collaborating with others (teamwork)
- Emotional intelligence
- Decision making
- Self-awareness
- The ability to adapt to change.

We will look at some careers of the future in the next few lessons.

The four pillars of learning

Different kinds of learning can help you prepare for your future.

Learning to know: learning the skills needed to function in the world, such as literacy, numeracy, critical thinking, and general knowledge.

Learning to do: learning practical skills for the types of work needed now and in the future that will help you to achieve professional success.

Learning to be: learning skills that build your mind, body, and spirit, including creativity, personal discovery and development through interacting with others, reading, researching on the internet, and taking part in sports and the arts.

Learning to live with others: learning social skills and values, such as respect and concern for others, the appreciation of cultural diversity, and how to peacefully resolve conflict.

Are you ready for change?

Your choice of a future career field is influenced by many things: your strengths, abilities, interests, and passions. It is also determined by your knowledge and skills, the goals you set, and the decisions you make about your further studies.

What do you want to be in the future?

You have probably answered this question many times. You may have a ready answer, but you have probably realised it is not an easy question to answer. You are changing and so is the world.

What role do you want to play in the future?

What will you have to learn in order to fulfill that role?

What do you enjoy learning about? What role can that knowledge be used in?



Step back – reflect and rethink – step back in

Buya umva – cinga ucingisise kwakhona – phinda ubuyele

Identify your interests and abilities

Your interests and abilities can help guide your choice of school subjects.

1. Make a list of your interests and the things you like to do.
2. Answer the following questions:
 - a. What school subjects are you good at? Which not so much?
 - b. What are your favourite and least favourite subjects, and why?
 - c. Is there a subject that you are good at but is not a school subject?
 - d. What do you want to learn or improve (personally and academically) about yourself?
3. Share your answers with a classmate and, together, match your skills and interests with school subjects.

Interests and preferred activities	School subject that matches interests

What does the school of the future look like?



Convince someone of your point of view

Kholisa omnye umntu ngoluvo lwakho

Imagine a school for the future

4. Reflect back on the previous lesson, especially the skills to future-proof yourself and the four pillars of learning. What would you like to change about your current school to make it better able to prepare you for the future?
 - a. Imagine you are in charge of your school. What changes would you suggest to make the school more attractive for future-focused learners?
 - b. What argument would you make to support your suggested changes?
5. Discuss how the school of the future would be different from your school now.
 - a. Should learners wear whatever they like to school, or should there be a dress code? Give a reason for your answer.
 - b. Should the school do away with homework? Give a reason.
 - c. How should the school be differently structured? For example, can students attend school remotely? What would the benefits of a different structure be? And the disadvantages?
 - d. Are different subjects offered? Why?
6. Are there specific problems in society that your new schooling system will address?



Choices and decisions

An important decision you are going to have to make is your subject choices for Grades 9 and 10. Think carefully about your goals and evaluate your choices so that a variety of career fields are open to you.

Steps for choosing career fields

Self-assessment

What are your interests?
What are your strengths and weaknesses?
What type of activities do you prefer to do?
What is your passion?

Explore

Research a number of career fields that interest you by doing interviews, Internet research or job shadowing. Think about what interests you about each field.

Match

Do your self-assessment and exploration match each other? Do the potential career fields you have chosen match your personality and abilities?

Action

Prepare for your future by ensuring that you work hard at school and choose the subjects next year that will support you in the future.



Make a choice and decide

Khetha uze uthathe isigqibo

Think about your future

In small groups, discuss the following questions:

1. What career fields or job options are you considering for the future?
2. Why do you want to get into that field or career?
3. How are you going to get into that career or job?

Start with a vision

Have a vision of the future for yourself. Know where you are going or what you are moving towards. Otherwise, you will not get anywhere.

Your vision may change many times but knowing where you want to be in the future can help guide you in making better decisions in the present.

Your destination may change many times. This is what makes your journey interesting.



Find your own way to solve it

Zifunele eyakho indlela yokuyiso- mbulula

Effective decision making

4. In groups, follow the process below to decide how you would help a classmate who is failing maths to deal with the problem.

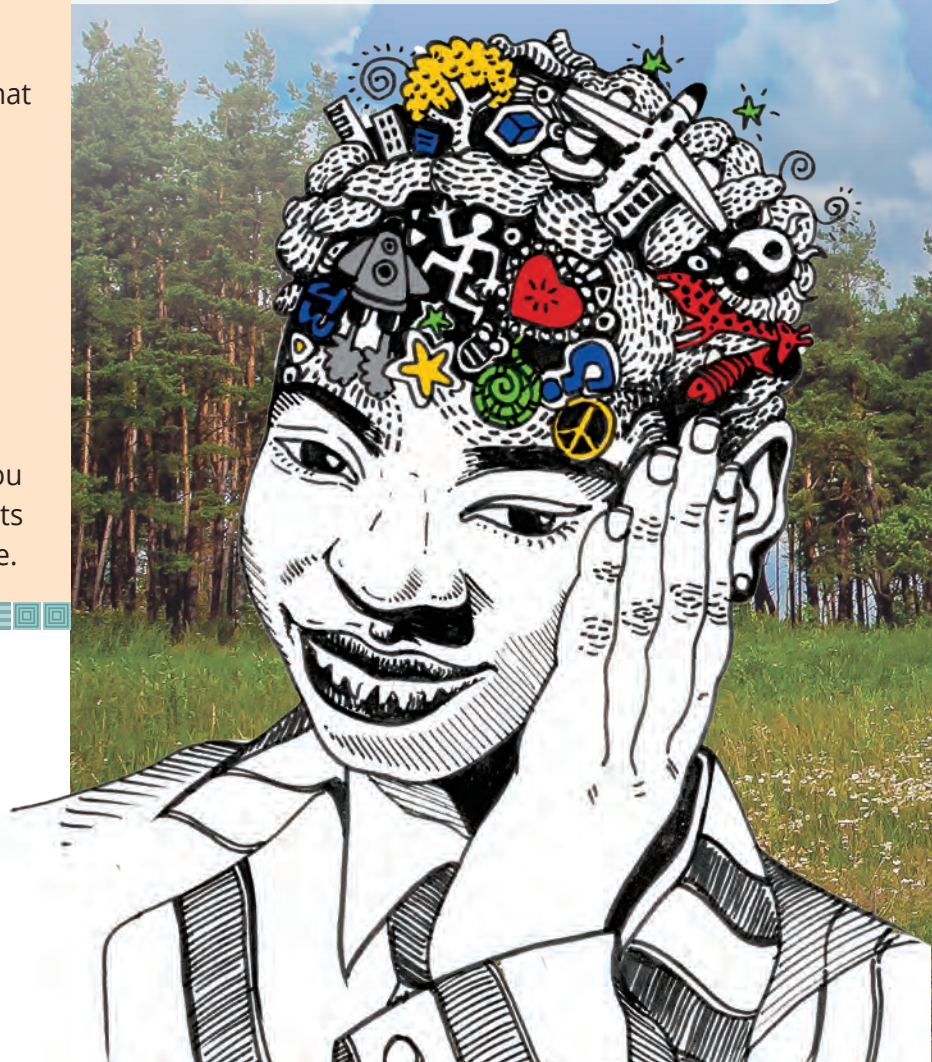
When you are faced with a decision to make, use the following process to help you move forward.

- **Identify the problem:** What am I trying to achieve? What are the facts?
- **Brainstorm options:** What solutions could there be? What new ideas are possible?
- **Look at the pros and cons of the different options:** What is realistic? What are the benefits or difficulties of different options?
- **Create a plan** to move forward.
- **Evaluate** the results.

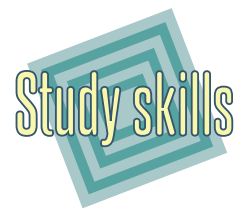
5. Think about the kind of person you want to be in the future. What can you do today to work towards making your vision a reality in the future?



Abilities and attitude
(how you behave) at school
= your success at school.



Lesson 8.4: Decision-making process and performance in school 109



Careers of the future

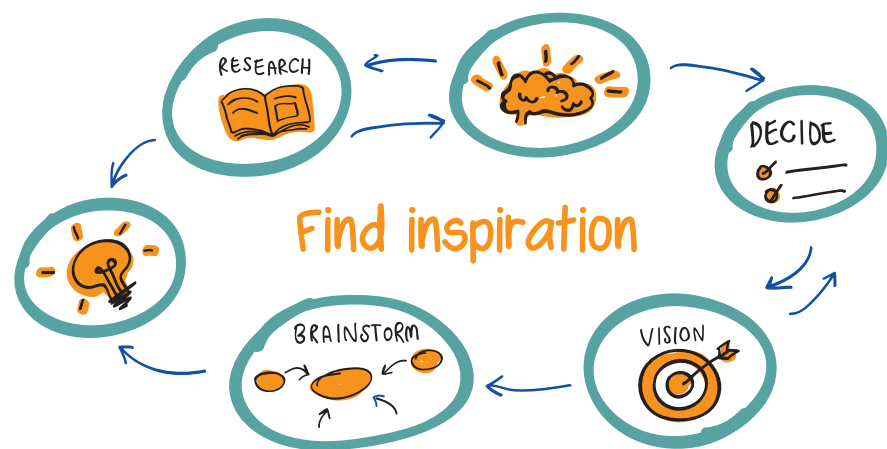
Part 1

The next two lessons are mostly practical for you to prepare a career exhibit or presentation. You can select any career that interests you. You need to describe the career and the educational qualifications or vocational requirements needed.

Steps to prepare the exhibit

1. Choose your career

- Think about what interests you, such as science, arts, technology, or sports.
- Select a career that you would like to research and share.



Search, record, compare

Phanda, bhala phantsi iinkcukacha, thelekisa

Research the Career

2. Gather information on:

- **Job description:** What does someone in this career do daily?
- **Qualifications:** What education, degrees, or certifications are required?
- **Skills and training:** What specific skills or vocational training are needed?
- **Pathway:** How can someone progress in this career?
- **Interesting facts:** Any unique or fun facts about this career.

Tip: Use books, reliable websites, or interviews with professionals in the field.



Find your own way to solve it

Zifunele eyakho indlela yokuyisombulula

3. Plan your exhibit

Your exhibit should include:

- A **poster** or **visual display** summarising your findings.
- At least **one interactive element** (e.g., a small demonstration, a quiz, or a model).
- Visual aids such as charts, diagrams, or props related to the career.

Tip: In your introduction, explain why you chose this career and why this career is important in society.



Create an image or a story to show what it is like

Yila umzobo okanye ibali elibonakalisa ukuba injani na

4. Create your display

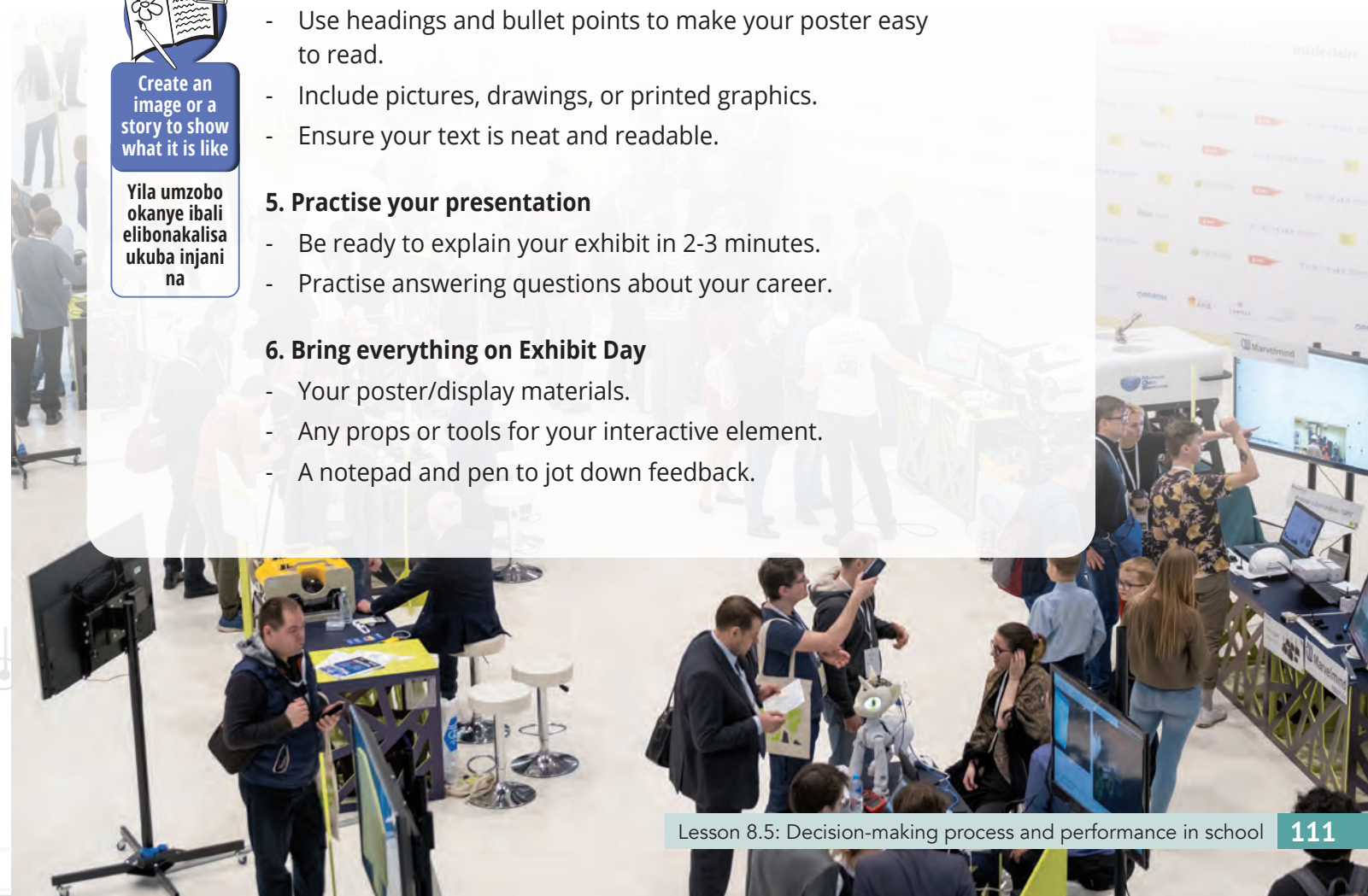
- Use headings and bullet points to make your poster easy to read.
- Include pictures, drawings, or printed graphics.
- Ensure your text is neat and readable.

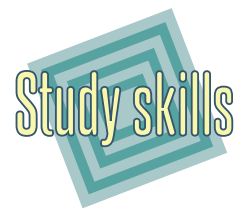
5. Practise your presentation

- Be ready to explain your exhibit in 2-3 minutes.
- Practise answering questions about your career.

6. Bring everything on Exhibit Day

- Your poster/display materials.
- Any props or tools for your interactive element.
- A notepad and pen to jot down feedback.





Careers of the future

Part 2



Here are some ideas for future career fields:

Machine learning, quantum computing, 3D printing, big data, the Internet of Things, drone technology, virtual reality, augmented reality, synthetic biology, genetic medicine, physical augmentation, space exploration, asteroid mining, alternative energy, nanotechnology, smart materials, data science, space law, cryptocurrency, blockchain technology.



CAREER

Have you considered...?

Showcasing careers in the railway industry

South Africa is in the process of transforming and replacing its outdated rail network. Rail technology has many career opportunities.

Engineering

- Civil engineers
- Mechanical engineers
- Project managers
- Quantity surveyors
- Electronic engineers
- Electrical engineers

Operations

- Train drivers
- Metro and security guards
- Shunters
- Train assistants
- Section managers
- Train controllers

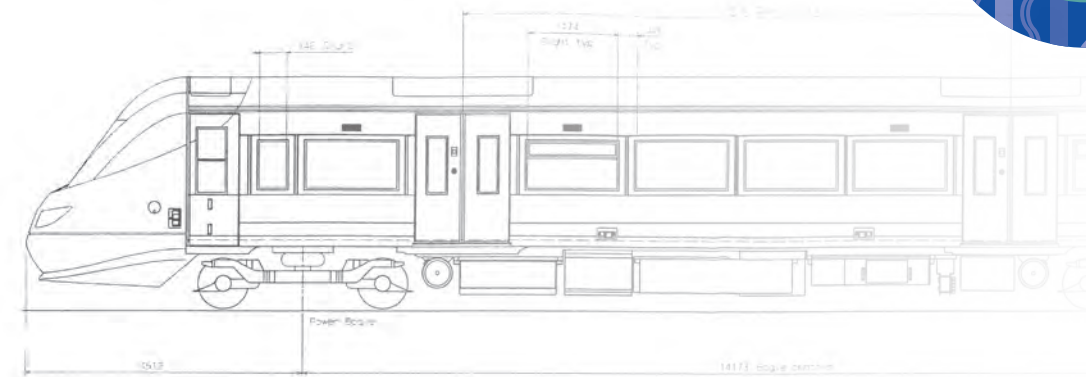
Corporate support

- Accountants
- Human resources staff
- IT staff
- Health and safety specialists
- Lawyers
- Procurement specialists

Trades and technicians

- Track masters
- Infra workers
- Line workers
- Fitters and turners
- Signal technicians
- Radio technicians
- Mechanics
- Welders

Rail transport is an area for growth. People need safe public transport.



Wenze Kahle

Planet Earth



Earth is the third planet from the Sun. It is approximately 4.5 billion years old. The moon is the biggest natural satellite of Earth.



Do the Earth stretch

- Take a moment to connect to the earth. Feel the gravity keeping you on the surface.
- Jump and try to escape its pull.
- Stretch out your arms and imagine the outer edges of the expanding universe.
- Breathe deeply and feel the oxygen created by plants giving you life.
- Shake your body and think about your edges and how they connect with everything around you.



Explore and express your emotions

Hlola kanzulu ebese uveza imizwa yakho

What on earth are we doing?

1. What does the idea of Earth as home mean to you? How does it make you feel?
2. After seeing an image of the Earth in space, Carl Sagan, a famous astronomer wrote that it was "our responsibility is to deal more kindly with one another and to preserve and cherish the pale blue dot, the only home we've ever known."
– Carl Sagan, *Pale Blue Dot*, 1994
3. Why do you think he wrote this?
4. How are humans treating the Earth? Where and how are we causing the most damage?



