



## 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

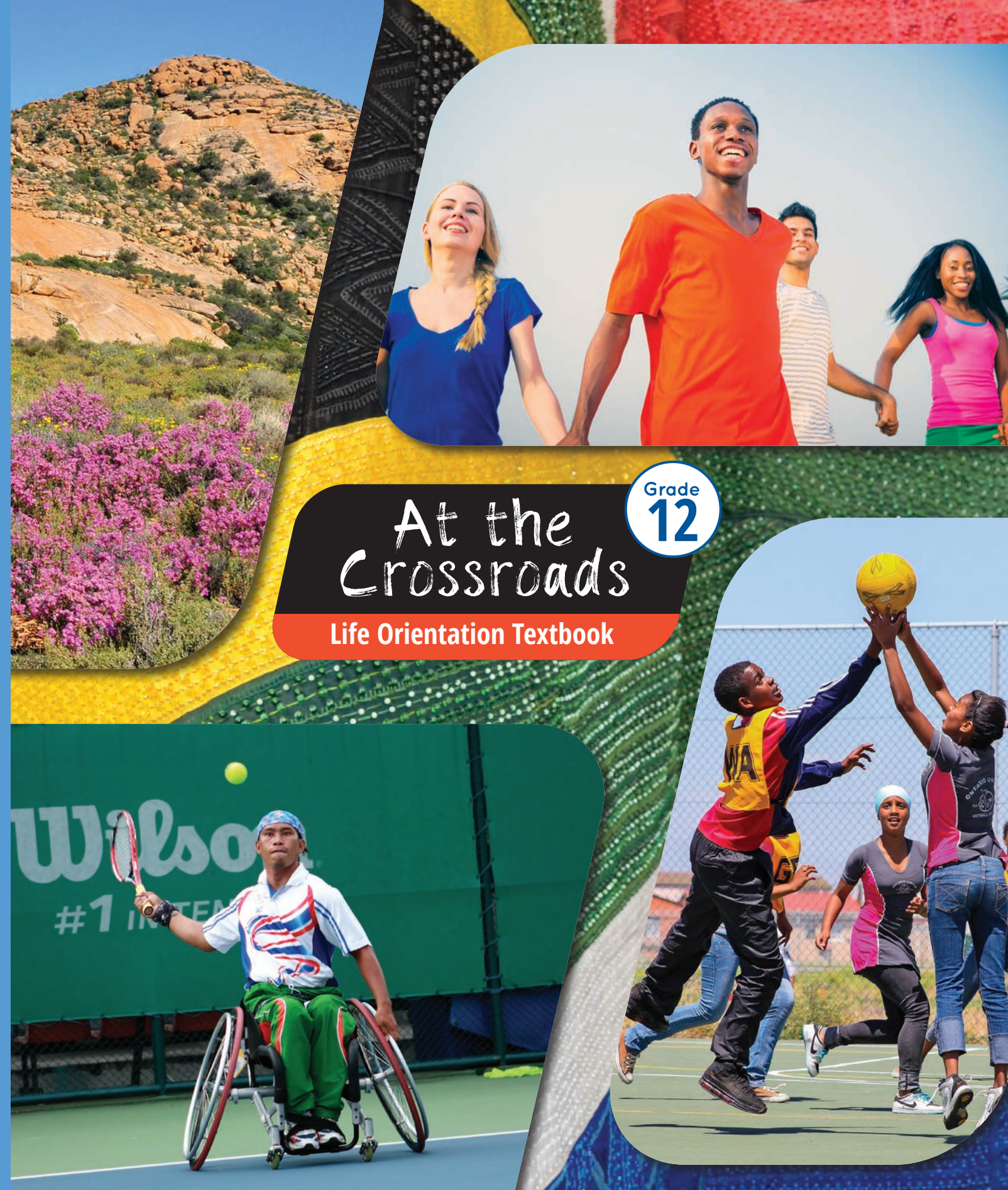
## At the Crossroads series of books

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.



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



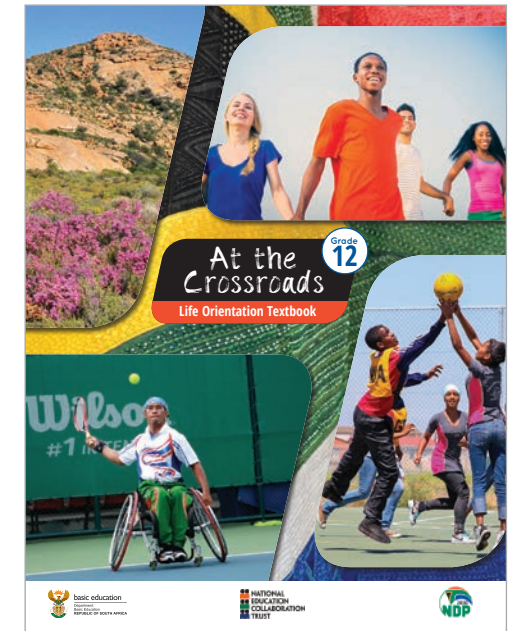




# At the Crossroads

## Life Orientation Textbook

Grade  
**12**



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

© Department of Basic Education, South Africa 2025

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

Contact the Department of Basic Education.

Email: [info@dbe.gov.za](mailto:info@dbe.gov.za)

Call centre: 0800 202 933

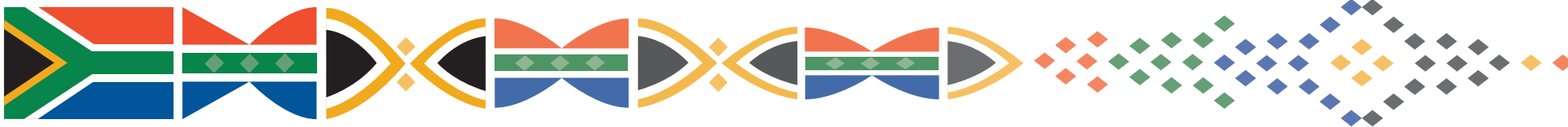
Switchboard: 012 357 3000

Private Bag X 603, Pretoria 0001

Sol Plaatjie House, 222 Struben Street, Pretoria

**At the Crossroads** Grade 12 Life Orientation Textbook ISBN 978-1-4315-3433-3





Contents ..... ii  
Welcome to Grade 12 Life Orientation ..... iv  
Preamble to the Constitution of the Republic of South Africa ..... v  
How to use this book .....vi  
Skills: Further Education & Training Phase..... viii  
Make a skills bookmark .....xii

Term 1:

**Lesson set 1 Stress; conflict resolution; relationships; adapting to change**  
**Skills in English and isiXhosa**

Lesson 1.1 Stress less, achieve more ..... 2  
Lesson 1.2 Rising above stress ..... 4  
Info Page A Focus on stress ..... 6  
Lesson 1.3 Stress and your environment ..... 8  
Lesson 1.4 Resolving conflict ..... 10  
Info Page B Communication and conflict ..... 12  
Lesson 1.5 Relationships and communication..... 14  
Lesson 1.6 Next stop: The future ..... 16  
Lesson 1.7 Adapting to growth and change..... 18  
Info Page C The Kongo Cosmogram ..... 20