Test your idea – change your mind

Hlola umbono wakho – shintsha ingqondo yakho/guqula umqondo wakho



Create an image or a story to show what it is like

Yenza umfanekiso noma indaba ukubonisa indlela okunjengayo



Did you know?

The International Space Station (ISS) travels at a speed of 8 km per second, orbiting Earth about every 90 minutes. Can you work out how many sunrises and sunsets the people on the ISS see every day?

Answer: 16 times

Spend time in space

4. Try this thought experiment: You are a scientist spending time on the ISS. You are one of six people who live and work on the ISS. What kinds of experiments could you do in space that you cannot do on Earth? Use your imagination or do your own research.



Design a flag for planet Earth

5. Design a flag for Earth, or come up with a concept for such a flag.
 - a. Choose a good slogan to go with your flag. What value/s will it represent?
 - b. Can the United Nations flag serve as a world flag? Why or why not? (Research how the United Nations was formed to support your answer.)



Flag of Earth by James Cadle. This design was created in 1969 and consists of a blue circle representing Earth, a yellow circle representing the Sun and a small white circle for the Moon.



Flag of the United Nations

Climate alert!

"Climate change is the greatest human-induced crisis facing the world today. It is totally indiscriminate of race, culture and religion. It affects every human being on the planet." – Archbishop Desmond Tutu



What is global warming?

Global warming refers to the long-term rise in global temperatures. Over the past 50 years, the average global temperature has increased at the fastest rate in recorded history. And experts see this trend accelerating.

Gases like carbon dioxide (CO₂) and other air pollutants trap sunlight and solar radiation in the atmosphere. People are adding carbon dioxide to the atmosphere more quickly than it can be removed through natural processes, like being absorbed by trees.

Greenhouse gases trap the heat and radiation that would normally escape into space. This is causing the planet to get hotter. Human activities that destroy natural environments like forests, which naturally absorb carbon dioxide, also add to global warming.

Consequences of failure to prevent global warming:

- Longer and hotter heat waves, more frequent droughts, heavier rainfall, floods, and more powerful hurricanes.
- Melting ice caps and disappearing glaciers.
- Rising oceans threatening island communities and coastal settlements.
- Catastrophic floods, mudslides and landslides.

Did you know?

The Earth's atmosphere works like a greenhouse by trapping enough of the sun's warmth to support the growth of plants and animals. The gases such as carbon dioxide that contribute to trapping the heat and creating this greenhouse effect are known as **'greenhouse gases'**.

The power of youth

Greta Thunberg, a teenage activist from Sweden, started a global climate movement.

In August 2018, aged 15, she stopped going to school on Fridays and started striking outside the Swedish Parliament. Her sign read Skolstrejk för klimatet: "School Strike for Climate."

Her flyer read: "My name is Greta, I am in ninth grade, and I am school-striking for the climate. Since you adults don't give a damn about my future, I won't either."

One year later, Thunberg led the largest climate strike in history, an estimated 4 million people across 161 countries. She addressed the United Nations, US Congress, and UK Parliament. She was named *Time magazine's* 2019 Person of the Year, the youngest individual ever to receive this honour.

How did this happen so quickly? The day after Greta started her one-person strike, others began to join her. People were inspired by this young person telling world leaders, "I want you to feel the fear I feel every day. And then I want you to act." Her voice echoed global protests across the world.

"We can't just continue living as if there was no tomorrow, because there is a tomorrow."
– Greta Thunberg



Listen, talk and work it out together

Lalela, khuluma ebese nixazulula nonke ngokuhlanyela

Make an impact

4. Why do you believe it is necessary, particularly for young people, to discuss climate change?
5. If you could speak to your parents and grandparents when they were children, what would you say to them?
6. What can you do to fight climate change?



How did this happen? What will happen next?

Ngabe lokhu kwenzeka kanjani? Ngabe yini okuzolandela?

Look into the future

1. What are some of the economic and health risks of global warming?
2. How will climate change affect the world in the next five to ten years?
3. What do you understand by global warming?



Extinction Rebellion is a global environmental movement. The extinction symbol (adopted by Extinction Rebellion) represents the planet as a circle and an hourglass as a warning that time is running out for many species. Can you see the hourglass?

Fridays for Future is a climate organisation founded by Greta Thunberg. It encourages people to strike every Friday to pressure governments to act on climate change.



Nicky Newman, Cape Town, 2019

The Earth Charter

We all share one planet. We are all connected.
What happens in one part of the world affects other parts.



The Earth Charter is a set of principles for living together on Earth. It was developed by thousands of people from around the world, across a wide range of cultures and countries. It maps out a set of values and shared responsibilities for looking after the Earth. It is a tool for addressing climate change and conservation issues.

The Earth Charter supports a sustainable global society founded on respect for nature, universal human rights, economic justice, and a culture of peace. The opening sentence of the Earth Charter preamble states:

“We stand at a critical moment in Earth’s history, a time when humanity must choose its future.”



The four pillars of the Earth Charter:

1. Respect and Care for the Community of Life
2. Ecological Integrity
3. Social and Economic Justice
4. Democracy, Nonviolence, and Peace

Did you know?

Sustainability means using resources carefully to avoid running out and keeping the environment, people, and economy healthy for the future.

Values and principles

1. Put one of the values or principles of the Earth Charter into your own words.
2. What do you understand by the word ‘sustainability’?
 - a. Why do you think sustainability is an important concept for the environment?
 - b. Give an example of something that could damage environmental sustainability.

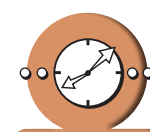


Work out what is right and wrong for you

Thola ukuthi yini okukulungele nokungakulungele



Solve this problem



How did this happen?
What will happen next?

Ngabe lokhu kwenzeka kanjani?
Ngabe yini okuzolandela?

Imagine you live near a river. You depend on the river for your water supply. A farmer upstream from your home builds a dam to collect water to irrigate their crops. The first year, there is still enough water for you and people downstream to use. The next year, there is no rain.

Discuss in a group:

3. What happens to the availability of your water? What can you do in this situation? Would you be protected by legislation? Could you claim compensation?
4. What if the river flowed through two countries and the border was upstream from your home, so your neighbour lived in a different country? How easy or difficult would it be to negotiate with your neighbour?
5. What rules can be put in place to ensure that we all use the resources of the Earth in ways that are fair to everyone?



International agreements

International agreements and policies are developed to help people solve global problems. Based on shared values, they provide guidelines and principles about what can be done to share resources in a fair way, and avoid violent conflict.

International agreements inform the laws and regulations that governments make. The Earth Charter and the Sustainable Development Goals are two examples of such agreements.

Ethical means thinking deeply and critically about your impact on the world, and doing whatever you can to reduce harm to people, other animals, plants, and natural systems.

Sustainable development means using resources in a way that does not damage the ongoing use of those resources for communities in the future.

Integrity is having the quality of being honest and taking responsibility for your actions.

Save the forests

Trees support life: they give us oxygen, store carbon, improve air quality, and prevent soil erosion. Without trees we are in trouble.

Forests are cool

The Earth's health and wellbeing depend on forests. Forests are an essential part of life on Earth and help reduce global warming by storing and reducing carbon dioxide in the atmosphere.

Rainforests store vast amounts of carbon dioxide, and give out oxygen and water vapour. Damaging or destroying rainforests increases the risk of climate change.

Dangers of deforestation

Deforestation happens when too many trees are cut down or destroyed. The consequences are devastating.

When natural forests are destroyed, local people lose food, medicine and other resources for sustainable livelihoods. Without the tree cover, storms wash soil into the rivers. Such destruction also increases the risk of landslides and flooding.



Search, record, compare

Sesha, rekhoda, qhathanisa

The value of trees

1. Why are trees so important?
2. What does it mean to describe forests as ecosystems?
3. What are some of the reasons for deforestation?
4. Are trees valued in your community? What evidence do you have?
5. Where are the biggest rainforests in the world? Do some research.
6. How do you feel about the destruction of the Earth's forests? How will this impact your future?

Africa accounts for less than 4% of the total global carbon emissions but is the most vulnerable continent in terms of the impact of climate change.



Climate activists

Elizabeth Wanjiru Wathuti, 24, from Kenya, founder of the Green Generation Initiative

Elizabeth grew up in Nyeri County, a part of Kenya known for its beautiful forests. Her first act as a climate activist was planting her first tree when she was seven.

"I was lucky enough to be able to connect with nature when I was young, and as long as I can remember I was angered by environmental injustices whenever I saw them, like people cutting down trees and polluting our rivers."

Vanessa Nakate, 22, a climate striker from Uganda

Vanessa grew up in Kampala and got involved in activism in December 2018 after being bothered by the unusually high temperatures in her country.

"The Earth is our home and our responsibility. The way you take care of your home is the same way you should take care of our planet. Our future is at stake. Climate change has no limits, and it will affect all of us. No matter who you are, where you live. Everyone is in danger."

Oladosu Adenike, 25, a climate striker from Nigeria

Oladosu grew up in Nigeria where she is a country ambassador for Fridays for Future, Earth Uprising and African Youth Climate Hub.

"I only realised that we were living through a climate crisis when I started studying in an area which is one of the most vulnerable to climate change in Nigeria."

"It does not matter what race, sex, tribe, country or age anyone is. Everyone can get involved in the fight for climate justice. What matters most is where we are going and what we want to achieve."



Work out what is right and wrong for you

Thola ukuthi yini okukulungele nokungakulungele

Are you a climate activist?

7. Write a letter or a social media post as a climate activist in South Africa. See the following example:





Earth Day

Earth Day brings people together from across the world in a huge effort to show care for the environment and to act to protect it.

It is not a day – it is a movement!

Every year people celebrate Earth Day (22 April). This worldwide event started as a protest in 1970 when it became clear how fragile our planet is and how important it is to protect it. Two big scientific discoveries had raised the alarm about our negative impacts on the earth:

- 1957 – Revelle Keeling discovered evidence that carbon dioxide was accumulating in the Earth's atmosphere.
- 1962 – The book *Silent Spring* by Rachel Carson showed evidence of the dangers of DDT, the first broadly-used synthesised pesticide, to wildlife and human health. DDT was banned in 1972.

What can you do?

- **Get informed.** Knowledge is power: learn more about the environment and how to protect it.
- **Plant a tree.** Start a project to plant many indigenous trees.
- **Be aware** of your impact on the planet, what you consume and the waste you produce.
- **Reduce waste** in your daily life.
- **Support** clean energy initiatives.
- **Hold government accountable** for failures to address climate change and loss of biodiversity.
- **Advocate for climate-related legislation** and policy improvements.



Test your idea – change your mind

Hlola umbono wakho – shintsha ingqondo yakho/guqula umqondo wakho

No one is too small to make a difference

1. Name three items you use everyday.
2. Which of these items come directly from nature and which ones were made by humans?
3. If the item is human-made, identify two natural resources that were used to make it.
4. What should your attitude be to buying, using and disposing of this item?
5. What lifestyle change are you willing to experiment with? Add it to the box 'What can you do?'
6. Describe what Earth Day is.
7. Why is it important that we celebrate Earth Day?

Alternative energy sources:

Wind, solar (sunlight), geothermal, hydropower (from water), nuclear. What else?



Create an image or a story to show what it is like

Yenza umfanekiso noma indaba ukubonisa indlela okunjengayo

Earth Day activities

8. What did you do for Earth Day last year? What are you going to do for it, now? (Although Earth Day is celebrated worldwide on 22 April, we need to celebrate the Earth every day.)
- a. Do one of these activities to show your support for a sustainable and healthy Earth:

Create art

Art projects help you connect to the environment. Imagine the world you want to live in. For an Earth Day project, use only recycled or natural products to create an artwork. Let your artwork speak to government and world leaders about why they should not ignore climate change.



Make signs for school and at home

Sometimes people just need a reminder to help change their habits. What can you do at school and at home to help the environment and to encourage others to change their habits?

Help to green the environment

Start a vegetable garden or plant trees. Find out about medicinal plants that grow in your community.

Help clean up outside spaces or adopt a river



How did this happen? What will happen next?

Ngabe lokhu kwenzeké kanjani? Ngabe yini okuzolandela?

Earth Day messages

9. What small action in the present can make the biggest difference in the future?
- a. Identify key messages to guide your generation into the future.

Earth Day challenge

- **Recycle** at least one plastic item, one paper item, and one metal item (canned food).
- **Be a Power Saver:** Turn off the lights, TV or other plugged-in item when you leave a room.
- **Be a Water Saver:** Turn off the water while you are brushing your teeth. Take a shower instead of a bath.
- **Reuse:** Use a reusable water bottle instead of plastic bottles. Use cloth bags or reusable bags instead of plastic grocery bags.
- **Be a Litter Warrior:** Pick up trash (at least five items every day) around your school and neighbourhood. Do not be a litterbug!

Environmental health plans

You can make a difference. An environmental health plan is a plan of action to respond to a particular environmental health issue. The Earth's future health depends on this.



An action plan should include goals and actions that are **SMART**: **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**imely.



Tell a story based on the evidence

Landa indaba ngokulandela Ubufakazi

What needs to change?

1. What needs to change in your school to create a healthier environment? Use the following starter sentences to think through environmental issues:

Starter sentences:

One of the biggest environmental issues in this school is

It is caused by ...

Some people are trying to improve things by ...

2. Do you have a problem with litter and waste at your school? Use the following points as a guide for your discussion:
 - **Causes:** Where does the waste come from?
 - **Effects:** What happens as a result? For example, rats are attracted to a rubbish dump.
 - **Role players:** Who is most affected? Who is part of the problem? Who can be part of the solution? Who is ultimately responsible for solving the problem?
 - **Processes and practices:** Everyday activities that contribute to the issue, such as an unreliable rubbish removal service.
 - **Resources:** Physical things that you need to resolve the issue, such as rubbish bins and recycling bins.
 - **Events:** Activities and interventions that need to happen to assist with attitude change among the role players.
 - **Behaviour:** How can learners be encouraged to pick up litter every day?



Listen, talk and work it out together

Lalela, khuluma ebese nixazulula nonke ngokuhlalnganyela

Class project

3. For a week, observe instances where learners or teachers litter. Make a note of these. When possible, politely ask the person to share their reason for littering. Write down their reasons.
 - a. Share your findings with your class and work together to create a mind map that shows all the issues associated with littering.
 - b. Think creatively about what can be done to address littering and waste. What can your class do? (For example, as a class, spend one break time once a week for a month to clean up rubbish in the area to raise awareness of keeping the environment clean.)
 - c. Consider ways to change people's behaviour so they stop littering and start caring about the environment.



Find your own way to solve it

Thola indlela yakho yokuyixazulula

Write the action plan

4. In your action plan, consider the following:
 - a. What needs to be done to stop littering?
 - b. Who will do what?
 - c. When will you do it?
 - d. What resources do you need?
 - e. How will you know you have succeeded? What signs will you look for to confirm that your action has had an impact?

Create a flyer or write an article

5. Write an article for a social media post or a newsletter, or create a flyer, about your experience. Include your findings and research, as well as the action plan (the outcome).



The white gas coming out of the big cooling towers is not pollution. It is water vapour caused by steam being cooled down. The pollution is released by the tall thin chimney stacks.

Know the facts

To protect yourself from HIV, you need to understand how it spreads and what you can do to protect yourself. You should also explore what puts you at risk of contracting HIV and how to reduce your risk.

Some facts

Your immune system is your body's way of maintaining health and fighting off infections. The human immunodeficiency virus (HIV) destroys CD4 cells in your immune system. If left untreated, HIV can lead to AIDS (acquired immunodeficiency syndrome).

How is HIV passed from one person to another?

Only certain body fluids from a person who has HIV can transmit HIV. These are semen, pre-cum, vaginal and anal fluid, blood, and breast milk. HIV is not spread through saliva.

The virus is passed on through blood and through contact with mucous membranes, which line the mouth, vagina, anus, and penis.

Unprotected sex is sex without a condom. It is the most common way to get infected with HIV. Choose to have safe relationships free from sexual risk.

Prevention

- Following abstinence, using a condom is the most effective strategy to avoid HIV infection.
- HIV is transmitted through blood. Do not let HIV-infected blood get into a cut on your skin. Never share needles, razors or sharp objects that break through the skin. If you get a tattoo or a body piercing, make sure that the person is licensed and that they only use new or sterilised needles, ink and other supplies.
- HIV transmission during childbirth from an HIV-positive mother to a baby can be avoided by taking antiretroviral therapy (ART) throughout the pregnancy.



Search, record,
compare

Sesha,
rekhoda,
qhathanisa

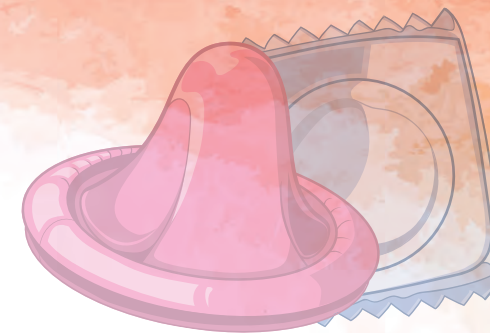
Test your knowledge

Work with a partner to compare your knowledge of HIV.

Discuss the answers to these questions:

1. What does HIV do to your immune system?
2. Which six body fluids can carry HIV?
3. What is the best way to protect yourself from HIV?

Sex with a condom protects us from pregnancy and from sexually transmitted infections (STIs), including HIV. If you have HIV, you can have safe sex with a condom. Safe sex means **ALWAYS** using a condom. Using a condom only sometimes, is **NOT** safe sex.



Listen, talk
and work it
out together

Lalela,
khuluma
ebese
nixazulula
nonke
ngokuhlan-
ganyela

Negotiating safe relationships

4. Discuss different strategies to negotiate condom use. Work in pairs to match the statements on the left with the correct response.

Match each letter with a number:

A

I need to be sure of my HIV and STI status and my partner's status before I get into any kind of relationship.

Risky sexual relationships expose me to unsafe sexual behaviours.

1.

B

The safest choice is not to have a sexual relationship.

A partner should never force anybody to do anything they are not comfortable with.

2.

C

A safe, healthy, risk-free relationship will help me achieve the goals I have set for myself.

3.

Both partners in a relationship are responsible for getting tested for HIV and sexually transmitted diseases.

D

He wants to have a sexual relationship but I do not want to.

4.

My partner will respect my goals and choices.

Answer: A:3, B:1, C:4, D:2

Who is most at risk?

Adolescent girls and young women are more vulnerable to HIV infection than boys and men. Read about why this is the case.

1. Reasons for risk

- There are unequal power relations and girls are subject to more violence and rape.
- Social norms make it more difficult for girls to negotiate using condoms.
- The lining of the vagina tears easily, which makes it easier for HIV to get into the bloodstream.

2. Resources and support needed to reduce risk

- Families, schools and communities can promote equality in relationships.
- Boys and men can join groups that challenge the oppression of women and promote gender equality.
- Services and medicines can be made available after rape and other forms of abuse.

3. Skills needed to reduce the risk

- Treat girls with respect and as equals.
- Know how to say 'No', how to listen to 'No' and how to hear 'No'.
- Know how to discuss sex in relationships without feeling embarrassed or shy.

Girls are eight times more likely to get HIV compared to boys of the same age



Tell a story based on the evidence

Landa indaba ngokulandela Ubufakazi

Girls are more at risk

1. Write down all the ways in which some people view women as having less power than males.
 - a. How does this put them at greater risk?
 - b. Complete the bulleted lists (on the left) by writing down your own thoughts about each topic.



Convince someone of your point of view

Yenza omunye umuntu akholelwe kumbono wakho

The spread of HIV

2. Why do you think HIV is still spreading in South Africa? Read through the points below and add your own ideas:
 - a. Some people do not use condoms because they are afraid that their partners will assume that they are HIV positive and think badly of them.
 - b. People living with HIV do not go for treatment because they are afraid that health workers will tell other people they are HIV positive. This is against the law. Health workers do not have the right to tell anyone.
 - c. One of the biggest reasons HIV spreads is alcohol. Alcohol removes inhibitions and affects judgment. It also fuels sexual violence.

Factors that lead to the spread of HIV

Body

- Women are biologically more vulnerable to HIV transmission than men.
- Men reduce their risk of HIV transmission by being circumcised, which is the removal of the foreskin of the penis. This is a healthy choice because it also lowers the risk for some sexually transmitted infections and cancers.

Society

- Not going to secondary school
- Lack of access to sexual and reproductive health and HIV services
- Child sexual abuse
- Gender-based violence.

Behaviour

- Transactional sex (sex in exchange for money or favours)
- Big age differences between sex partners
- Having sex at an early age
- Not thinking of the consequences of having unprotected sex.



Safe sexual relationships

If someone has had unprotected sex, been exposed to blood, or used needles, they should be tested for HIV. The sooner, the better. The only way to find out if you have HIV is to be tested. Keep yourself safe.



Convince someone of your point of view

Yenza omunye umuntu akholelwe kumbono wakho

Understand the risk

- Choose one of the statements about risk, and rate the issue on a scale of 0 = no risk to 5 = extremely high risk. Give reasons for your rating.
- Identify what resources and skills young people can use to reduce their risk of HIV transmission.
- Share your ideas with the class.

Statements	0	1	2	3	4	5
Young people's risk of getting HIV is higher when they are in a relationship with someone who is a few years older than them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When young people experiment with alcohol and other drugs, it puts them at greater risk of contracting HIV.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having multiple sexual partners puts a person more at risk of contracting HIV.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Young people find it difficult to negotiate using condoms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexually active young people are at low risk of contracting HIV, STIs, and unplanned pregnancy if they use condoms EVERY time they have sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fewer sexual partners a person has, the lower the risk for HIV.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abstinence (not having sex with someone else) is the safest and no-risk way to avoid getting and spreading HIV.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical male circumcision is a safe and effective way to bring down your risk of HIV infection.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Work out what is right and wrong for you

Thola ukuthi yini okukulungele nokungakulungele

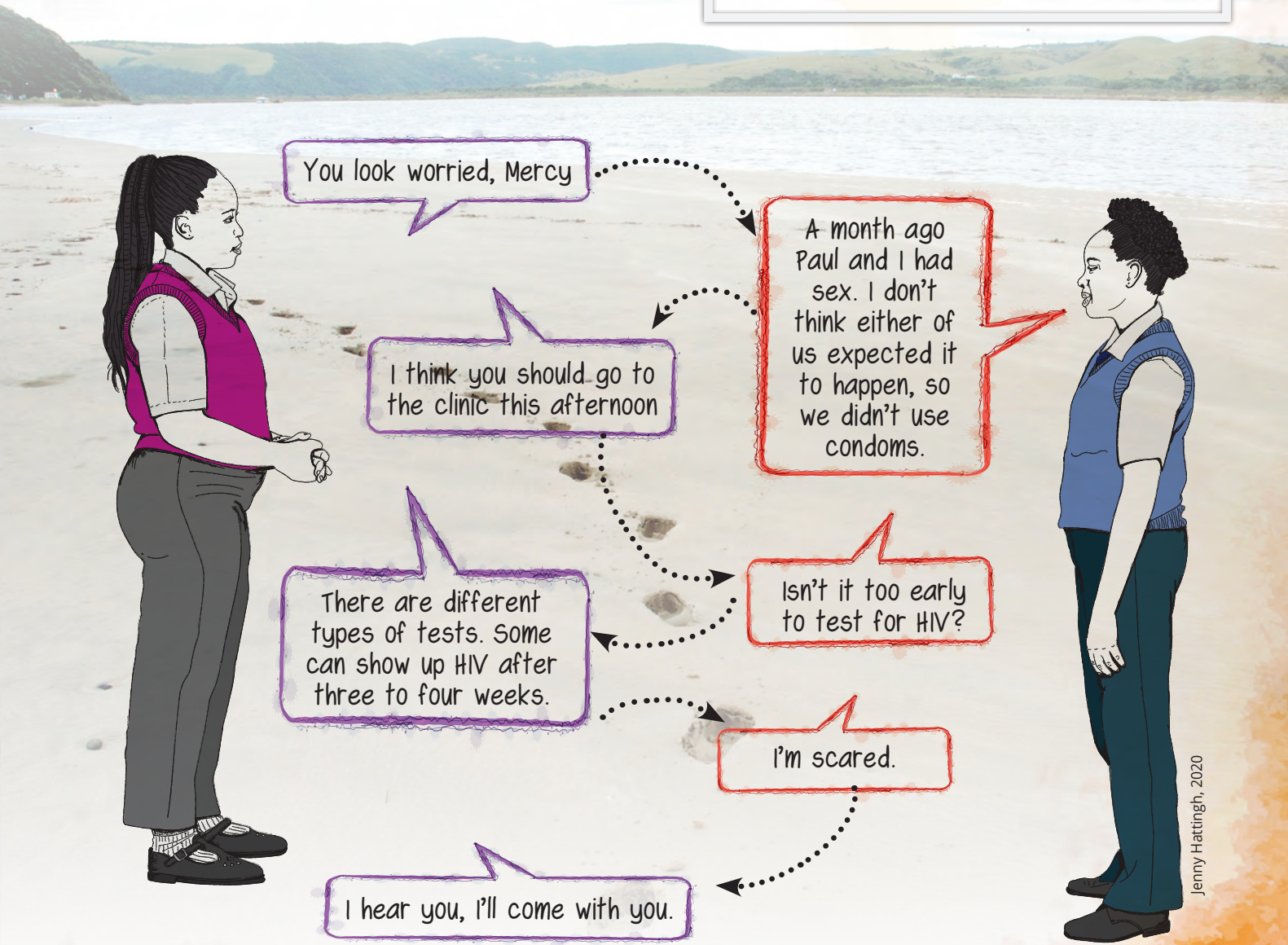
Testing

- Work in small groups and discuss these questions:
 - Why is it important to get tested for HIV regularly when you are sexually active?
 - How do you think a person feels when they go for an HIV test?
 - Why do you think it is compulsory for people who have tested positive for HIV to go for counselling?

Testing is the only way we can know, for sure, whether we are HIV positive. Having the HIV test means you are taking responsibility for yourself. Knowing your status means you can keep yourself and your sexual partner healthy.

Being diagnosed early gives us a better chance of making good decisions and leading a healthy life. An HIV test is quick and easy. It is done by taking blood or by an oral swab.

A positive test (the test result shows that the person does have HIV) should always be confirmed with another follow-up test. In South Africa, it is compulsory that anyone testing for HIV must receive pre- and post-test counselling.



Treatment and support

People who are living with HIV need support and care. With the right treatment, people living with HIV can live long and healthy lives.



Antiretroviral therapy (ART) is the daily use of a combination of HIV medicines to treat HIV. ART saves lives but does not cure HIV.

Reduces the amount of HIV in the body

Reduces the risk of HIV transmission

Prevents HIV from advancing to AIDS

Protects the immune system

Treatment

There is no cure for HIV. Antiretroviral (ARV) treatment can control the virus and help HIV-positive people live a healthy life. It works by preventing the virus from reproducing and therefore keeps the level of HIV in the body low. This lets the immune system recover and stay strong.

A person living with HIV must take ARV medicines every day for the rest of their life.

PreP: Some people are in high-risk situations for unprotected sex, for example sex workers. They can take a type of antiretroviral treatment before they have sex. It is called 'pre-exposure prophylaxis' (PreP).

PEP: If someone has been exposed to the risk of HIV infection they can take 'post-exposure prophylaxis' (PEP). This is a form of antiretroviral treatment which should only be used in emergency situations. PEP must be started within 72 hours after exposure and be taken for a month.

True or false?

1. Review the information about HIV and prepare three statements to be answered true or false, with an explanation. Work in groups to test each other's knowledge. Give yourself one point for each correct answer.

For example:

People living with HIV can have children if they are on ARV treatment.

True: People living with HIV can have children who are HIV negative. They need to see a doctor before falling pregnant and must take special ARVs.

Using vitamin supplements can cure HIV.

False: There is no cure for HIV. Antiretroviral medicines can control the virus. It is important to speak to the doctor about which foods and supplements can be helpful when taken with ARVs.



Search, record, compare

Sesha, rekhoda, qhathanisa



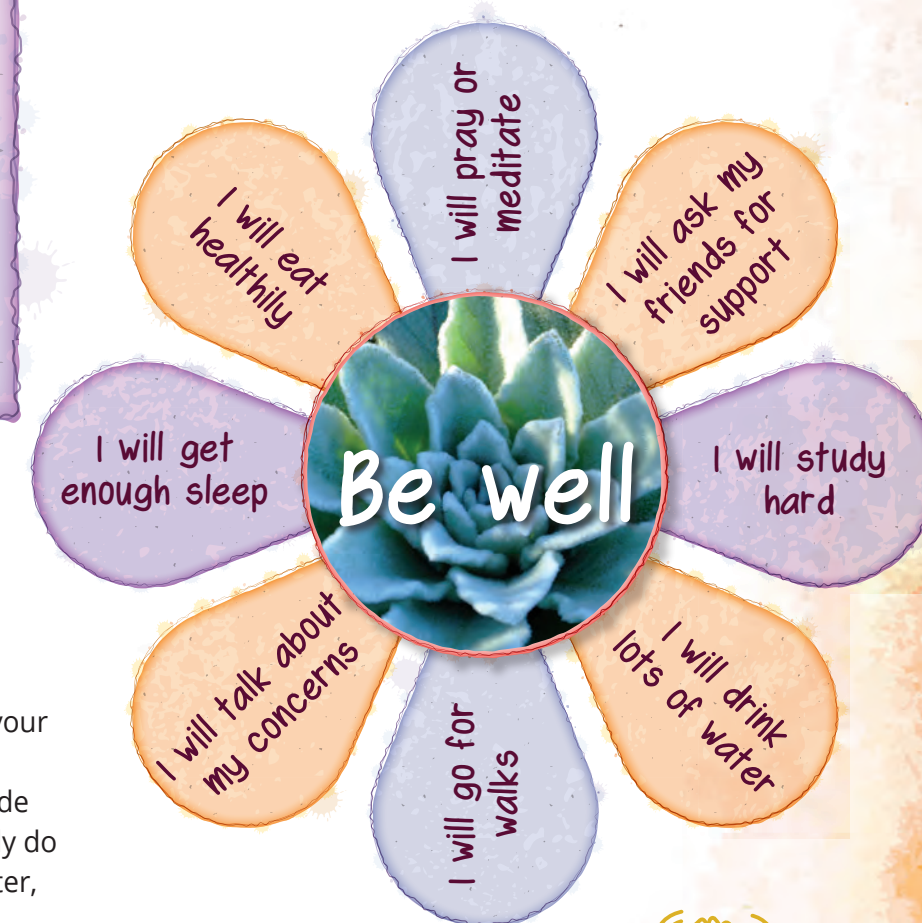
Enjoy a healthy mind and body

Thokozela ingqondo nomzimba onempilo enhle

Love your body

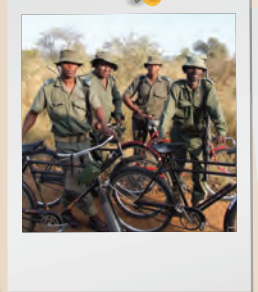
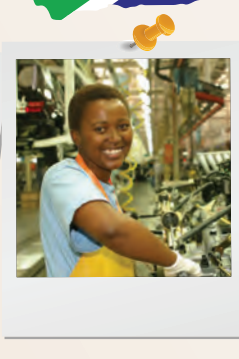
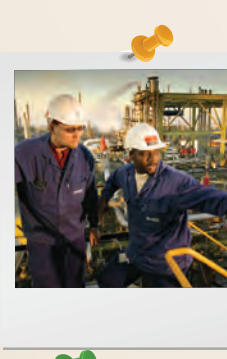
The wellness flower

2. What does wellness mean to you? Make your own wellness flower. Your petals can include the things you already do to make you feel better, as well as things you want to do more of.



Building South Africa together

South Africa's democratic transition in 1994 has resulted in progress towards equal rights and opportunities for all citizens.



Create an image or a story to show what it is like

Bopa
setshwanstho
kapa pale ho
bontsha hore
se tla ba
jwang

Plan a promotional video

- Scenario: You have been asked to plan a short promotional video about South Africa. The script, music and the images you decide to use should focus on your answers to these questions:
 - What makes you proud of South Africa?
 - What achievements have there been since democracy?
 - How have these achievements contributed to building the country and the nation?
 - Which women, men, or groups have contributed and how have they helped nation-building?
 - What still needs to be done? How can we make this happen?
- Share with the class how your video will start, what it will say, and how it will end.

What is nation-building?

Nation-building is about developing a sense of belonging in a country's people. It is about uniting behind its symbols and flag. It is also about building a country so everyone can live productive, healthy, and free lives.

Nation-building projects bring people together. Projects in your school, community, or even home can all help build a great country.

The Mace is one of the highest symbols of South Africa. When it is carried into the National Assembly it is a sign that the House of Parliament is in session. The Mace is made from gold, precious metals and jewels. It weighs around 10 kilograms.



How did this happen?
What will happen next?

Na hona ho
etsahetse
jwang? Na ho
tliho etsahala
eng ho ya
pele?

United we stand, divided we fall!

- Discuss what you understand by nation-building.
 - What unites a country? Give an example.
 - What divides a country? Give an example.
- What country do you consider to be a successful nation? What did people do for that country to be successful in your opinion?

Successful nation-building

- The government and all the people living in South Africa work together to build a country that everyone feels part of and can prosper in.
- People unite behind a national identity while acknowledging our diversity. Our national identity is shown through our national symbols and through the many other features that make us so uniquely South African.
- All citizens are equal before the law and opportunities to make progress do not depend on race, gender, class or religion.
- We do not repeat the mistakes of the past and have policies in place to ensure this.
- Everyone has access to quality education, health care and basic services. As our economy grows, we all benefit and live comfortably.

To achieve all this, we need active people in South Africa who will support nation-building through law-abiding citizenship.



The National Development Plan

The Constitution sets out a vision of what South Africa can be: a non-racial, non-sexist and democratic country that belongs to all, and where all people are treated equally.

The National Development Plan (NDP) turns this vision into a plan for the whole country. The NDP's main aim is to eliminate poverty and reduce inequality by 2030.

In 2030, South Africans will be more conscious of the things they have in common than their differences. Their lived experiences will transcend the divisions of race, gender, disability, space and class. The nation will be more accepting of people's multiple identities.

- Extract from the NDP's vision statement

Thuma Mina

Everyone has a role to play in building our country and ensuring a better future for all. While the government has the responsibility to use the money from taxes to build South Africa, this can only be done if all South Africans are involved in creating a country that we can all call home. When we work together, almost anything is possible.



Hugh Masekela

Hugh Masekela, a trumpeter, singer and songwriter, was born in South Africa in 1939. Through his music and voice he protested against apartheid. He lived in exile for many years but returned to South Africa in 1990 after the unbanning of the African National Congress. He continued to use his music to bring about change and build the country until his death in 2018.



'Thuma Mina' (Send Me)

[Verse 1]

I wanna be there when the people start
to turn it around
When they triumph over poverty
I wanna be there when the people win the
battle against AIDS
I wanna lend a hand
I wanna be there for the alcoholic
I wanna be there for the drug addict
I wanna be there for the victims of
violence and abuse
I wanna lend a hand
Send me

[Chorus]

Thuma mina (thuma m'na)
Thuma mina (ezizweni)
Ndizoya ndithandaze
Thuma mina (thuma m'na)
Thuma mina (ezizweni)
Ndizoya ndithandaze

Also known as 'Send Me', the song 'Thuma Mina' speaks to social issues, such as HIV/ Aids, addiction, violence, and poverty. The song was composed by Hugh Masekela, Sello Twala and Peter Mokoena and first performed in 2002.



Listen deeply to someone's feelings and thoughts

Mamela ka ho teba maikutlo le menahano ya motho e mong

Sing the song

1. Read the lyrics to the song 'Thuma Mina', listen to it and sing it. Let those who sing well help the class perform the song as a group. Some can keep the beat while others sing harmony.
2. Discuss what you think the song is about.
3. Rewrite the first verse of the song. Who would you want to help or lend a hand to? Who needs to be included in building our country?