**Lesson set 2 Planning for success: study skills; time management**  
**Skills in English and isiNdebele**

Lesson 2.1 Your future starts here ..... 22  
Lesson 2.2 Get to score! ..... 24  
Lesson 2.3 Plan to succeed ..... 26  
Lesson 2.4 Let's rock the exams! ..... 28  
Info Page D Preparing for assessments and your NSC ..... 30  
Info Page E How to improve your matric results ..... 32  
Info Page F The Second Chance Programme ..... 34

**Lesson set 3 Skills for final action; career portfolio; unemployment; entrepreneurship**  
**Skills in English and isiZulu**

Lesson 3.1 Future Me ..... 36  
Info Page G So, what now? Life after school ..... 38  
Lesson 3.2 Your future; your choice ..... 40  
Lesson 3.3 Navigating unemployment ..... 42  
Info Page H Focus on unemployment ..... 44

Lesson 3.4 Navigating entrepreneurship ..... 46  
Info Page I Focus on entrepreneurship ..... 48  
Lesson 3.5 Get involved! ..... 50  
Lesson 3.6 Creativity and viability ..... 52  
Info Page J Culture + heritage = business ideas..... 54  
Lesson 3.7 No to being corrupt; Yes to paying tax ..... 56

**Physical Education**

Generic stretches ..... 58  
Activities that promote achievement of personal fitness and health goals ..... 62

Term 2:

**Lesson set 4 Discrimination and human rights violations; the media; sports and nation building**  
**Skills in English and Afrikaans**

Lesson 4.1 Campaigning for change ..... 70  
Info Page K A summary of the Bill of Rights ..... 72  
Lesson 4.2 Media and democracy ..... 74  
Lesson 4.3 Social media and democracy ..... 76  
Lesson 4.4 Digital Citizens ..... 78  
Info Page L Are you cyber savvy? ..... 80  
Lesson 4.5 Be media smart ..... 82  
Lesson 4.6 Balancing freedom and responsibility . 84  
Lesson 4.7 Sports in the media ..... 86  
Lesson 4.8 Sports and recreation for all ..... 88

**Lesson set 5 Responsibility of different levels of government; personal mission and vision statement**  
**Skills in English and Setswana**

Lesson 5.1 A world of beauty and wonder ..... 90  
Info Page M From national to municipality ..... 92  
Lesson 5.2 Shared responsibility ..... 94  
Info Page N Energy for the future ..... 96  
Lesson 5.3 Hope for the future ..... 98  
Lesson 5.4 Mission and vision ..... 100  
Lesson 5.5 We are in this together ..... 102

**Physical Education**

Programmes and movements that promote long-term engagement in games and sports ..... 104

Term 3:

**Lesson set 6 Understanding lifestyle diseases; making healthy choices; wellbeing; staying safe**  
**Skills in English and Tshivenda**

Lesson 6.1 Being human ..... 112  
Lesson 6.2 Understanding lifestyle diseases ..... 114  
Lesson 6.3 Making healthy choices..... 116  
Lesson 6.4 What protects us? What puts us at risk? ..... 118  
Lesson 6.5 Staying safe ..... 120  
Lesson 6.6 Wellbeing = Feeling well ..... 122

**Lesson set 7 The job contract; labour laws; equity and redress; work ethics**  
**Skills in English and Sepedi**

Lesson 7.1 Job contracts and laws ..... 124  
Info Page O Sample employment contract ..... 126  
Lesson 7.2 Fairness in the workplace ..... 128  
Info Page P Focus on trade unions ..... 130  
Lesson 7.3 Ethics and expectations ..... 132  
Lesson 7.4 The value and meaning of work ..... 134

**Physical Education**

Activities that promote relaxation and recreational activities ..... 136

Term 4:

**Lesson set 8 Preparing for success in Grade 12 exams**  
**Skills in English and siSwati**

Lesson 8.1 If it's going to be, it's up to me ..... 144  
Lesson 8.2 Boost your revision ..... 146  
Lesson 8.3 Psych yourself up ..... 148

**Lesson set 9 Refinement of portfolio of plans for life after school**  
**Skills in English and Sesotho**

Lesson 9.1 Paths to the future ..... 150  
Lesson 9.2 My personal portfolio ..... 152  
Info Page Q Useful information for studying and working ..... 154

**Physical Education**

Activities that promote life-long participation in physical activity ..... 156

**It's a wrap** ..... 160

**Acknowledgments** ..... 162

Teachers are advised to use the *Teacher's Guide for At the Crossroads Grade 12 Life Orientation* with the textbooks. The Teacher's Guide includes helpful notes for strengthening the curriculum, facilitating activities and suggestions for assessment. The Teacher's Guide also assists with planning of progression from grade to grade.



## Welcome to Grade 12 Life Orientation

Congratulations! You have made it to the final stage of your school career. Think back to your first day and recognise what a journey it has been. You have grown physically, mentally, emotionally and spiritually, developing resources in each of these areas. The Grade 12 Life Orientation curriculum is about harnessing those resources to help you cross the final hurdle – your NSC exams – and step into adulthood equipped with life skills and self-awareness.

The curriculum is filled with ways to influence your life path and plan the best possible future. One thing you always have control over is your attitude. A positive, realistic attitude will be your best friend as you face the challenges of Grade 12.

The book offers many opportunities for self-reflection. To succeed, you need to know who you are, what you want and how you intend to get there. The journey matters as much as the destination. If you give 100 per cent every day and apply the lessons that Life Orientation teaches, you will achieve success. As much as the Life Orientation journey is a personal one, you exist within a society and a larger world. You will learn how to make a difference in that world and contribute to it in a meaningful and resonant way.

In this textbook, each activity is based on one of the 15 key skills described on pages viii – xi. As you move through your year in Grade 12, you will practise these skills and you will get better at them.

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

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

## Preamble to the Constitution of the Republic of South Africa

We, the people of South Africa,

Recognise the injustices of our past;

Honour those who suffered for justice and freedom in our land;

Respect those who have worked to build and develop our country; and

Believe that South Africa belongs to all who live in it, united in our diversity.

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

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

May God protect our people.

Nkosi Sikelel' iAfrika. Morena boloka setjhaba sa heso.

God seën Suid-Afrika. God bless South Africa.

Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika.



# How to use this book



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

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

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 doublepage spread. Some activities you do by yourself, for others you work in pairs, in groups, or as a class.

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

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

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

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

**Careers and career choices**

## The value and meaning of work

Work is not just about making money; it gives our lives purpose and meaning. It allows us to make a difference and contribute to society. When we have a sustainable livelihood, we are able to support ourselves and our families while also helping to build a stable future.

**The Wheel of Work**

The Wheel of Work illustrates the impact of work on many other areas of our lives. People spend most of their time at work, so it is important to understand the benefits of the work we choose to do.

- Create a 'Value of Work' table with eight columns:  
Financial; Emotional; Physical; Social; Cultural; Career; Spiritual; Intellectual
- Make a list, in each category, of how work can have a positive impact on your life. The more benefits you identify, the clearer the value of work will become.
- Compare your table with those of your classmates. Were there any benefits you did not consider? Add these to your table.

**Persevere and work it out**  
Phegelela gomme o Somane le yona

**A job is something you do for a period to earn money. A career is a journey that includes all your jobs, experience and training in the same field or career cluster.**

**Use empathy to perceive emotions and explore perspectives**  
Somisa kwelobohloko go kwešiša maikutlo le kgopolo tša bona

**Work gives meaning to life**  
Read these quotes from young South Africans about what work means to them before completing the activity below.

**Tebogo Malope**  
(Filmmaker and Director)  
"It's not so much about filmmaking as it is about stories ... My aim is to take the local story and make it global and give the world an honest portrayal of where I come from ... I want to show the world how much we shine."  
Source: <https://img.co.za/article/2018-03-02-00-the-global-messenger-tebogo-malope>

**Tracy Lee Lynch**  
(Interior Designer)  
"I'd like to continue taking South African design and creativity to the world; to help overturn outdated ideas about Africa and its place in the world. I want to share a different vision of ourselves – one that reflects our bold, unique, unexpected, authentic and resourceful creative responses to challenges."  
Source: Marie Claire, July/Aug 2018

**Letlho Malope**  
(Credit Risk Analyst, Retail Bank)  
"You will find yourself in the deep end a lot of times. I've had plenty of work assignments where even my managers did not know how to come up with solutions. I then have to own my work and come up with solutions. I've found these to be the moments when I learnt the most and created a brand for myself."  
Source: <https://www.underage.com/letlho-malope-detail.aspx?c=4025939-31-06-4cf8-80c5-65465c45f1b>

**Finding meaning in work**

4. Discuss:

- What meaning does each person find in work? Motivate your answer.
- Identify which of these people you would most enjoy working with and explain why.

Journal about the impact you want your future work to have. How will it shape your life and influence others?

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

**134** Grade 12 Term 3: Careers and career choices

**Lesson 7.4: The job contract; labour laws; equity & redress; work ethics** **135**

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.

**Energy for the future**

Although electricity is a clean and relatively safe form of energy when it is used, the generation and transmission of electricity affects the environment. Nearly all types of electric power plants have an effect on the environment, but some have a greater effect than others.

**The National Grid**  
Just as blood vessels carry oxygen to every part of your body, power lines carry electricity to provide energy throughout South Africa. The same way that blood vessels form a network called your circulatory system, the network of power lines make up what is known as the National Grid. The electricity distributed by the National Grid is obtained from a series of power stations, built and run by South Africa's power utility, Eskom.

**Power stations**  
Eskom's power stations, which are spread across South Africa, get their power to supply electricity from various sources of fuel. Power stations are the 'factories' that generate electricity. In most power stations electricity is generated by burning fuel. The most common fuels are coal, oil, and natural gas. A power station uses the fuel as the raw material to generate electricity.

How does a power station work?

- Fuels are burnt in a boiler to boil water.
- The boiling water produces steam.
- The steam drives a turbine.
- The turbine rotates and drives a generator.
- Electricity is produced when the generator rotates.

Eskom uses various technologies to generate electricity, the combination of which is called the 'plant mix'. Coal-fired power stations make up the largest portion of Eskom's plant mix. These stations use coal as their energy source. Almost 90% of South Africa's power stations generate their power using coal as fuel. The remaining 10% is generated using alternative sources of fuel, such as nuclear power, hydro-electric facilities and gas turbines, as well as the energy of the wind and the sun.

**Energy sources**  
Energy sources are divided into two groups:

- Non-renewable energy sources get used up and cannot be replenished. These include fossil fuels such as coal, oil and natural gas. Fossil fuels were formed from dead plants and animals that were buried millions of years ago. The earth is running out of fossil fuels.
- Renewable energy sources can be replenished and used repeatedly. They include solar power, wind power, tidal power and hydroelectric power.

**Info Page N**

**96** Grade 12 Term 2: Social and environmental responsibility

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

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

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





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



Ask questions that guide, probe and produce useful information

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

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



Pause, reflect and assess your emotions and thoughts

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

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



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

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



Be willing to challenge your thinking habits

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

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



Persevere and work it out

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

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

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



Do your research and present your ideas or hypothesis

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



Find, examine and weigh up the evidence

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

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



Make an informed choice with an awareness of consequences

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





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

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



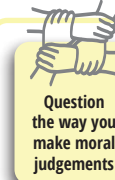
Understanding what is going on depends on understanding how events influence and change each other over time. For example, are you interested in where the things you consume come from, and where the waste you produce goes to? This kind of awareness of 'time' gives you the power to solve the problems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

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



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

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



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

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

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



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

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



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

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



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

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

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

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 12 to practise these skills, become more familiar with them and get better at them. On the next page you will find out how to make your skills bookmark.



# Make a skills bookmark



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

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

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

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

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

Your teacher will find the skills bookmark templates for photocopying in the Grade 12 Teacher's Guide.

## Bookmarks in South African Official Languages

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

## Use your skills bookmark

Turn to the first lesson on pages 2 to 3.