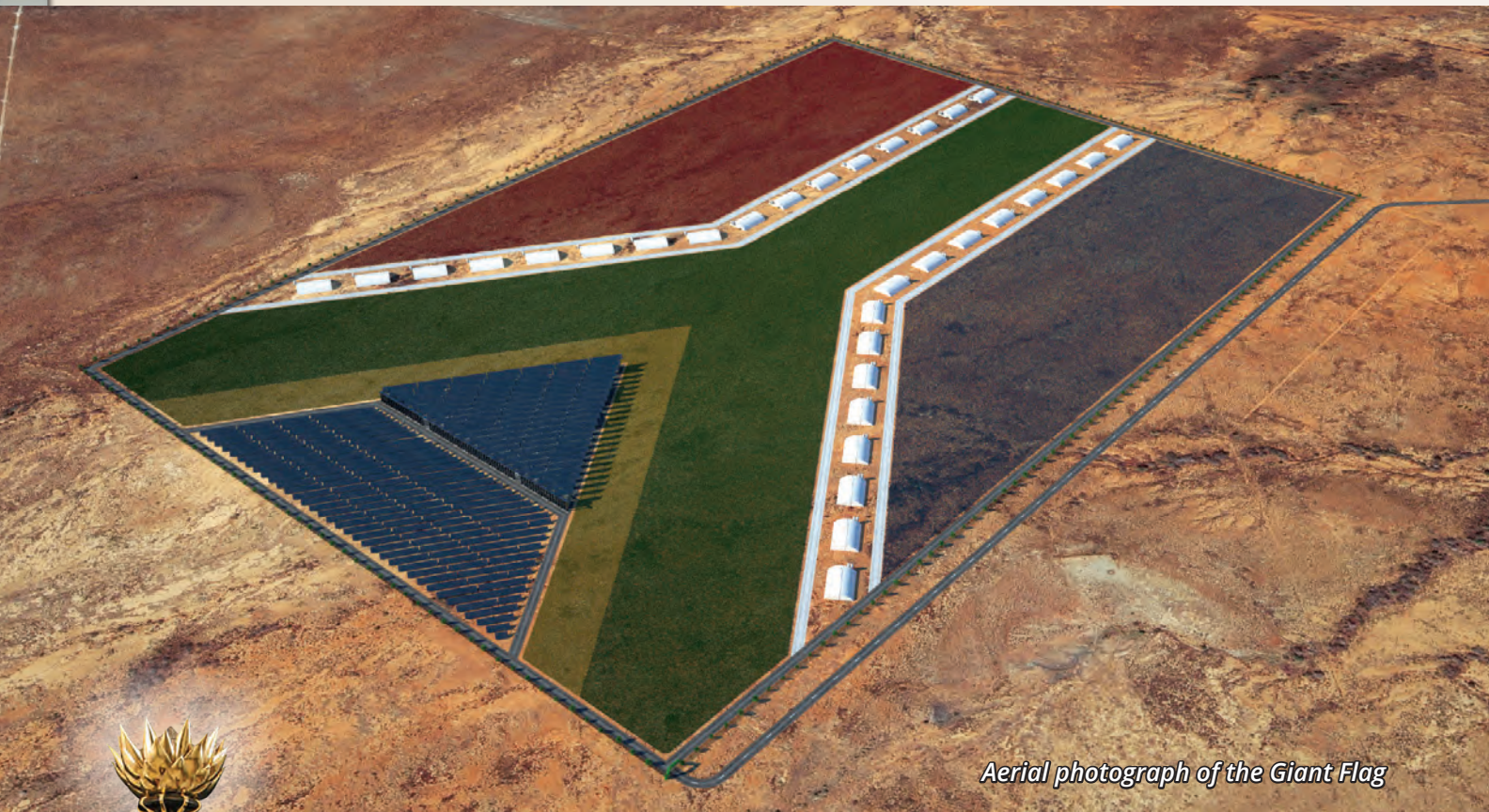
Your journal is private. Don't share it with others.

In your Journal...

Write about a time you helped someone. How did it make you feel?



Growing a giant flag



Aerial photograph of the Giant Flag

All over the country, government, individuals and organisations are getting involved and contributing to building South Africa.

All over the country, government, individuals and organisations are getting involved and contributing to building South Africa.

The community of the Camdeboo region, near Graaff-Reinet in the Eastern Cape, is building a giant flag. It will be the size of 66 soccer fields and visible from space. The 'flag' is made up of 2.5 million coloured desert cacti and succulents, to match the different colours of the South African flag. These plants are able to offset approximately 200 tons of carbon emissions per year. This will help to combat climate change and bring back a rich and diverse plant life to this currently dry area.

A four-megawatt solar field will also be built on the land, with the ability to power more than 4 000 homes.

The Giant Flag project brings the local municipality, community and individuals together to create this big 'flag'. It is inclusive of everyone and does something for the greater good of the community and the country.

The Black Rod is the symbol of the authority of the Chairperson of the National Council of Provinces and reflects the important role of the provinces.

The plants that will make up the giant flag



Fire Barrel Cactus



Mini Agave (Blue Dan)



Golden Barrel Cactus



Spekboom

Through the creation and maintenance of the Giant Flag, almost 700 jobs are created, mostly for women.

"The Giant Flag project gives everyone in the community an opportunity to live out the dream of a rainbow nation," says Mayor Hanna Makoba from the Camdeboo Municipality.

"The dignity of people who once were poor, will now be restored because they can earn a living," Councillor Alfred Pannies adds.

People see the Giant Flag project as having the potential to unite the community, to help with development, and also to be a model for sustainable development.

"The flag is symbolic of our potential," says Guy Lieberman, the founder of the Giant Flag project.



Convince someone of your point of view

Kgodisa motho e mong ka maikutlo a hao

An example of a nation-building project

1. Read about the Giant Flag project. Look again at the features of successful nation-building.
2. Why is the Giant Flag a good example of a nation-building project? Give reasons for your answer.
 - a. Describe in your own words what a nation-building project is.
 - b. Here are some words to consider: inclusive, benefits others, solves a problem, unites people.

In the next lesson, you will start planning your own nation-building project for your school or community.

Make a difference

We can all help to build a better country and nation by working on projects that benefit others. By helping others, we also help ourselves.

We can learn project management skills while helping others



My community garden

“My name is Nozipho and I am 24 years old. I’m from a township called Mamelodi in Tshwane. I run a community vegetable garden. I employ about 15 people in my community. The garden is a government-funded project to lessen poverty in communities. The project has helped feed over 200 families so far and we are making money by selling some of the vegetables at markets on weekends. This is one way that I contribute to building my community.”

1. In Nozipho’s story, who all benefits from the community garden?



Group project

1. In Nozipho’s story, who all benefits from the community garden?
2. In a group, plan a project to address a problem in your school. Your project must be doable, benefit others and not cost you or the school any money. To plan and implement your project, follow the steps on the opposite page.
3. Write a short project plan. This includes the name and purpose of your project, how it will benefit others’ lives, and who will take responsibility for different tasks.
4. Assess the project’s effectiveness after it has been implemented. Did it help others? How did it help you?

Make sure to tell your teacher about your plans and get any permissions you need.



Youth Citizen Action Programme: Solomon Mahlangu High.

Learners fix nutrition programme

Learners at the Solomon Mahlangu High School in KwaNobuhle in the Eastern Cape saw that the school’s nutrition programme was not working well. Out of the more than 1 200 learners, only a few hundred were coming to eat.

Sinovuyo Mduma (16), a member of the school’s Youth Citizen Action Programme (Y-CAP) said one of the main challenges was that learners were afraid of joining the queues because of bullying and pushing. The team introduced a new system to make the queues orderly, so more learners were able to get their meals.

Another problem was that the food did not taste good. The learners invited the Nelson Mandela University’s dietetics department to do an evaluation of the nutritional value of the menu and suggest changes.

“Previously the learners would throw the food away; now they are enjoying it. There has been a huge increase in the number of learners coming to eat,” said Khuselwa Xuba (15).

Sibulele Solilo (16) said he was proud of the programme. “Now, I know that all learners enjoy a healthy meal and do not go to bed on an empty stomach.”

The school vegetable garden includes vegetables and herbs grown especially for the nutrition programme.

Plan a successful project

1. **Brainstorm:** In groups, discuss any problems in your community or school that you want to address.
2. **Choose one problem to focus on:** It must be something you feel strongly about changing.
3. **Describe the change you want to make:** Do some research and ask other people about the issue.
4. **Develop your plan:** What action do you need to take to create the change you want to see?
5. **Plan your action:** Make a list of what you need to do for your project. Who is going to do what?
6. **Evaluate your project:** What went well and what did not work? How can the project be improved?



Basic gymnastics

Do basic steps, push-up holds and supports, and a sequence of movement blocks.

Warm up

Do basic steps to music like marching, skipping, knee lifts and kicks, jumping jacks and lunges.

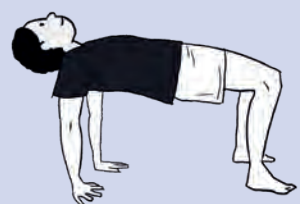
Push-up holds

Show off your best push-up hold. Move in push-up hold in different directions: left, right, forwards, and backwards. Then try to turn around on your own axis.



Build tunnels

Do the push-up hold in groups in rows and move together in different directions: Move left and right together. Then move forwards and backwards together. Make a tunnel with your bodies (like the picture) and roll a ball through the tunnel. Take turns crawling on your tummy through the tunnel. Try all the movements again with reverse push-up hold.



Raise to reverse push-up hold

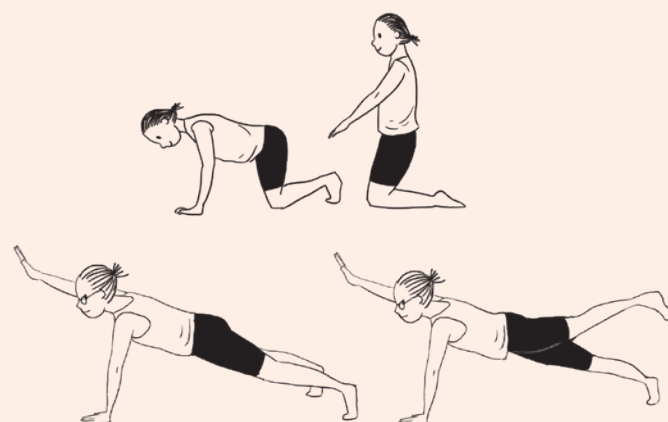
Push-up variations

Try these different types of push-ups:

1. **Straddle push-up:** Shift your weight from your left arm to your right arm. Lift your arm forward or sideways, switching from right to left arm.
2. **Gecko push-up:** Lift your opposite arm and leg.
3. **Free-fall push-up:** Kneel and extend your arms forward. Then lean forward and fall onto your hands.

Safety tip

Place your hands below (in line with) your shoulders.



Supports in sitting position

Try to hold each of these supports for at least three seconds:

1 Hips up



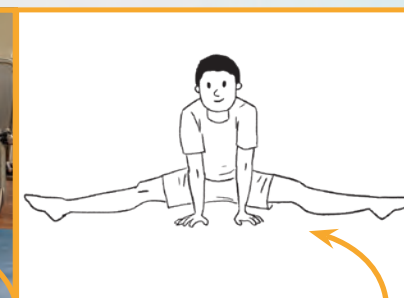
Legs straight – heels on ground. Support hands next to hips.

2 Feet up



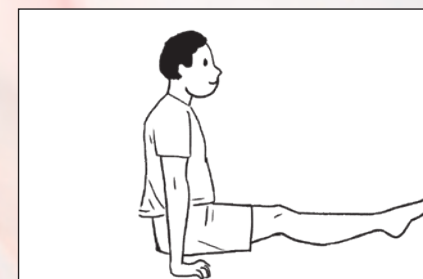
Put hands next to hips with straight back and legs.

3 Straddle sit



Hands between legs. Lift buttocks and hold.

4 Support position



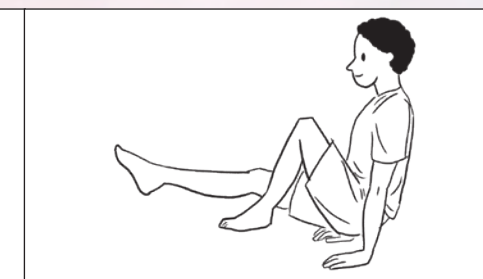
Place hands next to hips in straddle. Lift buttocks.

5 Straddle position



Put one hand in front of your body, halfway between your straddled legs, and the other hand behind your buttocks, centred. Turn to the left or the right side.

6 Straight leg lift



Put your foot with knee bent next to the other leg. Lift your hips and the straight leg away from the ground, keeping that leg straight.

Movement sequence 1

Put a movement sequence together.

1. Start with blocks of movements

Begin the movement sequence with blocks of movements from your warm-up, such as marching, jogging, skipping, knee-lifts, can-can kicks, jumping jacks and lunges.

2. Add movement techniques

Now add new skills between the blocks of steps and jumps. Add the push-up holds and supports in sitting that you have learnt.

3. Learn new support and holds

Learn new movement techniques, such as supports and holds in a sitting position, and add them to the sequence.

Cool down

Do static stretches to music.



Movement sequences

Design your own movement sequence
with blocks of movements.

Warm up

Warm up to music with the movement techniques learnt so far.

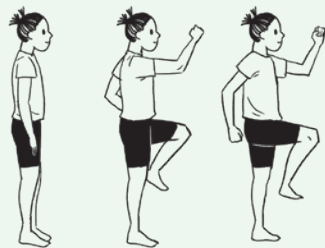


Movement sequence 2

Do the movements in each block to a rhythm of 4 beats.

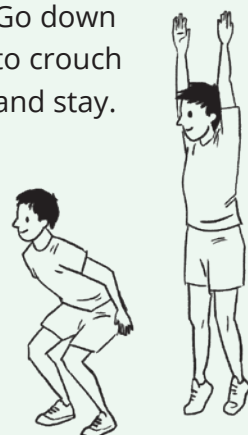
1. March and step

- Do four marching steps.
- Step twice left, clap your hands (left-together-left-clap), step twice right, clap your hands.



2. Jump and crouch

- Jump with a quarter turn to your right.
- Go down to crouch and stay.



3. Push-up holds

- Jump to push-up position and hold.
- 1-2. Lift your left hand and wave.
- 3-4. Lift your right hand and wave. Repeat left and right again.



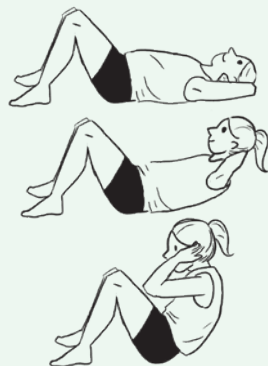
4. Push-up walks

- In push-up hold, walk with your feet to the left 1, right 2, left 3, right 4.
- 1-6. Do three push-ups on your knees.
- 7-8. Lie down on your tummy.



5. Sit-ups

- 1-6. Do three sit-ups with your knees bent.
- 7-8. On the fourth sit-up, stay sitting.



6. Hold and straddle-sit

- Hold support with your hands next to your hips, legs straight and heels on the ground.
- Straddle-sit with one hand in front, the other behind hips



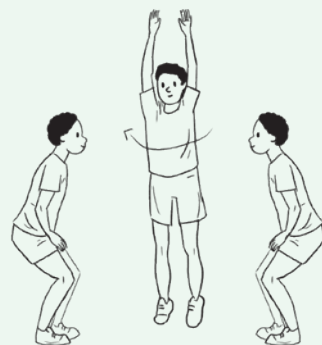
7. Push-up walks

- Close legs, bend knees and get into a crouch and stand up.
- Jump with left and right knee lifts.
- Two jumping jacks with hand claps above your head.



8. Leaps

- Jump into half turn.



Add new elements

9. Flexibility

Splits: Half or full.

Straddle: Long sit variations with hurdle sit.



10. Tuck jump

Tuck jump (front tuck and back tuck).



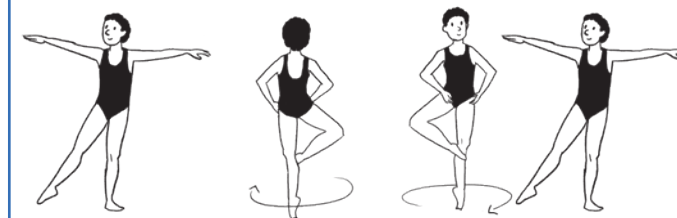
11. Balances

Frontal balance.
Arabesque.
Find your own balance position.



12. Turns

Torche jete. Half turn on one leg into a rear balance, with and without jump. Turns on one leg: half, three-quarter then full turn.



Change the music

- Do the same sequence but with different music.
- Change the blocks of steps, jumps and turns.
- Practise without a teacher or leader.

Creative workshop

- In groups of four or eight, try to mix the different blocks or add more elements.
- Show your movement sequence to others.
- Decide on the best sequences.



Cool down

Do static stretches to music.



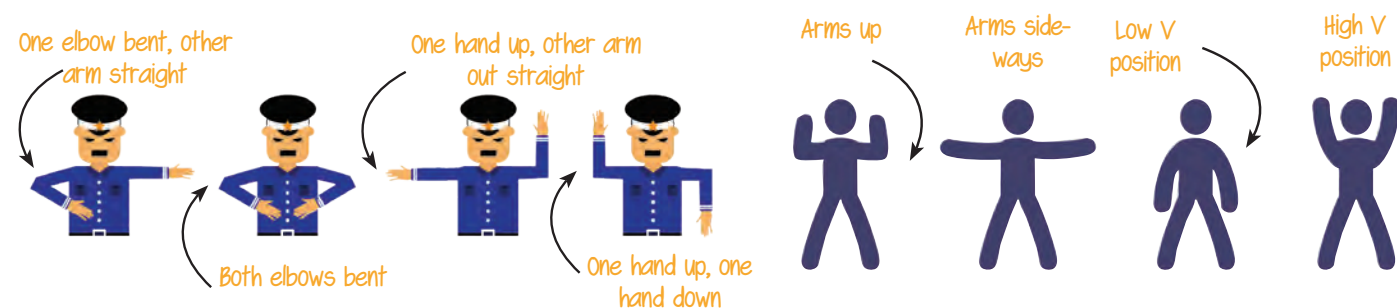
Skipping games

Play two-in-one rope skipping games.