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

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

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

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

## 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.



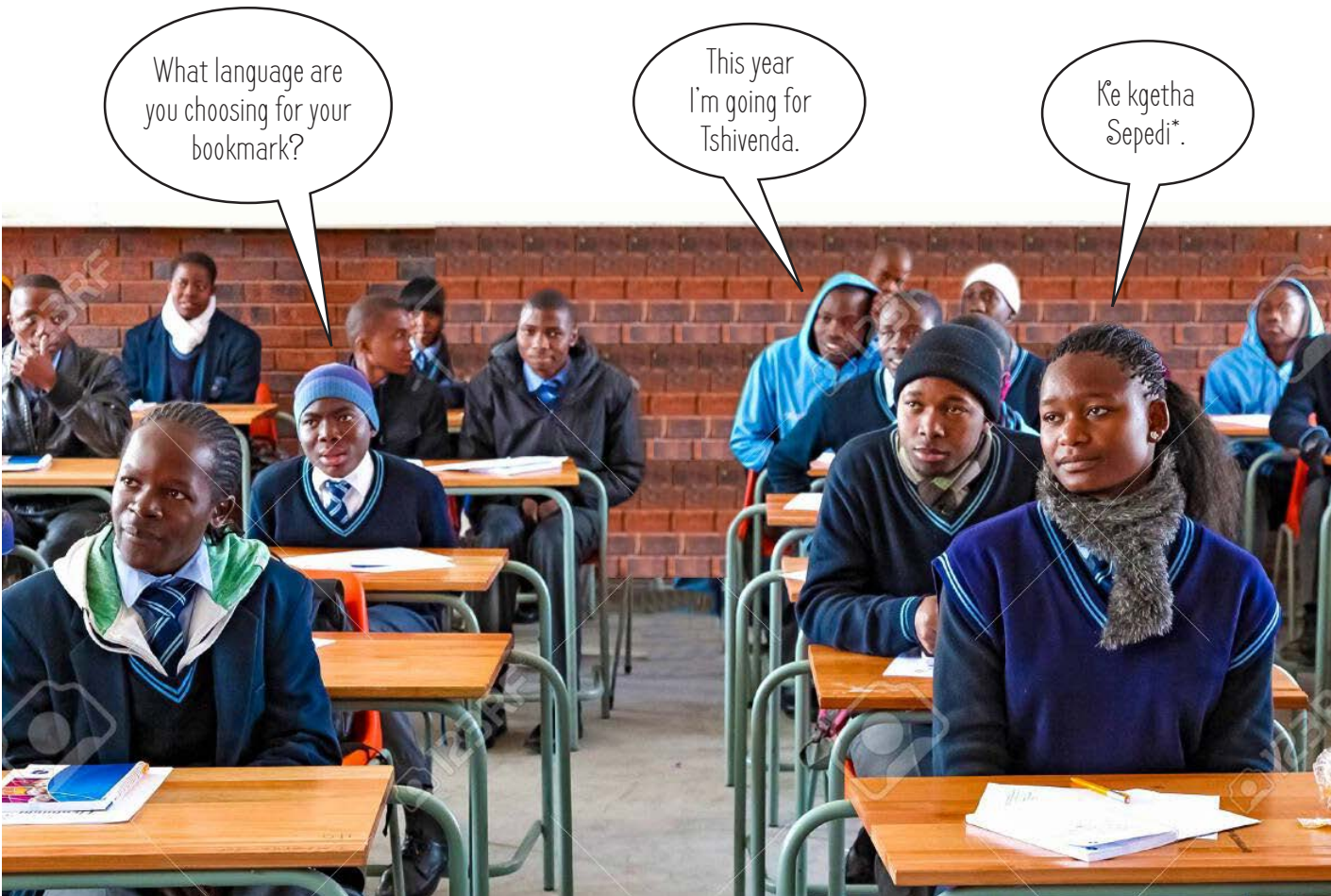
- c. Use some glue to stick your photocopy onto the cardboard. Make sure the glue covers the whole photocopy page. Press the paper firmly onto the cardboard.



- 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.



\* I'm choosing Sepedi.



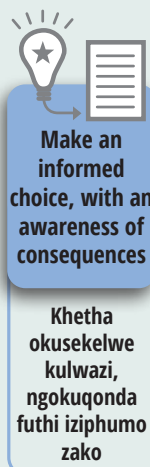
# Stress less, achieve more

**During this important year, as you prepare to become an adult, you will grow, mature and experience many changes. Accepting change as a natural part of life, learning to control your stress, and making healthy lifestyle choices will help you to navigate Grade 12 and start building the life you want.**

Stress can be good when it motivates you or bad when it harms your body and mind. A death or divorce in the family, moving to a new school and not having money are all stressful experiences. This negative form of stress is called **distress**. Organising the matric dance or playing in the championship soccer match are also stressful, but they bring pleasure as well. This positive form of stress is called **eustress**.

We cannot avoid stress. Too much stress can lead to physical and emotional problems. Too little stress and we are likely to be bored. We need a good balance of stress. Understanding the difference between eustress and distress, will help you to cope better with life's challenges and find ways to thrive in the face of challenges.

A stressor is any event, situation or person that triggers (causes) stress. Stressors can be internal (physical, emotional) or external (social, environmental) and are often linked. For example, poverty is an environmental stressor that can lead to malnutrition or illness, which is a physical stressor.



## Stress check

Distress sets in when we do not manage our stressors. Distress can lead to physical symptoms such as headaches, an upset stomach, chest pain and sleep problems. Distress can also cause emotional problems such as depression, panic attacks or anxiety.

Stress also becomes harmful when we use substances or behaviours such as food, alcohol, tobacco, drugs, sex, shopping and social media to try to relieve it. These responses do not actually relieve the stress, and often cause more problems.

Read page 3 as well as page 6 of Info Page A *Focus on Stress*.

1. Discuss situations where:

- Stress can be positive
- You have faced eustress (positive stress) in your life
- You feel / have felt distress (negative stress)

2. Identify a stressor that you are facing in each of the categories in the table on page 3.  
List:

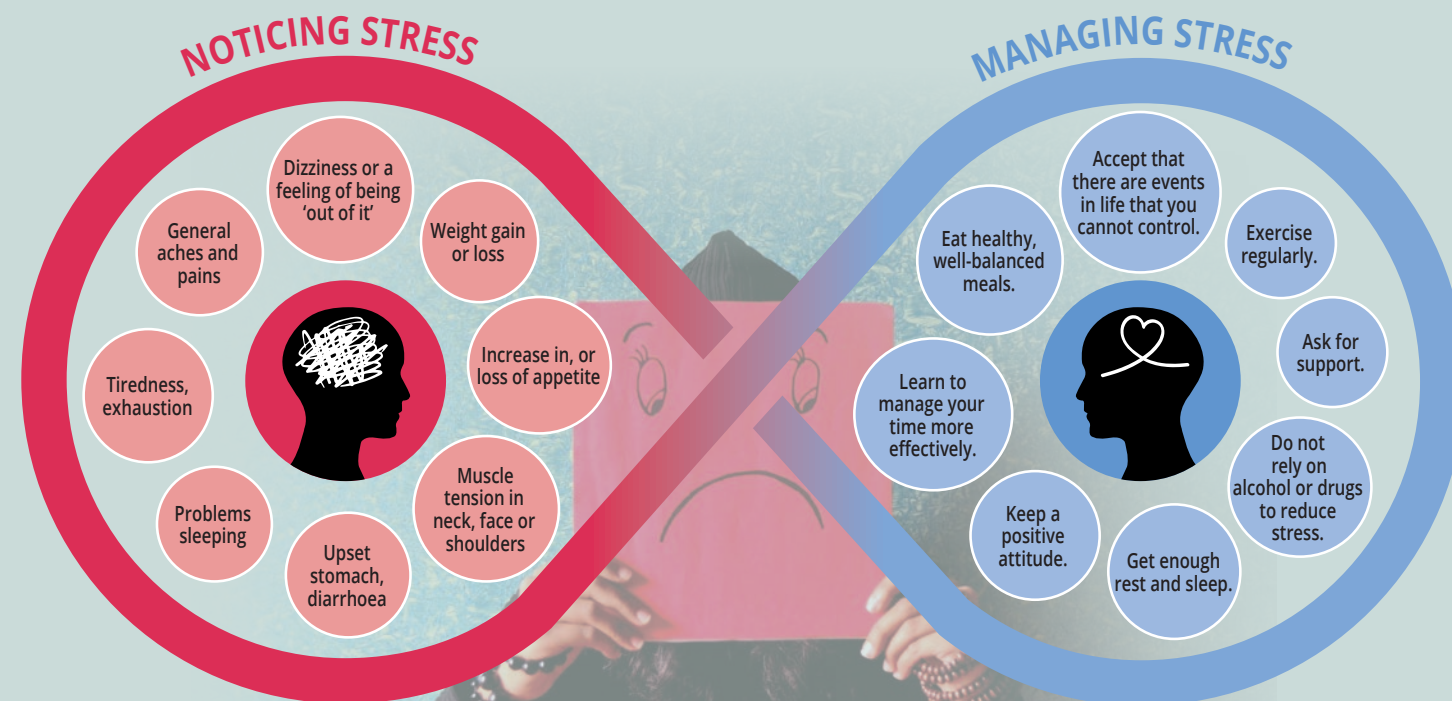
- Each stressor e.g. Sunday night planning for the week ahead.
- Your reactions to it e.g. Sleep disruption, restless, anxious thoughts and feelings.
- The strategies that you could use to help you cope e.g. Make a list, plan activities, call a friend.