Warm up

Traffic cop arm movements

Do one of the movement sequences you have learnt and add these different arm movements:

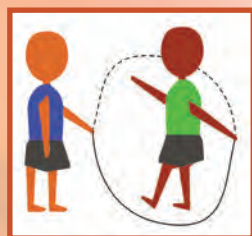


Basic two-in-one rope jumps

Try at least ten double-bounce jumps before stopping.

1 Turn the rope in sync

In pairs, decide whether you will both use your right or left hand. Facing each other, hold the skipping rope with your agreed hand and practise turning the rope together. Use a full-arm circle to create a big loop to jump in.



2 One jumps in the rope

Two people turn the rope for one jumper. Turn the rope in sync with the jumper for a few base jumps. Then change positions.



3 Jump together side by side

Stand next to each other, holding the handle of the rope with your outside hands, and jump together.



More two-in-one rope jumps with movements

Start by standing next to each other, holding hands. Hold the handle of the rope with your outside hand. Move together, swing the rope slowly and do this:

- Run forward together.
- Base jump (two jumps in one swing) and move forward.
- Base jump – move sideways.
- Base jump – move backwards.
- Jumps with feet astride then feet together – move forward.
- Start with the rope in front of you, swing the rope backwards and move forward.

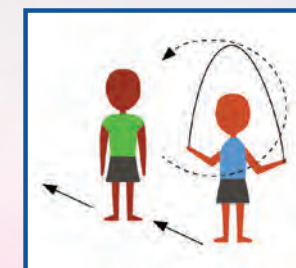
Timing

Enter the rope at a time when it will not hit you.

Exit the rope as soon as you have completed the last jump of the sequence you are doing.

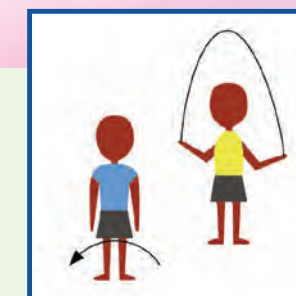
1 Two-in-one rope face to face

Jump from the ankles with your knees straight in the air. Take care not to kick each other. Try to jump and turn around with quarter turns in both directions. Then jump together and move sideways, forward or backwards.



2 Follow the leader in and out

Move in different directions and mirror each other. Jump inside the loop and stay in front of the turner. Keep jumping and when you are ready, exit the rope again on the other side of the turner.



Traveller

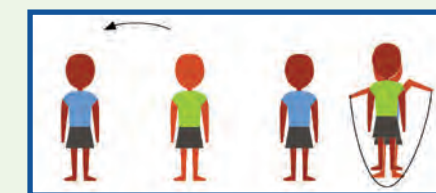
Jump on the spot two to three times. Then move sideways to swing the rope over the jumper. Jump together in the loop two to three times. Then the turner moves sideways again.

1 Traveller in locomotion

The turner starts 2 m away from the jumper and travels to the jumper.

2 Traveller in groups

Try traveller in groups of five or six jumpers. Remember to change roles. See which group can do it with no mistakes.



Cool down

Play fishing for jellyfish



Mark out an area to play this game (about 10 m x 10 m). The people with ropes are anglers and the others are jellyfish. Jellyfish must avoid the anglers whilst jumping on two feet and wiggling their bodies. No running.

An angler must catch a jellyfish by running after them and hooking their skipping rope around them. Anglers be careful not to make contact with faces and be as gentle as possible when using the skipping rope.

Skipping skills

Do more two-in-one rope skipping.



Warm up

Do dynamic stretches with arm movements.

Review two-in-one rope jumps

Review the jumps of the previous lesson but moving further this time: stand next to each other, holding hands. Hold the handle of the rope with your outside hand. Try to move 10m and do this:

- Run forward together.
- Base jump (two jumps in one swing) and move forward.
- Base jump – move sideways.
- Base jump – move backwards.
- Jumps with feet astride then feet together – move forward.
- Start with the rope in front of you, swing the rope backwards and move forward.

New skill: Half-turn towards your outside hand

1. Swing the rope forward and base jump three times.
2. Turn towards your outside hand holding the rope, and switch hands.
3. The rope still turns in the same direction, now backwards for you, because you turned. Base jump three times.

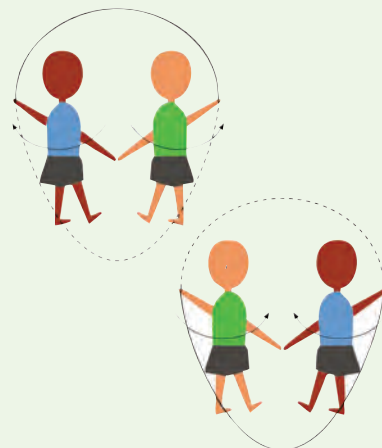
Try this two-in-one rope jumping skill in a sequence while counting aloud from one to four:

- Jump four times.
- Turn out with the fourth jump.
- Swap hands and jump with rope swinging backwards four times.
- Repeat.

Add new skills to the sequence

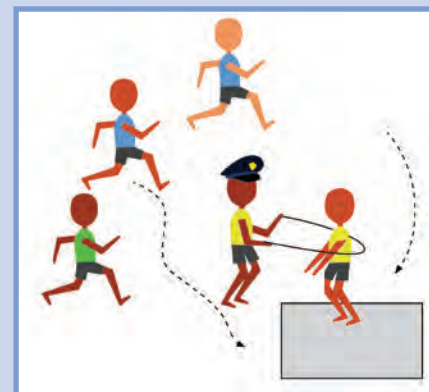
Add new skills to the sequence of four moves, with a synchronised jump with half turn.

- Remember to count for four.
- Practise the sequence several times after you add a new skipping skill.
- When you are ready, have a contest to see which team can do their sequence without making a mistake.



Skill	Position	
1. One turner and one jumper: Jump and swing the rope ten times.	Stand next to each other, side by side, with one in the rope.	
2. Two turners and two jumpers: Jump ten times over the rope.	Stand next to each other, side by side, with both in the rope. Jump at the same time.	
3. One turner and one jumper: Run forwards for 10 m with a step between every jump. The same leg goes over the rope every time.	Start next to each other, side by side, with one in the rope and one outside.	
4. One turner and two jumpers: Turner jumps in a single rope with a double bounce. The other jumper makes ten jumps over the rope.	Facing each other and jumping at the same time.	
5. Two turners and two jumpers: Run forwards for 10 m with a step between every jump. The same leg goes over the rope every time.	Start side by side, with both in the rope.	

Tag game: Save us!



A few players are police, with skipping ropes, a few are space invaders, and the rest are earthlings. When an earthling is tagged by a space invader, they are taken to a holding area. Police must find them and set them free again by skipping ten times together (two-in-one rope skipping face-to-face). No space invaders are allowed in the holding area. Change roles after one or two minutes (when you hear the signal).

Cool down

Do static stretches.



Are we all EQUAL?

The Constitution protects the democratic values of dignity, equality and freedom for all South Africans.



Listen deeply to someone's feelings and thoughts

Reetsa ka boteng maikutlo le tlhaloganyo ya yo mongwe

Tell a story

Hate speech can include verbal words, cartoons, drawings, and any written communication.

1. Can you think of a time hate speech was used against you or anybody you know?
2. Why do you think hate speech is a human rights violation?
3. If somebody used hate speech against you, what could you do to stand up for your rights?
4. Are there groups in your school, community or country that you think are unfairly treated or discriminated against? Make a list of these social groups and their rights that are not respected.

Unfair discrimination is a human rights violation and against the law.

Hate speech

Hate speech is any expression or communication that has a clear intention to (1) be harmful or incite harm, and (2) promote hatred on a list of characteristics including race, gender, sexual orientation, gender identity, religion, nationality, and culture.

Hate speech is a human rights violation and is against the law.



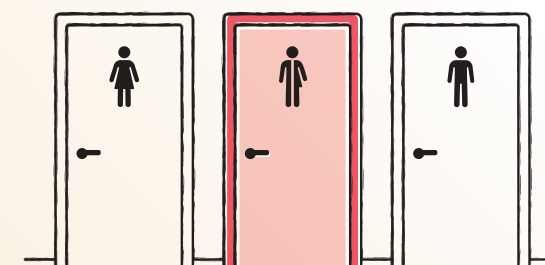
Work out what is right and wrong for you

Itirele go bona se se go siametseng le se se sa go siamelang

Respecting Human rights

5. Which human right is not being respected in each scenario on this page?
6. What do you think is the reason for the unfair treatment or discrimination?
7. Choose one of the scenarios and do a role-play about what happens next. What are the possible outcomes of the situation? Who can speak in defence of the person/s being discriminated against?

Scenario 1 Is she a boy or a girl?



Scenario 2

We worked for years for the company. When we got sick, they told us to leave. Nobody wants to hire us now.

AWUKHO UMSEBENZI
NO JOB

Discrimination

Discrimination against someone is when they are excluded, restricted or treated differently and unfairly based on their race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language, or place of birth.

When people are denied a basic human right, this is called a violation of their human rights.

If you witness a human rights violation or if you are a victim of a human rights violation, you need to report the incident. You can report the incident to the South African Human Rights Commission and you can report it at a police station.



Scenario 3

We can't hire him because he is so obviously gay. He won't fit in with our work culture.

Scenario 4

We can't hire him because we don't have any facilities for people with disabilities.



An equal playing field

Men's and women's sports are treated very differently, especially in the media in advertising and in sponsorships. As a result, people do not take women's sports as seriously as men's sports or know enough about them.



Tell a story based on the evidence

Fa kanelo e e theilweng mo Bosuping

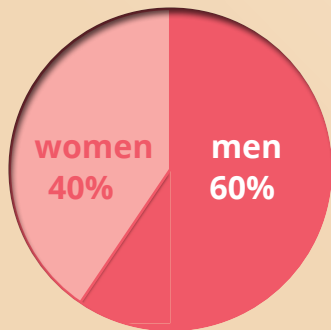
Spot the difference

1. **Do a quick quiz.** Name as many international and local sportsmen and sportswomen as you can.
Have you named more men than women? Like many of us, you probably have.

The photographs and statistics on this page tell us something about the different ways that men's and women's sports are treated.

2. Discuss in your group:
 - a. In the two pictures below, look closely at the seats behind the players. Are they filled or not? What could be the reason?
 - b. What is the possible impact on women or girls?
 - c. What changes do we need to make, to reduce inequality in sports?

Women players	Men players
Banyana Banyana R2 000 to R5 000 per game	Bafana Bafana R60 000 for a win and R30 000 for a draw
Proteas R7 000 to R10 000 per match	Proteas R46 000 per match and an additional R34 000 bonus for winning a match



Roughly 40% of participants in sport and physical activity are women. Only 6% to 8% of total media sports coverage is allocated to their activities.

Fair discrimination?

People are different and sometimes being aware of that and treating them differently is appropriate. For example, some learners might need to sit in front of the class because they do not see very well. This is not unfair discrimination.

Our Constitution tells us that everyone is equal. **Equality** is about equal opportunities, but **equity** is about ensuring that everyone is able to access those equal opportunities.

Women earn less and are often excluded from management positions in sport. This is unfair discrimination on the basis of sex and gender.



Convince someone of your point of view

Bolelela mongwe o dire gore a tlhaloganye se o se naganang

Advise the Minister of Sport

3. Imagine that the Minister of Sport has asked you to help her address the problems that sportswomen face, and to send your ideas for how her department can promote gender equity in sport.
 - Keep your suggestions and ideas short and sharp.

Example:

“Please encourage girls to play sports at school. Please buy girls the same quality equipment for their games that you give the boys.”



Women's national football team: Banyana Banyana



Men's national football team: Bafana Bafana



Gender equality

Gender equality will be achieved when people of all genders have equal rights in all areas of life, so that they are free to be who they want to be and are able to contribute to society.



Work out what is right and wrong for you

Iterele go bona se se go siametseng le se se sa go siamelang

Do we all have equal chances in sport?

1. **Debate** whether girls in your school are given the same encouragement to play sports as boys.
- a. **Think about this:** When the boys are playing sports, what are the girls doing? When the girls are playing sports, what are the boys doing?
- b. Is it discrimination to have girls' teams and boys' teams? Is it fair or unfair discrimination?
- c. Is it fair or unfair for girls to play against boys? Are there some sports for which it is fair and others for which it is not?
- d. Should there be an option of mixed teams in sports?
- e. Are sports only about winning? What other reasons are there for playing sports?



We will only be free to be who we want to be when girls and boys are treated equally.

Gender equality has a long way to go in the world of sport.

Equality is good for men and boys.

Living in a country where there is gender equality is good for men's health and well-being. It halves the risk of being depressed and shows a 40% reduced risk of a violent death.
– World Health Organisation, 2019

Transformation in sport

The South African government puts special emphasis on the inclusion and promotion of groups that have previously been unfairly treated.

The 2012 Transformation Charter for South African Sport calls for women's increased access, representation, and opportunities in sport.

Equality is when all people are treated the same. Equity is when everyone is treated fairly according to their needs and no group of people is given special treatment.



Find your own way to solve it

Batla tsela ya gago ya go e rarabolola

Sanah Mollo's story

Sanah Mollo is a famous soccer player. She was a defender for Mamelodi Sundowns and played for the South African national women's soccer team, Banyana Banyana. She represented South Africa in the 2016 Olympics in Brazil.

"When I was little, my brother and boy cousins wouldn't play soccer with me. They would say, 'No, we're not playing with you. You are a girl!'"

"But I kept trying to play with them. Eventually they let me play. And guess what? I was better than most of the boys!"

"By the time I was nine, I was really serious about soccer. Our school coach encouraged us girls to play in the boys' team."

"My parents were not happy. They didn't like me playing this 'unladylike' sport. They refused to buy me a soccer kit. I used my brother's boots until my parents gave in and bought me my own kit. Today, my parents are so proud of me."

2. Read Sanah Mollo's story and answer these questions:

- a. What made Sanah so determined to keep playing soccer?
- b. What made Sanah's parents change their minds about her playing soccer?
- c. How do you think girls can be encouraged to play more sports?



Step back – reflect and rethink – step back in

Eya kwa morago – akanya o bo o nagane gape – boela mo teng gape

What is your view?

3. Where do people's ideas about what boys and girls can and cannot do come from?
- a. Who or what creates these views or prejudices?



What is gender-based violence?

Gender-based violence (GBV) occurs when someone causes harm to another person based on their gender. GBV is mostly directed towards women and those who do not conform to the gender roles that others expect.

GBV affects rich and poor, black and white, women and men, and girls and boys. It is a human rights violation.

Patriarchy is a system of society or government in which men hold most of the power. The belief that boys and men are (or should be) stronger, more valued, and better than girls or women is unfair to everyone.

Patriarchal views can lead to GBV. Men who believe they are superior to women may use physical force to prove their control and harm women.

Women and girls are sometimes seen as inferior to men, dependent on men, and with less power than men. This unequal power allows men to think they can control and bully women.

Gender-based violence can happen to boys and girls.

Blessers think that because they have money they can ask for sex.

Some gender-based violence happens when people try to force gender roles onto others.



Explore and express your emotions

Tlhotlhomisa o bo o tlhagise maikutlo a gago

Learners' views

1. Add your voice to the voices on this page. What are your thoughts on gender-based violence?

Thousands gathered outside Parliament in Cape Town in September 2019 to remember Uyinene Mrwetyana and the many other victims of GBV. Photograph by Nicky Newman, Cape Town, 2019



Men add their voices to the nationwide protests against GBV. Photograph by Nicky Newman, Cape Town, 2019



Tell a story based on the evidence

Fa kanelo e e theilweng mo Bosuping

Two scenarios

2. Read the two scenarios on this page and answer the questions after each one.

Scenario 1: Cyberbullying and GBV

Karabo is a new girl in your school. She is lonely and wants to make friends. A boy asks to borrow her cellphone. He uses Karabo's phone to send a text message saying 'Contact me for free sex' to several boys at the school. Karabo is already getting messages back from the boys asking to meet her in the toilets.

- a. Make a list of guidelines to help keep yourself safe online. What would you do if you were in Karabo's shoes?



Scenario 2: Substance abuse and sexual violence.

Fabian, a boy in your class, met Lesedi at a party and they hit it off. Fabian had secretly brought a bottle of wine to the party and shared it with Lesedi. They enjoyed dancing together for most of the night. They kissed and had a good time. As he got more drunk, Fabian started to push his body against Lesedi saying, "Let's do it." Then Fabian said he wanted to have sex. Lesedi said "No". Fabian tried to force it. Lesedi started screaming "Stop!"

Complete the following stem sentences:

- a. The advice I would give Fabian is ...
- b. The advice I would give Lesedi is ...
- c. To defend Lesedi's right to safety, I would ...
- d. What do you think is the relationship between the use of alcohol and acts of abuse such as gender-based violence?

We all want to feel safe

Gender-based violence is a widespread problem and more common than we think. Physical, emotional, sexual, and economic abuse can affect you for a very long time.

Your right to safety and security



People who have experienced gender-based violence often continue to feel unsafe. The Constitution says it is a basic human right to “be free from all forms of violence from public and private sources, not to be tortured in any way, and not to be treated or punished in a cruel, inhuman or degrading way.”

Those that hurt and harm others are acting against the Constitution and are violating others’ basic human rights.



Ask questions that will help you understand what is going on

Botsa dipotso tse di tlaa go thusang go tihaloganya gore go diragala eng

Time to leave?

4. Read Florence’s story and answer the following questions:
 - a. What do you think contributes to Dennis’ violent actions against Florence?
 - b. What are Florence’s options?
 - c. What questions could you ask Florence, to help her think through her options to end the violence?

Florence has lived with her partner, Dennis, for 12 years. They have a 14-year-old child. She tells the following story:

“You know, when Dennis was working, he would come home and he was the nicest person. But things changed when he no longer had a job. He began to beat me and accused me of cheating on him. The hitting got worse the more he drank.