## Stress comes in many forms

Stress can come from many different sources, each affecting our wellbeing in its own way. These factors include the physical, emotional, social and environmental issues that shape our daily lives and how we respond to them. Social stress, for example, includes dealing with bullying from peers or emotional manipulation in relationships, which can lead to feelings of fear and insecurity. An example of environmental stress could be living in a noisy or polluted area, which can contribute to feelings of anxiety and ill-health. Vocational (work-related) challenges, such as deciding on a career path or balancing part-time work with your studies, can cause uncertainty and pressure about the future. Life crises, like coping with the illness of a family member or dealing with a breakup, can disrupt your daily life and overwhelm you emotionally. Personality clashes with classmates or teachers can create tension and conflict within school environments, making it difficult to focus.

### Factors that cause stress

Physical stressors (Your body)	Emotional stressors (Your feelings and emotions)
Lack of exercise, Physical or sexual abuse, Physical disabilities, Illness such as TB, HIV/AIDS or STIs, Lack of sleep, Poor nutrition, Misuse of substances, Cigarettes	Feelings of inadequacy, Anxiety, Rejection, Fear of abuse, Change, Insecurity, Disappointment
Social stressors (Your interactions and relationships with others)	Environmental stressors (External factors in your surroundings)
Divorce or death in the family, Fighting, Discrimination, Poverty, Career uncertainty, Unemployment, Bullying, Peer pressure, Loneliness	Crime, Poor living conditions, Lack of basic facilities (water/electricity), Lack of privacy, Overcrowding, Pollution, Natural disasters (fire/floods/drought) Epidemics/pandemics (cholera/ Covid-19), Noise pollution (loud music/traffic)





# Rising above stress

Soon you will find yourself in environments where people with different beliefs and behaviours will interact with each other. Your success will depend partly on your ability to adapt to change, as well as how you manage the stress that these changes may bring.



Use empathy to perceive emotions and explore perspectives

Sebenzisa ulwazelelwano ekuqondeni uvakalelo lwakhe nasekuyibambeni indlela azibona ngayo izinto

## Adapting to the unexpected

Read about how Thabiso Bhengu dealt with his life's stressors, and adapted to change, before completing the activity below.

Thabiso's journey began in 2013 when he moved from Imbali to Wits University to complete his BSc in Actuarial Science. He did not enjoy his studies and felt lonely and depressed. In his second year he followed his passion for social justice and switched to a BA in Politics, Philosophy and Economics.

Thabiso also had to confront his confusion over being gay, as well as a calling to become a sangoma. "It was the most traumatic time of my life," he recalls. "I realised I had a gift when I started communicating with spirits. I needed to accept my calling. I had to leave school for sangoma initiation," he says.

His newfound path caused a rift between Thabiso and his Christian family. New stresses had to be faced. "They thought I was possessed by a demon." Eventually, when Thabiso had premonitions and was able to warn his family of dangers they came around to understanding him.

Thabiso's sexuality also caused problems. He had to go through five healers before he found one willing to teach him. He was almost raped by some of them and was also robbed. Eventually, Thabiso's courage and persistence paid off. "I found someone who guided me and initiated me the right way," he says. Eventually Thabiso's fights and struggles enabled him to reach his goal and he became a sangoma. He returned to university and graduated, having emerged a stronger person.

Adapted from <https://instinctmagazine.com/>



1. Discuss:

- Identify the stressors Thabiso faced.
- Analyse what Thabiso's story tells you about adapting to change.
- Identify the skills Thabiso used to deal with his stressors and make healthy lifestyle choices.
- Reflect on the lessons from Thabiso's story that you can apply to your own life.

2. Imagine you are Thabiso's friend. Role play some advice you would give him for dealing with his stressors: Uncertainty about study choices; Conflict with family; Depression; Abuse; Sexuality; Integrating different life journeys; Social pressure.



Take better care of yourself

Dithogomeleni khwini

## Managing stress

Read Info Page A *Focus on stress*.

3. Close your eyes. Remember when you were last very stressed.

- Identify the parts of your body where you felt the stress.
  - Describe the symptoms you experienced using the infographic on page 6 to inform your answer.
  - Explain how stress affects your ability to deal with a crisis.
4. Look back at your personal stresses that you listed in the previous lesson:
- Identify which of the "Four As" (page 7) you could use to cope with each of your stressors.
  - Adjust your lists accordingly.

## Five stress management habits

Here are some more techniques to help you when you feel stressed:

### Count your blessings

Start a Gratitude Journal to remind you about what is positive in your life. You will start to feel better when you focus on the blessings.

### Learn to say "no"

If you take on too many responsibilities take back control over the things you can change, by learning to say "no". Be selective about what you take on so that you can better handle the parts of your life that need your focus and attention. This may help to reduce the feeling of stress.

### Reach out

Talk to your friends and family. Sharing what is stressing you may give you a new perspective. Your social network is there to help you. Use it.

### Laugh out loud

Laughter truly is the best medicine. It is hard to feel anxious when you are laughing. It helps to take your mind off what is stressing you and relieves tension by relaxing your muscles. You will feel lighter and more able to work through what is causing you stress, with a smile on your face.

### Turn on the tunes

Listening to peaceful music or sounds from nature is very soothing. It lowers your heart rate and anxiety levels, helping to calm you. Blow off steam with upbeat music. You may feel better after you have danced and sung at the top of your voice.