“Sometimes, all I could do was scream and run for my life. It was horrible. Worst of all, my child saw it happen. She’s very quiet these days and doesn’t want to go out.

“My neighbours say I should leave him. But once things calm down, he always apologises. He is frustrated because he’s not working. Maybe I put too much pressure on him? I often think of just leaving and taking my child with me, but I don’t know where to go. I don’t want to live like this. My friends say this is just how men are.”



The Fear of a Dark Room

A beautiful room full of light When I look at this room it brings me joy, happiness and my heart beats fast when I look at it, but then you came into that room.

*You destroyed everything you made it a dark evil room.
The bed that was full of red roses is now full of red blood.*

I dare not look at that mirror, I see a sad girl, tears dropping down, there is darkness I can feel some shadow in the dark, a sparkling nightgown is not shiny anymore.

It’s all in pieces and full of blood when I look at the bed again I see a body sleeping, a body without breath, arm without warmth, mouth without a smile, eyes full of tears in their sleep I cannot wake it up, and the room is about to fall apart.

– Poem written by a 12-year-old girl who was raped, stabbed and left for dead when she was nine. Her attacker was given life imprisonment for the rape and 15 years for attempted murder.

Nicky Newman, Cape Town, 2019

Poetry

5. Read through the poem “The Fear of a Dark Room”.
 - a. How does the poem make you feel?
 - b. Describe in your own words how the poet’s experience has changed the way she sees the world?



Explore and express your emotions

Tlhotlhomisa o bo o tthagise maikutlo a gago



Listen deeply to someone’s feelings and thoughts

Reetsa ka boteng maikutlo le tihaloganyo ya yo mongwe

Tell a story

1. Tell a classmate about a case of gender-based violence that you have heard about. Explain what happened and how people’s lives were affected by the event.
2. Do you think that most women and girls feel safe in South Africa? Why or why not?
3. In groups, discuss your thoughts on how women and girls could feel safer at school and in your community.

Know your rights

In South Africa, there are laws that protect us against gender-based violence. There are organisations you can turn to for help. You and your friends can also take action.



Tell a story based on the evidence

Fa kanelo e e theilweng mo Bosuping

Can you help Annah or Mfanafuthi?

1. Imagine that you work for a local newspaper and answer letters for a popular advice column for young people. Choose either Annah's or Mfanafuthi's letter to answer. Advise the letter writer what they should do. Use the information on this page and the next to help you work out your response.

Plan your response

- a. What are the facts?
- b. What is the type of gender-based violence?
- c. Who would you advise them to speak to?
- d. What should they do to end the abuse?

Dear Editor

Hi – I am a shy person and new at school. I find it hard to make friends, so I was happy when Mr Dladla called me into his classroom after school to talk to me. At first we just talked about how I was finding it at this new school. But the next time, he started touching parts of my body. I felt uncomfortable. He said I should be his girlfriend and that I should tell no one. Then he started giving me gifts. I accepted the cellphone as I really wanted one. But now he tells me I owe him sex, but I do not want to. I am really scared. What can I do?

Love Annah

Dear Editor

I am 13 years old and interested in fashion, singing and dancing. My life has been hell this last year. My father has threatened to beat me up because he says that I do not act like a real boy. Then there is a group of older boys that I pass every day and they call me 'moffie'. They tell me to watch my back. I have tried to act like other boys but I am scared all the time. Can you help me?

Regards Mfanafuthi

Find out about organisations near you that support anyone who has experienced gender-based violence or harm.



What does the law say?

The Sexual Offences Amendment Act 32 of 2007 says all sexual abuse is a crime. Sexual abuse happens when one person in a sexual act does not give their consent.

Consent is when you give permission for something to happen or agree to do something.

The age of consent

The law says a child over 16 years is old enough to give permission to have sex.

A child under 12 is too young to give permission to any sexual act. This is always a crime of rape or sexual assault. A child over the age of 12 (and under the age of 16) can legally consent to sex with another child who is less than two years older than them. Sex between a child and an adult is never okay, it is against the law.

Remember, **sexual abuse is a criminal offense** that must be reported.

Info Page D explains where you can find help or where you can report an incident of abuse.

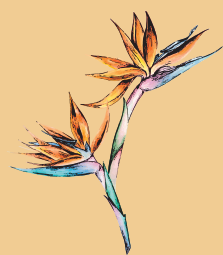
If you know someone who is committing a sexual crime against a child or a person with a mental disability, you have to report the person to the police.

Sex between a teacher and a learner is never okay or legal. It does not matter if the learner is over 16 years old or agreed to have sex. The law says the teacher must be fired and never allowed to teach again.

What is sexual abuse?

Sexual abuse includes sexual harassment and rape. Examples include:

- **Sexting** (sending sex notes or semi-nude or nude pictures digitally).
- **Asking for sex** in return for a bribe.
- **Calling someone rude names** like 'moffie' or 'bitch'.
- **Grabbing parts** of your body that you don't want touched.
- **Rape** is when someone forces a penis or any other body part or object into any part of your body, without your permission/consent.
- **Sexual grooming** of children is when someone prepares or makes a child ready to take part in a sexual act. This can happen over a long time. The abuser might first try and become your friend. They might then play secret games, become more affectionate, and progress to sexual acts. They could show you sexually explicit pictures or child pornography and buy you gifts.
- **Child pornography** is when people look at pornographic pictures of children.
- **Child sex work** is when children are forced to be sex workers.



TYPES OF GENDER-BASED VIOLENCE

Gender-based violence (GBV) is a big and widespread problem in South Africa. GBV occurs most often when there is unequal power relations between people.

People who commit GBV can be close partners, friends, contacts, family, or strangers.

Violence against women and girls is a common form of GBV, but anyone can be subjected to GBV. For example, GBV is often experienced by people who are seen as not conforming to their assigned gender roles, such as lesbian, gay, bisexual, transgender, or intersex people.

There are different forms of GBV:

physical, sexual, emotional, and financial.

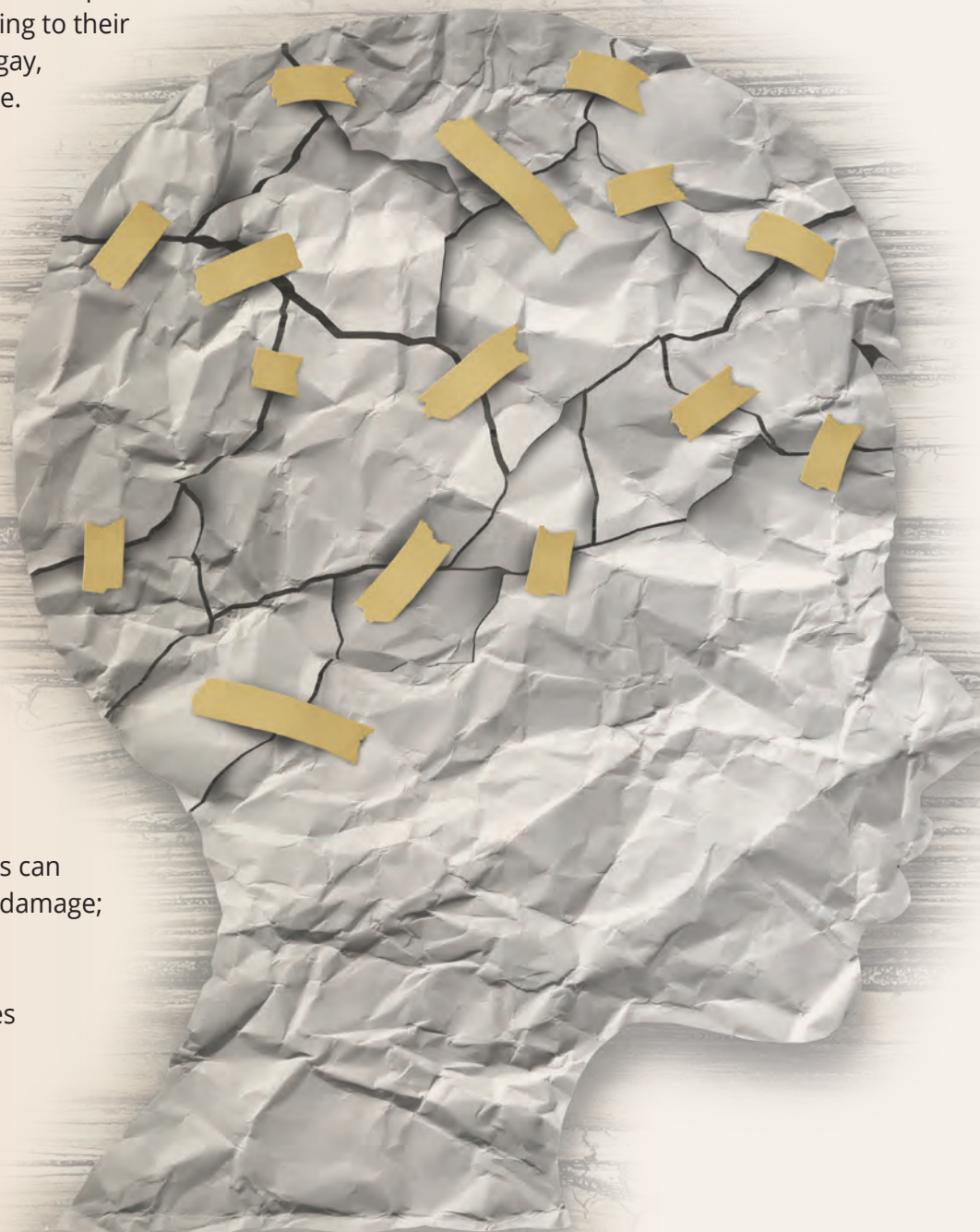
Physical: Any act which causes physical harm as a result of unlawful physical force.

Sexual: Any sexual act performed on an individual without their consent.

Emotional or psychological:

Any act which causes psychological harm. Psychological violence can take the form of, for example, insulting someone, calling them names, or harassment.

Financial: Any act or behaviour which causes economic harm to someone. This can take the form of, for example, property damage; restricting access to financial resources, education or the labour market; or not complying with economic responsibilities such as paying child maintenance.



WHAT TO DO IF YOU HAVE BEEN RAPED

If you have been raped it is normal to want to wash your body. But you must try as hard as you can not to bath, wash or change your clothes. This is so that you do not lose important evidence against the person who raped you.

Go to a place that helps rape survivors. It could be an organisation, a police station, hospital, clinic or a Thuthuzela Care Centre (TCC).

1. **Speak to someone you trust. At school, speak to the principal or a teacher you trust.**

Rape is a terrible thing to experience. Get help.

2. **Keep your clothes**, and try not to bath.

3. **Get to a doctor**, a hospital or clinic urgently.

Get medical treatment within 72 hours or three days of the rape. This is to make sure you can take HIV prevention medicine and also medicine to prevent sexually transmitted infections (STIs) and pregnancy.

4. **Write down everything** you can remember about the rape.

5. **Report** the rape at the police station.

6. **Tell** the police what happened.

7. If you **lay a charge**, your case can go to court.

8. **Counselling** is a very important part of becoming a rape survivor.

Do some research. Find out the following emergency numbers for:

Rape toll-free helpline

SAPS

Childline South Africa

Write these numbers down in your journal.

YOUR RIGHTS

You have the right to see a woman police officer.

You have the right to tell your story in a private room.

You have the right to be treated with respect.



TAKE ACTION to stop gender-based violence

Individuals and organisations are taking action against gender-based violence. Each of us can play a part and get involved in making the world a safer place for everyone.



Running to reclaim dignity

Ntombisintu Mfunzi is a long-distance runner and has won many races. She is also a rape survivor.

In 2016 she was preparing to take part in a race in the Eastern Cape and asked a man for directions. He sent her on a wrong route and then attacked and raped her.

“I remember praying and pleading with him not to kill me,” she recalls. “My life changed after this. I realised there is a reason why I am still alive.

“It helped to talk about what happened. Talking heals; staying silent kills the most. Healing starts by accepting, as painful as it is, what has happened. I never asked for it, it happened, it’s irreversible, so I’m left with two options: let it destroy my life or I write and speak about it.”

To cope with her attack, Ntombisintu began running more and started giving motivational talks. Her story inspired many women to address adversity in their lives and deal positively with trauma. Her story also helped men decide to end GBV.

“I am amazed at the words of encouragement and support from people I’ve never met. Some of them have also been victims like myself, but they’ve never told their husbands that they were raped.

“That is why I educate people that there is still life after rape.

“It is a life-changing incident, but you must reclaim your life. I know that it’s difficult, but I must fight, and especially after getting closure when he [the rapist] was sentenced to 22 years in prison, something has been taken off my shoulders.”



Listen deeply to someone's feelings and thoughts

Reetsa ka boteng maikutlo le tlhaloganyo ya yo mongwe



Create an image or a story to show what it is like

Tlhophahle o bo o tsaya Tshwetso

Being a change agent

1. Read through Ntombisintu’s story and answer the following questions:
 - a. How did Ntombisintu deal with her emotions and cope with the trauma?
 - b. What is it about Ntombisintu’s actions that makes her a change agent for ending gender-based violence?

Imagine you are a change agent

2. Write a short paragraph about what you would do as a change agent to end gender-based violence. Here are some ideas:

“I would do research on people who stood/stand against gender-based violence.”

“I would attend marches against gender-based violence.”

3. Complete the following sentence:

When GBV stops in South Africa, we will be able to: ...

A change agent is a person who pledges not to commit or tolerate gender-based violence.

Change agents:

- Make a positive change in society.
- Encourage discussion about gender inequality and the gender norms that can lead to GBV.
- Act as role models of alternative behaviour by challenging language, labels, or jokes that reinforce stereotypes or labelling people.
- Challenge language or jokes that reinforce stereotypes.
- Stand up and speak out when there is sexist behaviour or GBV (in the family, community, workplace, or in the media).
- Refuse to submit to gender roles that are unfair and unnecessary.



NO ONE is free until EVERYONE is FREE

We need to stand against inequality and discrimination, wherever they happen.



Listen, talk and work it out together

Reetsang, buang mme lo direng mmogo

What does it mean to be free?

1. Read the following two quotes:

"For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others."

– Nelson Mandela, *Long Walk to Freedom*

"I am truly free only when all human beings, men and women, are equally free."

– Mikhail Bakunin, famous anarchist

- a. Discuss in your group whether you agree or disagree with these quotes. Give reasons to support your answers.
- b. Reflect on the discussion you have just had. Was everyone equally free to participate in the discussion? How do you know?



The right to equality

Our Constitution says that the state cannot unfairly discriminate against anyone on one or more grounds, including race, gender, pregnancy, marital status, sex, ethnic or social origin, colour, sexual orientation, age, disability, language, religion, conscience, belief, culture, or birth.



Work out what is right and wrong for you

Iterele go bona se se go siametseng le se se sa go siamelang

Our rights are connected

2. Read the story on the opposite page. Then discuss:
 - a. What acts of discrimination do you see in the story?
 - b. Clarissa talks about being black, female and gay. This is part of her identity. How are her experiences different from Xolani's and Mandla's?
 - c. Would Clarissa's problems be solved simply by doing away with racism? Why? Why not?
 - d. What should the three do to tackle the discriminatory actions they face? What could a bystander or onlooker do in such a situation?



Vusimuzi Malindi, 2020

In your journal...

Write about a freedom that you believe is important to you.

Your journal is private. Don't share it with others.



No talifha

What is culture?

Culture is the shared way of life of a group. It includes visible aspects such as clothing, language, types of food, and holidays, as well as underlying values, norms, and expectations that influence behaviour and decisions within a community.

Cultures do not stay exactly the same over long periods of time. All cultures change and adapt in some way over time.

Who am I?

"I love hip hop dancing, but I also go to church on Sunday and enjoy singing in the choir. I love some Xhosa ceremonies like visiting the graves of my ancestors to tell them about my life. I'm also good at science and want to become an astronomer. I speak isiXhosa, English and isindebele." – Andile, 14 years old

1. What are some of the cultures Andile belongs to?
2. What cultures do you belong to? Tell a classmate about them.

Culture is about sharing ideas, values, beliefs and traditions.

Culture is about the ideas and beliefs that I share with a particular group of people and the ways we agree to do things.

Are you free to ask questions about your culture?

I don't always agree with everything. I sometimes question my culture.

Everyone has the right to be whoever they want to be, as long as that does not prevent anyone else from being whoever they want to be.



Create an image or a story to show what it is like

Enta sitfombe nobe indzaba kukhombisa kutsi injani

Guess my cultures

3. Fold an A4 sheet of paper into six squares. In each square, write or draw something to describe one of the cultural groups you belong to. Complete at least four of the squares, using a different square for each culture.

Example

I go to church and believe my ancestors are looking after me.

I celebrate Chanukah and Rosh Hashanah and I go to Shul.

I am thinking of going from vegetarian to vegan so no animals are harmed by my diet.

The only language that I speak really well is my mother tongue.

- a. Put everyone's folded pages into a box or hat. Shuffle them up. Take turns to pick a page from the hat. Read aloud what someone has written about their different cultural experiences.
- b. Guess who wrote the page.



Make a choice and decide

Khetsa futsi utsatse Sincumo

Belonging to different cultures

4. What are some of the challenges of belonging to different cultures?
5. Do you speak and present yourself differently depending on the culture you are identifying with in that moment?

Being multicultural

South Africa is a multicultural society.

Our Constitution protects our cultural diversity.

Sometimes being multicultural can be difficult because of the conflicts that arise between the cultures we belong to. But sometimes the diversity leads to innovation when one culture adapts to influences from another.

Individuals can change cultural groups if they no longer feel comfortable in one of them.



Cultural values

Learning about others' cultures is a way to discover new things and begin to see how much we have in common as people.

Cultural norms

Cultural norms are the shared values and rules that members of a particular group or culture are expected to follow.

These norms or customs can be useful because they make it easier to know what to do in certain situations. They also create a sense of belonging and shared identity in a group.

Our culture of human rights asks us to question cultural norms, whenever 'the way things should be' causes unnecessary harm.