Adapted from [www.webmd.com](http://www.webmd.com)





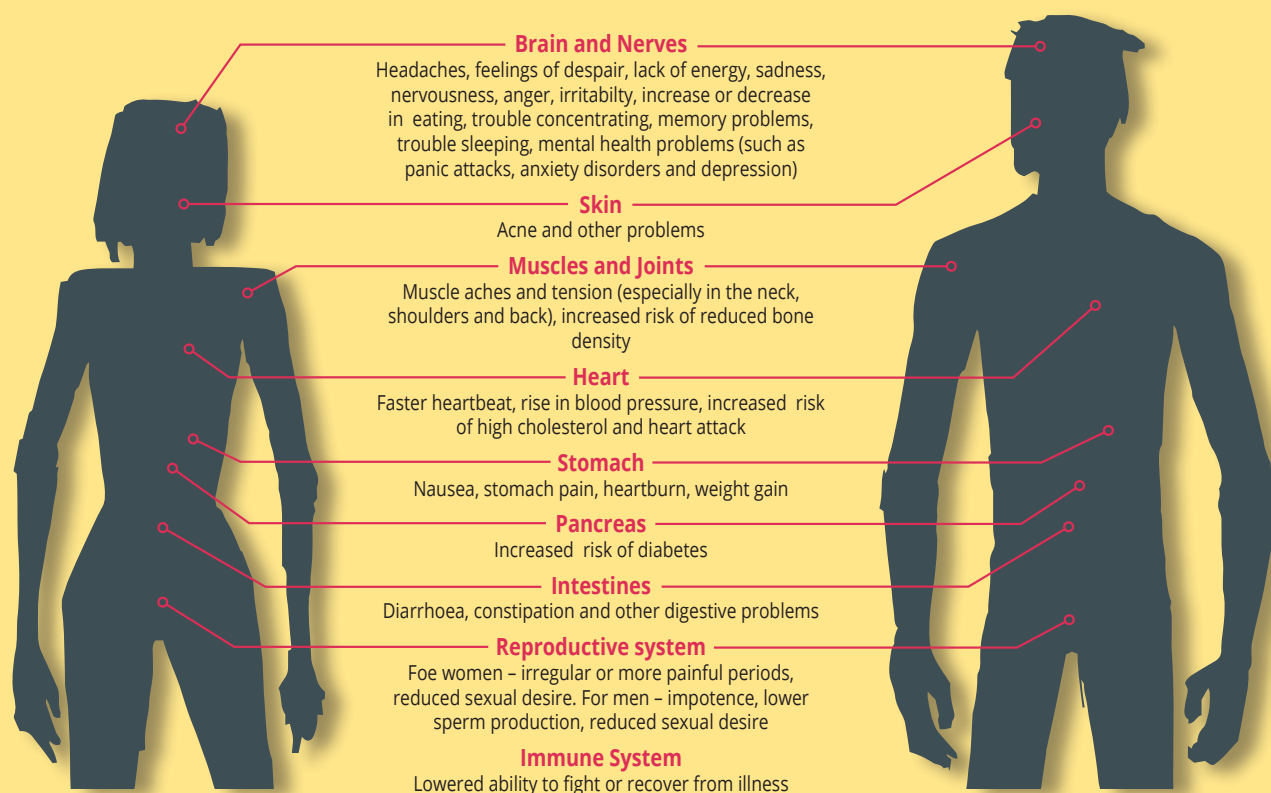
# Focus on stress

**Stress has a negative effect on our wellbeing. When you hear, see or feel a threat your nerve signals activate your brain.**

Stress hormones called cortisol and adrenaline are quickly released. Cortisol boosts your blood sugar. Adrenaline makes your heart pound, increasing the oxygen flow to your muscles and away from your internal organs, making you nauseous. Your body is ready to fight or run away.

## Stress shows up in the body

Look at how stress affects our bodies:



Source: <https://study.com>

## Types of stress

**Acute or short-term stress** is a response to a specific event or fright, for example, an accident, violent situation or bad news.

**Chronic or long-term stress** is caused by everyday annoyances like heavy traffic or having too much homework every day. A sustained crisis, such as unemployment or caring for a sick relative, can cause the body to activate the stress response repeatedly. This damages the immune system.

Stress, especially distress, can also cause disease. 'Disease' is often a sign that your body is in 'distress'. It is important to ensure that you **rest and restore** your body and mind in order to prevent dis-stress and disease.

## Managing stress using the Four As

Try to respond to stressful situations in a healthy way by using one of the four As: Avoid, Alter, Adapt or Accept.

### 1. Avoid unnecessary stress by:

- Learning to say, "No". Don't take on more than you can handle.
- Avoiding people who stress you out. If you can't avoid them, limit the time you spend together.
- Avoiding stressful situations. Do something else. Go for a walk or play sport.
- Controlling your environment. If walking in an area of your neighbourhood makes you anxious choose a different route. If you can't, walk in a group.
- Eating a well-balanced and nutritious diet. Healthy people cope better with stress. Feeling good physically helps you to feel good emotionally. Exercise regularly.
- Limiting your 'to do' list. If you feel overwhelmed, cut down your 'to do' list to only the 'must do'.

### 2. Alter the situation by:

- Expressing your feelings. Don't bottle them up. Express yourself honestly, clearly and respectfully.
- Compromising. Life is about give and take. If you ask someone to change, you need to do the same.
- Being more assertive. Take control. Deal with problems proactively. Anticipate stressful situations, such as exam time, and make the necessary adjustments.
- Managing your time. Plan ahead and stay calm and focused.

### 3. Adapt your reaction to the situation by:

- Reframing your problems. See the stressful situation in a more positive light.
- Looking at the big picture. Ask yourself, "How important is this particular worry? Will it still matter in a month's time?"
- Adjusting your standards and expectations. Don't be a perfectionist. Set reasonable standards for yourself and others.
- Focusing on the positive. Focus on the good things you have, including your qualities and skills.
- Learning from mistakes. If the same stressful situation keeps repeating itself, ask yourself whether something you do makes it keep happening.
- Practising relaxation techniques and deep breathing.
- Keeping your sense of humour. Sometimes it helps just to laugh at a situation.

### 4. Accept the things you cannot change by:

- Trying not to control the unavoidable or uncontrollable. We cannot control the behaviour of others, for example. We can control how we respond to their behaviour.
- Seeing it as a chance to grow. If you can't change the situation, recognise that the situation could make you stronger in the long run.
- Sharing your feelings. Talk to a trusted friend or see a counsellor.
- Learning to forgive. We all make mistakes. Get rid of your anger and move on.

Adapted from Taking Risks Wisely, National Responsible Gambling Programme, Pages 250-251



# Stress and your environment

**Social and environmental stressors (e.g., poverty, violence, disease and a lack of electricity, clean water and nutritious food) can prevent you from realising your full potential. Let us find out how two sisters overcame environmental stressors to reach their potential.**

In the 1870s, during colonisation, two sisters named Katie and Charlotte Manye lived in Uitenhage. This was a time of struggle, poverty and hunger for many black people. Their homes were shacks, their villages were dusty, and many suffered from serious illnesses. Some could not read or write because of the poor education that they received. The sisters lived in a shack with their parents, who could read and write. Still, there was little work and often very little food.

Katie and Charlotte attended a mission school in the area. Charlotte enjoyed school. She often told Katie that studying would help to overcome their problems. Katie did not agree, she didn't enjoy school.

One day Charlotte's father took her to Edwards' Memorial School in Port Elizabeth, where she sang in the school choir. When Katie was 11 she joined Charlotte at the school. Here, Katie's life changed forever.

At church she sat next to the school's headmaster, who said, "You must be Charlotte's sister. You have her beautiful voice." Katie joined the school choir, which went on to win the inter-school choir competition.

By 1891 Charlotte and Katie had finished school and their family had moved to Kimberley. Both girls suffered again from the dirty environment and the lack of water and proper food. Dust filled their lungs and life was hard.

"What are we going to do now?" asked Katie. Charlotte answered, "We're going to join the church choir."



The South African choir that toured Europe



Charlotte Maxeke



Katie Makanya

The talented sisters were both chosen for the choir and attracted the attention of a local choir master who was organising an African choir to tour England. There they performed in many cities, including singing for Queen Victoria.

The choir gave many performances in England. After three years Katie was tired and needed a change. She went home and took up nursing. The Katie Makanya Room, in the McCord Hospital in Durban, is named after her.

Charlotte joined the African Jubilee Choir on a tour of America. Soon thereafter she was offered a scholarship to Wilberforce University in Ohio, where she earned a Bachelor of Science degree in 1903, making her the first black South African woman to receive a university degree! The Charlotte Maxeke Johannesburg Academic Hospital is named after her.

Through courage and talent, both girls overcame the negative elements in their environment and achieved success.



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

Phengulula okudlulileyo – qikelela okuzayo – kunxulumanise nokwangoku

## Stress then and now

Katie and Charlotte lived in a very different time from you.

1. Compare how different or similar your stressors are to those of Katie and Charlotte:
  - Identify the social and environmental stressors Katie and Charlotte had to face.
  - Discuss how these stressors may have impacted Katie and Charlotte's lives.
  - Identify the social and environmental stressors that young people in your school and community face.
  - Discuss the differences and similarities between stress in the past and the stress you face.
2. Reflect on a specific example from your own experience of a stressor related to the social, economic or political context in which you live.
  - Analyse how the stressor affects your emotions, thoughts, behaviour and choices.
  - Discuss ways to minimise the negative impact of the environmental stress you experience. Share these strategies with a group or partner.
3. Discuss how the stressors listed here may impact individual, community and environmental health.
4. Choose a stressor:
  - Research its causes and possible solutions.
  - Write about the impact of this stressor on individual, community and environmental health. Include positive ways one could deal with this stress.

### Social stressors

Academic pressure, peer pressure, social media, bullying, substance abuse

### Environmental stressors

Climate change, pollution, water scarcity, electricity supply, impact of technology



# Resolving conflict

Even though most of us don't like conflict, it is a part of all relationships. The key is not to avoid conflict but to learn how to resolve it in a healthy way.

Psychologists define how people react to conflict using what they call fight, flight and freeze. Sometimes, however, the best response is to face a situation and stand up for yourself.

Study these 2 infographics and then complete the activity below.



Every conflict situation is unique. When you find yourself in conflict with someone you must make two decisions:

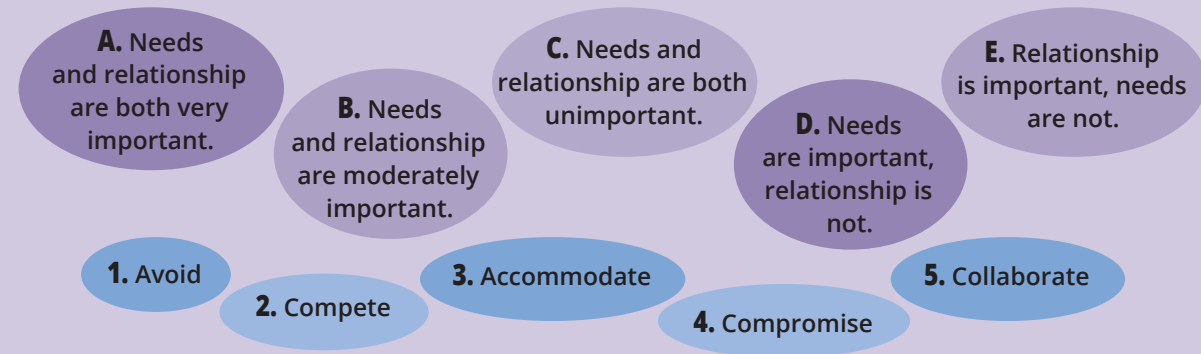
**Decision 1:** How important is it to achieve your needs?

**Decision 2:** How important is it to maintain a good relationship with the other person?

The combination of these decisions will help you to decide on the best response.

## Conflict strategies

1. Match the conflict strategy with the situation in which it may be used appropriately.



2. Put yourself in the shoes of people who may be involved in these situations. Discuss how they might feel and why they might choose that strategy.

## Behaviour is a choice

3. Examine conflict resolution using Info Page B and then answer the following questions:

- Discuss the difference between interpersonal and intrapersonal conflict.
- Explain how intrapersonal conflict can arise.
- Describe a time when you experienced intrapersonal conflict and how you handled it.
- Analyse your understanding of the statement that "behaviour is a choice".
- Identify the benefits of being assertive.

## Conflict situations

4. In groups, choose one of these potential conflict situations and then:

- Role play an example of how not to resolve the conflict effectively.
- Role play an example of how the situation can be resolved using effective conflict resolution techniques.
- Present both role plays to the class.

5. Identify and discuss the differences between each role play. What did you learn about responding to conflict?

*You caught your partner reading your text messages.*

*Your friend phoned to say their mom will not let them come to your house to watch a movie. Later you found out that they went to another friend's house.*

*Your friend has started calling you a nickname that you do not like. You have asked them to stop but they say that they are just being funny.*

## ANSWERS

A-5; B-4; C-1; D-2; E-3

David W. Johnson, *Reaching Out*, Pearson, 2014, p.260 – 263



Use empathy to perceive emotions and explore perspectives

Sebenzisa ulwazelelwano ekuqondeni uvakalelo lwakhe nasekuyibambeni indlela azi-bona ngayo izinto





# Communication and conflict

Communication is the process of exchanging thoughts, messages or Information between two or more people.

## Intrapersonal vs interpersonal

'Inter' is the Latin word for 'between', so communication between two or more people is called interpersonal communication. 'Intra' is the Latin word for 'within', so communication within a person, the kind of conversation a person has with themselves, is called intrapersonal communication.

### Intrapersonal communication

Intrapersonal communication, which happens within our own minds, is also called 'self-talk'.

Intrapersonal communication often involves answering questions such as:

- Who am I? • What do I want?
- Where am I going? • What do I believe in?