Vusimuzi Malindi, 2020



Listen, talk and work it out together

Lalela, khuluma futsi niyisebente sikanye



Listen deeply to someone's feelings and thoughts

Lalelisisa imiva nemicabango yalomunye umuntfu

Rules of behaviour

- What are the different rules of behaviour in the comic story?
 - How do Tabitha and Ruby manage their friendship without upsetting or insulting each other?
 - What questions can Ruby and Tabitha ask to find out more about each other's culture?
- Why do you think it is important to know about other cultures?

Have your say

- Brainstorm some cultural norms from the communities or social groups that you belong to.
- Share an experience you might have had (or witnessed) when:
 - Someone deliberately broke a cultural norm of yours. How did this make you feel? How did you react?
 - You broke someone's cultural norm unknowingly. How did this make you feel once you learnt about this? How do you think the other person felt?
- Identify examples where different cultures came together to create new ways of doing things.



Celebrating diversity

We meet people from different cultures every day. Respecting other cultures involves being open to learning about them and by avoiding stereotyping or imposing your own opinions.

Different cultures contribute a wealth of ideas, practices and technologies to each other. For example, many of today's health products have been developed because of traditional medicine.

Many South African recipes have roots in other cultures. Can you name any dishes that are uniquely South African?



Bunny chow

Respecting differences

As we grow older and meet different people, our beliefs and values might change, which can sometimes cause disagreements with family and friends. Talking openly and listening carefully can help us handle these disagreements, even if we don't always agree.



OMG's story

Musa and her brothers had been in the church choir since they were young. Their mother Agnes was very proud of them, especially when the boys wore their black suits and Musa a dress.

Things began to change when they got older. Musa started wearing trousers to church. She did not help the other women with chores because she thought it unfair that they had to sweep the church, while the men sat around talking. Her brothers also changed. They often missed choir practice and were rude and loud when they came to church.

Musa's mother was often disappointed with her children. "Rules are rules," said Agnes. "Men and women are different. We are given our different roles. There are also different ways to behave in a church. This is what our religion tells us."

Musa and her brothers decided to move away from home and start their own band, "OMG". Their style gave them a voice to protest and to rebel against what was expected of them as boys and girls. Being in the band made them happy.

The band was doing very well but they missed their mother. Their mother still felt disappointed in her children. She said that as long as they were with the band, she had nothing to say to them.



Listen, talk
and work it
out together

Lalela,
khuluma futsi
niyisebente
sikanye

Talk show time

Musa's friend saw that Musa and her brothers were sad without their mother, so he wrote in to the talk show *Cultural Exchange*. This talk show brings people from different cultural groups together to make peace and solve their differences.

1. Choose who will play the following roles:
 - a. The talk show host
 - b. Agnes (talk show guest)
 - c. Musa and her two brothers (talk show guests)
 - d. Everyone else act as audience members and ask questions at the end of the show.
 - e. Give everyone a chance to practise what they will say. The talk show must be no longer than 10 minutes so everyone must keep their answers short.
2. The talk show host prepares a short introduction explaining why it is important for different cultural groups to come together to understand each other and resolve their differences.
3. The guests:
 - a. **Explain** the values they share with others.
 - b. **Describe** their different points of view.
 - c. **Step into the shoes** of the other person and describe how they feel.
 - d. **Suggest** what each can do to respect the right of others to follow their cultural beliefs and practices, even if they do not agree with them.
 - e. **Talk** through the outcome they would like or the next steps if they cannot reach agreement.
 - f. **Answer** questions from the audience.
4. Share something that you have learnt from the show.



Resolving conflict

Disagreements are a normal part of solving problems and making decisions. It's important to handle them calmly to stop them from turning into fights.



Search, record, compare

Phenya, rekhoda, chatsanisa

How do you respond?

Imagine that you work for a local newspaper. You run a popular advice column where young people write in to ask for advice on problems they have. You are part of the editorial team that replies to these letters.

1. Read the letters from Sandile and Priya, who are facing problems at school.
2. Choose one of the letters to respond to.
3. Read what the Constitution says about discrimination to help you with your response.
4. Write your response and give advice to the writer.

Dear Editor

Letter from Sandile

I am 17 years old and gay. I want to take my boyfriend to the matric dance. My parents are upset and say I'm trying to be different. I am just living in a way I think is true to who I am.

Some of the learners at school say that being gay is against their religion. They started a petition against same-sex couples taking partners to the dance. The principal said that no homosexual couples will be allowed at the dance.

Don't I have a right to express myself in the way that feels right to me? What about the Constitution? If other people have the right to their religious beliefs, don't I have the right to my own beliefs and views? I know there are learners who agree with me.



What does the Constitution say about discrimination?

The Constitution is the highest law in the country. All other laws and cultural norms must fall in line with the Constitution.

The Constitutional Court says that discrimination against learners is unlawful as it takes away their right to basic education, which is a fundamental human right.

The **Bill of Rights** lists the democratic values of the South African Constitution. These include:

Equality

- Everyone is equal before the law and has the right to equal protection of the law. Equality includes "the full and equal enjoyment of all rights and freedoms". No government or person may unfairly discriminate against anyone on the basis of their race, gender, sexual orientation, age, religion, belief, or culture.

Human Dignity

- Everyone has inherent dignity and the right to have their dignity respected and protected.

Culture

- Everyone has the right to enjoy their culture, practice their religion, and participate in the cultural life of their choice.

Freedom of religion, belief and opinion

- Everyone has the right to freedom of conscience, religion, thought, belief, and opinion.

The South African Schools Act, 1996

The aim of the South African Schools Act is to protect learners' rights at school, including their 'freedom of conscience and religion' in public schools.

- A public school must admit learners and serve their educational requirements without unfairly discriminating in any way (Section 5 (1)).
- The School Governing Body (SGB) has a duty to ensure the provision of quality education for all learners in the school (Section 20 (1a)).

Letter from Priya

Dear Editor

I am Hindu and wear a red thread known as a kalava around my wrist. This is an important part of my religion. I wear it to call for the blessings of the Hindu deities.

My teacher told me that I must remove it as it is not part of the school uniform. I tried to explain to her that it is part of my religious culture but she said that school is not a place for that. She said everyone needed to follow the school rules.

My parents and I are very angry. I refuse to take it off. Now the school is threatening to suspend me. Is there anything I can do?



A human rights culture for all

The Universal Declaration of Human Rights (UDHR) lays the foundation of a human rights culture across all countries and continents.



Listen, talk and work it out together

Lalela, khuluma futsi niyisebente sikanye

Unity in diversity

The ability to work effectively with people from different cultures is a valuable skill, wherever you go in South Africa or the world.

Work together with classmates from various cultural groups and genders.

1. Talk about how cultural differences are treated in your school. Decide on guidelines for talking about these differences with respect and openness.
2. Choose one cultural diversity challenge in your school that you all agree needs to be resolved.
3. Create a performance piece (it could be a rap, dance, drama or mime) that provides insights about the cultural diversity challenge you have identified, and what can be done to resolve it.

Example



Sports day doesn't happen on Fridays now. We asked the school to change this so that we did not miss our Friday prayers.



My school wants to only use English in class, but I think in other languages..



Work out what is right and wrong for you

Tfola kutsi ngukuphi lokulungile nalokungalungi kuwe

Helping humanity

The Gift of the Givers is the largest disaster response non-governmental organisation on the African continent. The motto of the organisation is: *"Best Among People are those who Benefit Mankind"*.

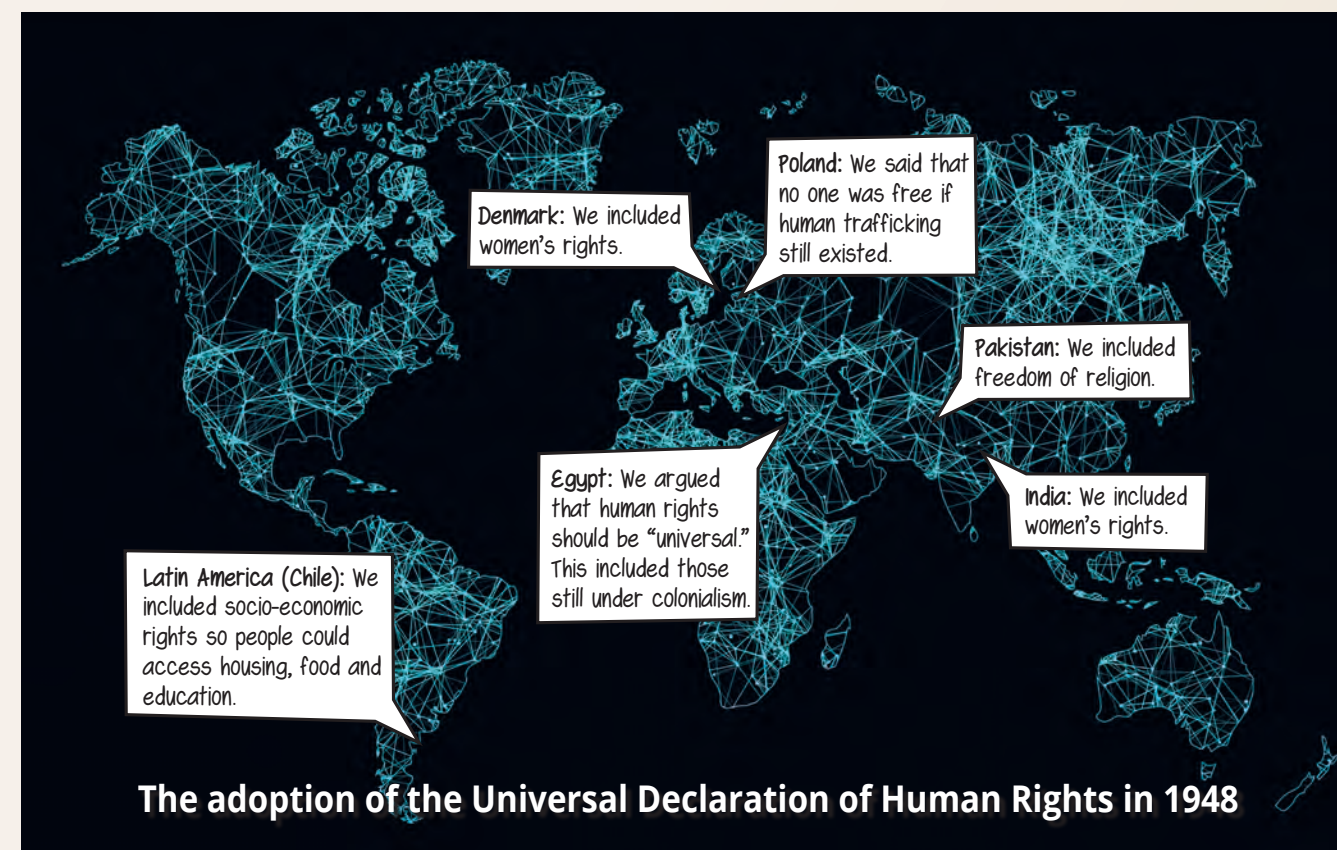
The Gift of the Givers believes that **access to water is a basic human right** that all people should enjoy regardless of their class, religion or gender.

Organisations like the Gift of the Givers help the world through difficult times, uplift humanity, and bring about unity.



Gift of the Givers handing out a truckload of water to community members. Grocotts Mail, Makhanda.

4. What do you understand by the organisation's motto? What type of culture is promoted through the organisation's work?
5. If you had to create a project or organisation to promote common ground and cooperation between cultures, what would you do?



The United Nations adopted the Universal Declaration of Human Rights (UDHR) on 10 December 1948, after World War II. It was the first document to outline basic rights for all people, such as equality regardless of race, gender, or religion, and the right to life, freedom, and safety.

South Africa has included these principles in its Constitution and Bill of Rights, focusing on equality,

dignity, and freedom. However, many people still face barriers to accessing these rights due to inequality and global challenges. Protecting human rights requires ongoing efforts from individuals, communities, and governments worldwide.



In your journal...

Your journal is private. Don't share it with others.

Write about a time when you learned something new from a culture different from your own. How did it make you feel?



Onaletšana

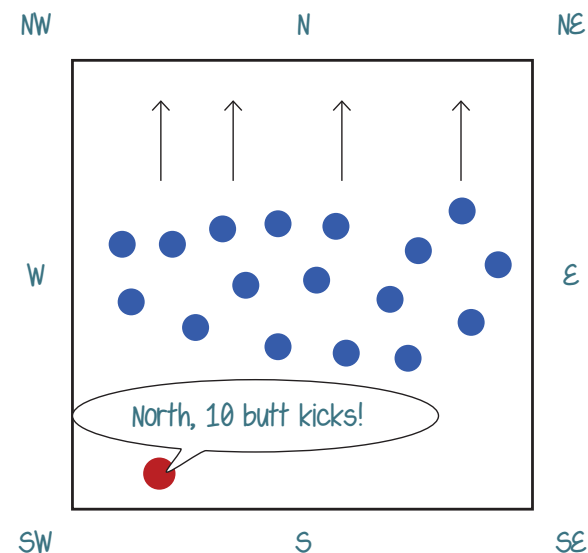
Basic orienteering

Orienteering is an outdoor sport that exercises mind and body. The aim is to navigate between control points marked on an orienteering map.

Warm up

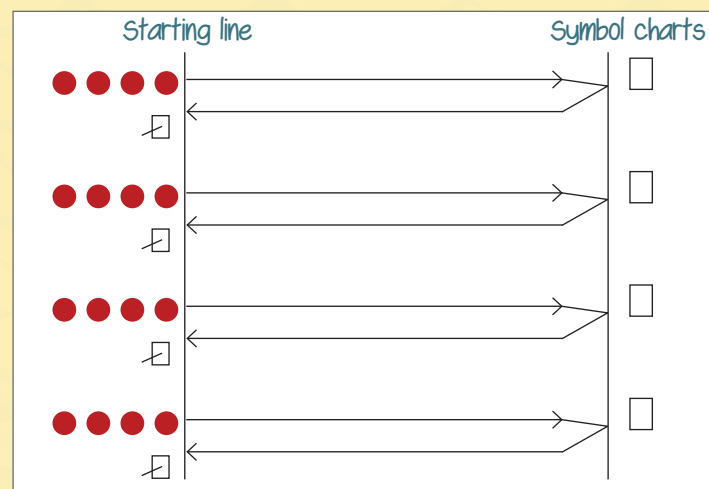
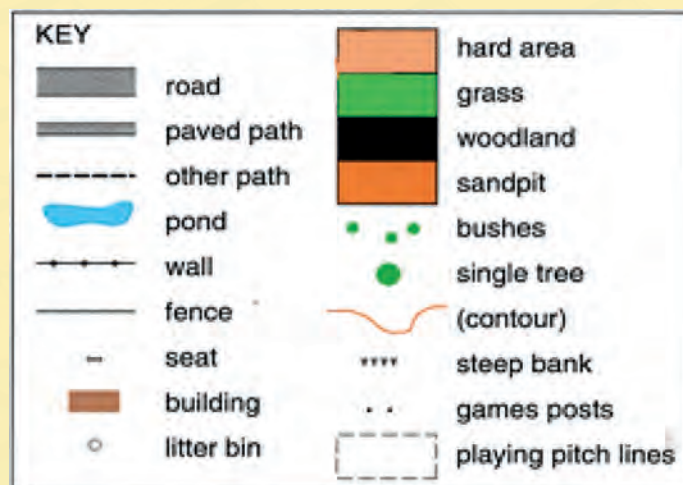
Find your bearings

All learners stand in a large area facing north. Listen to instructions from the teacher who calls out a different direction (south, east, west, north-east, south-east, etc). Learners walk ten steps in the called direction and then do dynamic stretches as directed by the teacher: butt kicks, knee tucks, hand kicks, ankle rotations.



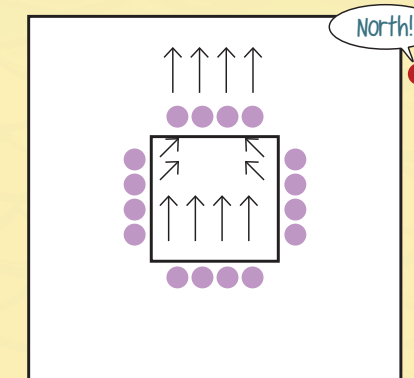
Map symbols game

Each group of four is given a piece of paper and pen. Groups start by standing behind the starting line. Symbol charts are placed on the opposite line. Taking turns, one learner from each group runs to the other line, looks at the chart, runs back and draws one symbol and name on the paper. See which group can draw the whole list correctly first.



Move in that direction

Four groups stand behind the northern, southern, eastern and western sides of four lines forming a square of about 3 m x 3 m with a "safe zone" (a bigger square around the smaller one) about 10 m away around that. When the teacher calls out "north!", the group on the northern side has to run to the outer boundary line of their safe zone while the others try to tag them. If tagged, a learner becomes part of the other group. The group with the most group members after five minutes, wins.



Map drawing challenge

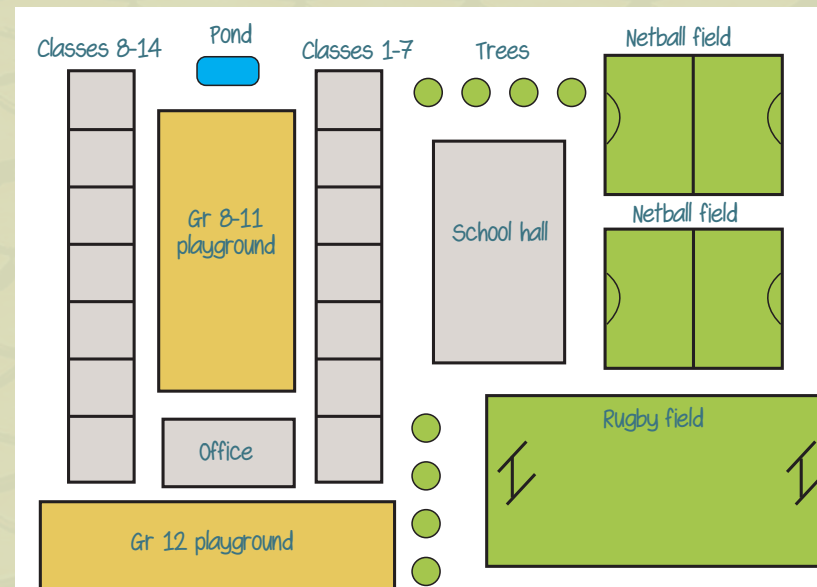


Work in groups of five or six. After studying the example of a map (see to the right) of a school terrain, each group sets off in a different direction and walks around the school terrain to draw their own map of the terrain, incorporating at least ten recognisable landmarks such as the office, tennis courts, etc.

Use map symbols and remember to orientate the map to the North.

All teams have a time limit of ten minutes after which they have to be back at the starting point with their drawn map.

Example of a school terrain map

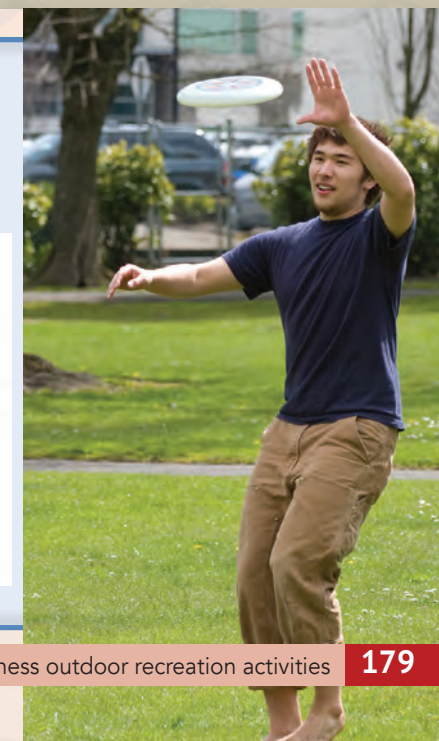
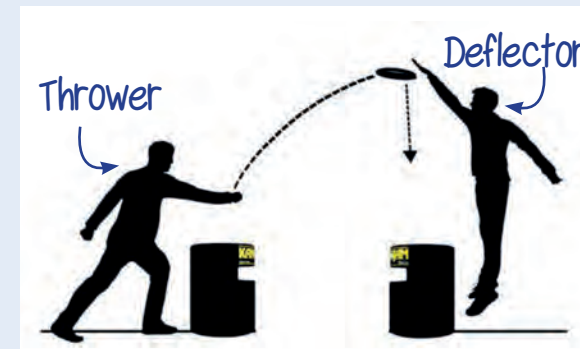


Cool down

Kan Jam game

One group of four (attackers) line up behind a line, while another group of four (deflectors) line up behind a basket. The attackers take turns to throw a frisbee or ball at the basket.

If it goes into the basket, the attackers get two points. If it hits the basket, the attackers get one point. If it goes over the basket, the defenders (or deflectors) tries to slap the ball into the basket, getting two points if it does go in. See which team wins after five minutes.





Line orienteering challenge

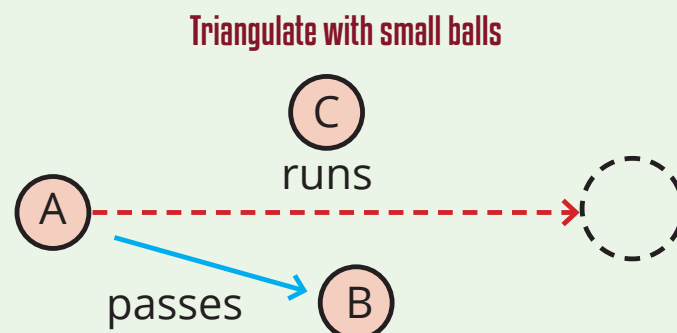
Use a self-drawn map to design a line orienteering challenge for another group.

Warm up

Triangulate game

With small balls – groups of three

Player A passes the ball to B, then runs through between B and C to make a new triangle. When A is in place, B passes to C and runs between C and A, and so on. Then do static stretches.



The amazing race

1

Design a line orienteering challenge:

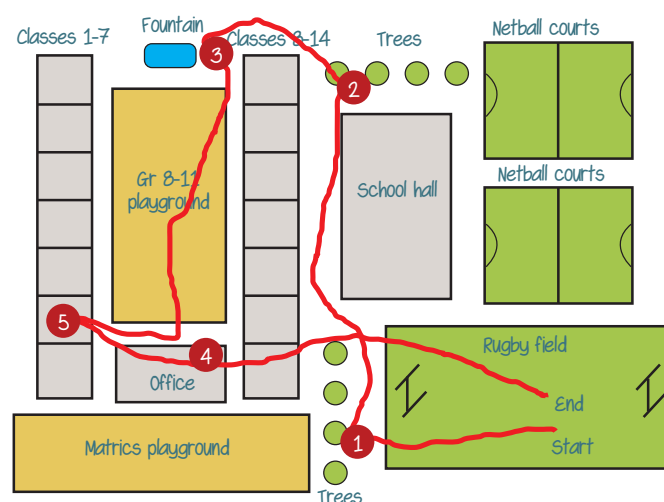
Each group must have their self-drawn school terrain map.

On your map, draw a route line and design a challenge for the other group. The challenge must include:

- A line on the map representing a route that passes by five control points on the map.
- The control points that the other group must find and name on the map, must be spread out (at least 30 m apart).
- Written instructions for the other group explaining how to do the challenge.

After deciding on five control points and drawing the route line, your group must follow your own route to plant a name card at each control point (be creative with the names of control points). The other group will have to follow the route and write down the names at the control points on the map.

Example of a map with line and control point names:



Names on cards:
1 = "Green tower"
2 = "Bird's eye view"
3 = "Cool blue"

4 = "The Sugar House"
5 = "Arts and crafts"

Change around

2

Now it is your group's turn to do the challenge that the other group has designed for you. Read their instructions, follow the line drawn on their map of the school grounds, find the name cards they planted, write the names next to the control points on the map, and hurry back! All groups start at the same time and will be assessed (by each other) using the following rubric:

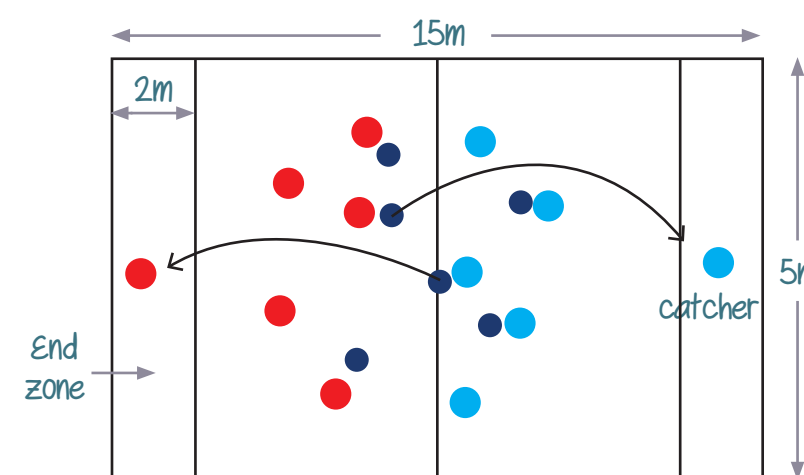
Assessment rubric: Design and performance of line orienteering challenge

Requirement	Maximum marks	Awarded marks
1. Clarity and accuracy of drawn map	5	
2. Instructions:		
2.1 Clarity of instructions	5	
2.2 Five control points to find	5	
2.3 Spacing of control points on map	5	
2.4 Creative names for control points	5	
3. Performance of the other group's challenge	5	
Total	30	

Cool down

Mat ball game

There are two teams of six, with six balls (three per team) in each court. One player from each team is the catcher, who stands in the end zone (about 2 m from the end of the marked area). Players try to pass their balls to the catcher. Each time the catcher catches the ball, the thrower joins the catcher in the end zone and becomes a catcher. Teams try to intercept each other's balls because then they can throw the balls to their catchers as well. The team with the most throwers at the end of the allotted time wins.



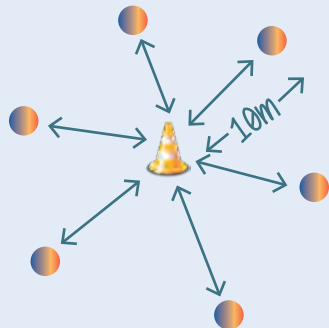
Point-to-point orienteering challenge

Solve clues and find control points on a map.

Warm up

Dynamic stretches

In groups of five or six, stand in large circles with a cone in the middle. (Each learner should be about 10m from the cone.) On the teacher's call, all move forward, touch the cone, and move back to their places in the following ways: high skips with exaggerated arm wings, sideways shuffles, carioca (feet cross over with every second step), backpedal jog (jog with large steps backward, with arms swinging).



Treasure hunt

Two groups of five or six work together. Each group receives a map of the school terrain or area. Use the map to design a challenge for the other group. Do the following:

- 1. Walk through the area and decide on five control points that the other group must find.
- 2. Choose the control points so that they are spread out – the other group must walk at least 50 m to find each point.
- 3. Write down a riddle for each of the five control points that the other group has to solve. Plant a riddle card at each control point. The other group must find the riddle card and solve the riddle to figure out where the next control point is.
- 4. Write down the instructions for the other group.

You have 20 minutes to do all of the above, before returning to the starting point.

Example of a map with control point names and riddles:

- 1. You may duck and squirm, but here you are a bookworm.
- 2. Salt and sweet, and something for the heat!
- 3. Where all feel welcome.
- 4. Where we read and write, in the middle of the site!
- 5. Where you hit the ground and the ball is not round.



2



Next, it is your turn to do the challenge that the other group has designed for your group. Read their instructions, unravel or solve their riddles to find the control points and the riddle cards they have planted, mark the control points on the map, and hurry back! All groups start at the same time and are assessed (by each other) using the assessment rubric. You have 20 minutes to complete the treasure hunt: good luck!

Assessment rubric: Design and performance of point-to-point challenge

Requirement	Maximum marks	Awarded marks
<i>Design of challenge for other group:</i>		
1. Clarity of instructions	5	
2. Five control points	5	
3. Spacing of control points on map	5	
4. Creative riddles for control points	5	
<i>Performance of other group's challenge:</i>		
5. Correct marking of control points on map	5	
6. Time of completing challenge	5	
Total	30	

Cool down

Ninja slap

Stand shoulder to shoulder in a circle with your hands in the middle. On the signal you must jump back into a ninja pose. Each person takes a turn being the attacker and tries to touch another person's hand in a single ninja move. The attackee reacts with a single ninja move to avoid being touched. Only the attacker and attackee may move; all others remain frozen. Whether missing, successfully hitting or avoiding, only a single ninja move is permitted and both must stay frozen in that pose. If a person's hand is touched, they must leave the circle. The winner is the last ninja left.



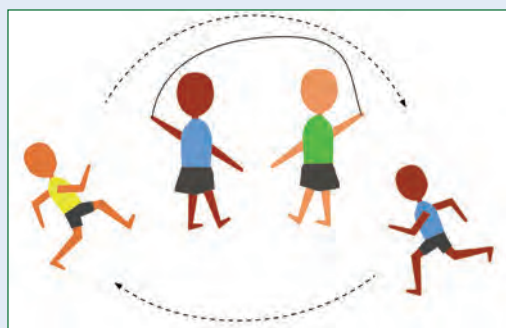
Free running

Parkour is similar to free running. It includes the safety vault and roll, and precision jumping.

Warm up

Group cardio and stretches with ropes

In groups of four with one rope, two learners stand next to each other, holding one end of the rope in their outside hands. They swing the rope and jump over at the same time, 20 times, while the other two classmates run in a circle around them. After 20 jumps, the two pairs switch places.



Basics of parkour skills

In your own space, do the following moves and jumps:

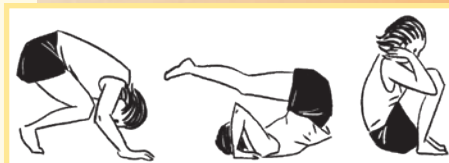
Safety vault (right-handed learner)

Approach the obstacle and place both your hands on it. Release your right hand and place your right foot sideways to the right on the obstacle, far enough to allow your left leg to pass through between your left hand and right leg.



Safety roll (right-handed learner)

Kneel with your right foot forward and place your hands on the ground in front of you at a 45° angle in the direction you want to roll in. Look over your left shoulder and use your rear leg to push you over into the roll, using your hands and arms to control your momentum by lifting you a little. Roll across your back to your opposite hip.



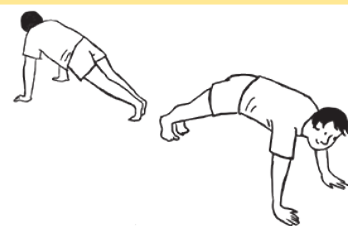
Precision jumping

Bend your knees, swing your arms and jump with two feet from one point to another, landing on the balls of the feet on the opposite object or line and keeping your balance.



Quadrupedal move

Walk alternatively with your hands and feet. Walk on the balls of your feet.

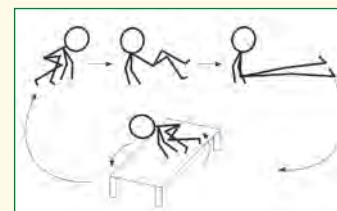


Stations

Do the parkour moves in groups of five or six at a station.

Station 1: Safety vaults

Do a safety vault on the floor, then over the table (or low fence or wall).



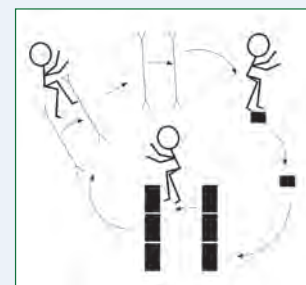
Station 2: Safety rolls

Do the safety roll on the mat or grass, then jump off the table and do the safety roll.



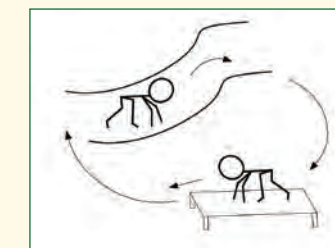
Station 3: Precision jump

Do the precision jump from line to line, then from one beanbag to the next, then from one beam (or line of bricks or step) to the next. Balance for three seconds each time you land.



Station 4: Quadrupedal move

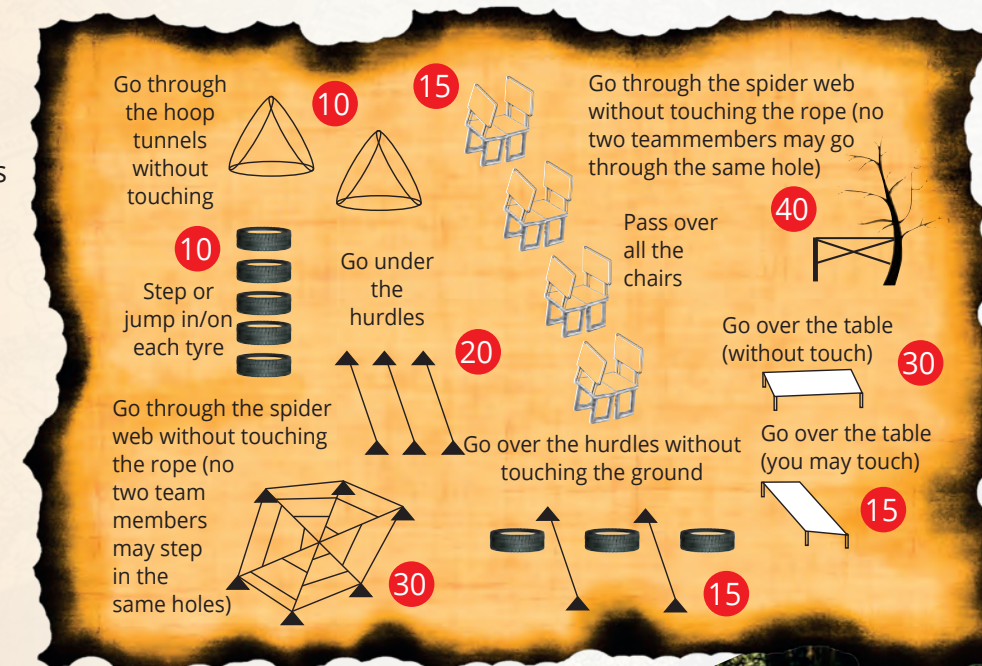
Do the quadrupedal movement on the floor between the ropes, then on the table and do a safety vault off it, followed by a safety roll (optional).



Obstacle course

Each group gets a map of the obstacle course, showing the points that each obstacle is worth. Do at least five obstacles in the allotted time using teamwork.

Groups have five minutes to plan which obstacles they will do and how, and then start two minutes apart. All team members must complete the five obstacles chosen to get the points. Use parkour skills where you can.



Cool down

Group towel throw

Play in groups of five to six, each with a towel or cloth, a ball and a basket or hoop. Each group must stand behind the line, all holding onto the towel, and throw the ball (you are not allowed to touch it) into the basket about 10 m away. The group with the most goals within five minutes, wins.



It's a wrap

- Which images in this book will you remember?
- What is the most valuable thing you learnt this year?
- What did you find the most challenging?
- Which new things are you curious about?
- What was your best moment of the year?

In your journal...

Your journal
is private.
Don't share it with
others.

Write something
about the highs
and lows of
Grade 8.

Be well

I will pray or
meditate

I will ask my
friends for
support

I will study
hard

I will drink
lots of water

I will go for
walks

I will talk about
my concerns

I will get
enough sleep

I will eat
healthily



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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 Olvitt, Lloyd Leach, Maia Marie, Makganwana Mokgalong, Mamotha Ratlhankana, 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 Naamdhow, 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, Rebone Ntsie, Andrew Simpson, Hayley Walker, Johanna Moolman, Judy Connors, Lesedi Mogoathle, André Croucamp, Elmari 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, Tshikovhi 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, Fairuez Cassiem, June Darries, Marilyn Villaflores, Moses Nsimbini, Peace Merementsi, Robertha Nazer, Thato Adoro

Managerial and Administrative support: Doris Mahlobogoane, Jerry Zitha, Luvuyo Cebo, Makondele Tshitema, 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

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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

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