Our intrapersonal communication helps to clarify aspects of ourselves, such as:

- Self-concept: the way we see ourselves, especially in relation to others, including our beliefs, values and attitudes.
- Perception: what we understand about the world based on information from our senses.
- Expectation: our ability to project ourselves into the future and make predictions.

[Adapted from: <https://keydifferences.com/difference-between-intrapersonal-and-interpersonal-communication.html>]

## Intrapersonal conflict

Intrapersonal conflict, like intrapersonal communication, takes place within your mind.

Intrapersonal conflict is often a conflict between 'should' and 'want'. 'Should' is driven by our values, beliefs and upbringing. 'Want', on the other hand, is driven by our environment and being tempted to overlook our beliefs and values. The conflict arises when we need to decide whether to do something or not.

These are some examples of intrapersonal conflict:

- You want to smoke, but you are not sure whether you should give in to your desire or act on your beliefs about the dangers of smoking.
- You want to have sex, but your religious upbringing or your values state that you should not have sex before marriage.
- You want to buy a new car, but you know that you shouldn't spend more money than you can afford.

## Interpersonal conflict

An interpersonal conflict occurs when two or more people want different things, and it is not possible for everyone to get what they want.

How we deal with interpersonal conflict is usually determined by personality types. Personality is a combination of characteristics or qualities that form a person's distinctive character, including the way the person thinks, feels and behaves.

Personality type	Passive	Assertive	Aggressive
Characteristics	Introverted, Shy, Reserved, Calm, Thoughtful	Extroverted, Outgoing, Sociable, Active, Talkative	Bullying, Hostile, Domineering, Abusive, Argumentative
Respect and rights	When we are passive we do not respect ourselves or our rights.	When we are assertive, we find the balance. We respect ourselves and our rights, while respecting others and their rights too.	When we are aggressive we do not respect others or their rights.

A person with a passive personality may:

- Struggle to make decisions, making them unable to cope with conflict.
- Lack self-confidence and be unable to communicate effectively in a conflict situation.

A person with an aggressive personality may:

- Use verbal or physical abuse that escalates the conflict.
- Be uncompromising and not leave room for negotiation or discussion in a conflict situation.

A person with an assertive personality may:

- Relate well to people and be considerate of the feelings of others when dealing with conflict.
- Express their opinions effectively to address conflict situations successfully.



### Tips on what not to do in an interpersonal conflict situation:

- Don't avoid conflict. Avoiding confronting the situation doesn't resolve anything and the problem will persist.
- Don't compete with one another. By trying to win the argument you ignore the other person's point of view.
- Don't compromise your viewpoint. By giving in to keep the peace you may still hold on to negative feelings that can surface again.

### Behaviour is a choice

It is important to remember that behaviour is a choice. Just because we may tend towards one personality type does not mean that we always have to behave accordingly. Also, we may behave differently in different contexts e.g., you may be passive at school but aggressive at home. Ideally, we want to practise being assertive wherever possible.



### Assertive behaviours include:

- Expressing your own needs clearly
- Being able to listen carefully
- Taking responsibility for mistakes
- Respecting another person's point of view
- Communicating honestly
- Having empathy for others
- Giving feedback constructively
- Telling someone something they didn't want to hear
- Making decisions based on facts rather than emotions
- Not taking anything personally

<https://markooo.com/assertive-personality/>



# Relationships and communication

**Positive relationships** are characterised by being strong mentally (sharing ideas and talking together), spiritually (respecting each other), emotionally (doing things to show you care for each other), and physically (doing things that are healthy). Good friendships help us to navigate the ups and downs of life. Like all positive relationships, friendships require attention and care.

Initiating, building, and sustaining positive relationships are important for our wellbeing. They provide support, opportunities for collaboration and a sense of belonging. Investing time and effort into these relationships helps us to lead a more fulfilling life.

**Initiating relationships** involves making connections, whether it's introducing yourself to someone new or participating in social activities. It expands your network, exposes you to different perspectives, cultures and ideas, broadens your horizons and helps you to become more open-minded.

**Building relationships** involves nurturing and developing connections over time. In this phase, we establish trust, share experiences and find mutual understanding. Building relationships makes it easier to communicate openly and honestly, facilitates effective collaboration and provides emotional support during stressful times.

**Sustaining relationships** involves ongoing effort to maintain and nurture connections. This phase ensures that relationships remain meaningful and continue to provide value. Sustaining relationships means being there for one another through life's ups and downs and offering support and encouragement. Consistent social interaction also helps to prevent feelings of isolation and loneliness, contributing to positive mental health.

?

Ask questions that guide, probe and produce useful information

Buza imibuzo ekhokelayo, ephanda nzulu kwakhona uvelise isiphumo esiziinkukacha eziluncedo

## Sharing the path

- Discuss:
  - Identify the benefits of friendships.
  - Explain why it is sometimes hard to make friends or maintain relationships.
  - Describe how you can nurture (look after) your relationships.
- Read the African proverbs about friendships.
  - Analyse what each of these proverbs teaches you about relationships.
  - Discuss the quote that best expresses your experience of friendships.
  - Write your own proverb expressing your understanding of friendship.
  - Decorate your proverb with images and create a class collage of your own South African friendship proverbs.

A small house will hold a hundred friends

Hold a true friend with both hands

Show me your friend and I will show you your character

In good times friends know you, and in bad times you know them

Honest advice does not destroy true friendship

Search for a friend with no faults and you will remain with no friends



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

Lugqale uvakalelo lwakho, funda kulo, kodwa ungalawulwa lulo

## Effective communication

Good communication is essential for healthy relationships. We communicate constantly – at home, at school, at work, with parents, teachers, friends and strangers. Even when we choose not to communicate, for example, by giving someone the 'silent treatment', we are still communicating our feelings by our actions.

- Is it possible not to communicate? Explain.
- Have you ever 'blocked' someone on social media? Why did you do it? What alternatives to blocking can you think of?



## Factors influencing effective communication

**Personality:** Your unique set of characteristics, behaviors and traits, such as introversion or extroversion, that affect how you interact with others.

**Attitudes:** Attitudes refer to your beliefs or feelings about communication, such as whether you view it as an opportunity for collaboration and understanding, or simply as a means to convey information.

**Values:** Your values represent the principles or standards that guide your communication behaviour, such as honesty, respect or empathy.

**Acceptance of responsibilities:** Taking ownership of your words and actions creates trust and openness in communication.

**Appropriate expression of views and feelings:** Striking a balance between assertiveness and empathy helps to convey your message effectively.

**Respect for the feelings of others:** Acknowledging and valuing the perspectives and emotions of others builds a supportive communication environment.

Through communication we learn to understand others and help others to understand us. We build relationships through communication.

Effective communication requires you to:

- Be clear about your feelings
  - Ask for what you want
  - Take responsibility for your feelings and behaviour
- Describe how you would communicate effectively in the following situations:
    - A friend offers you an illegal drug?
    - You get into a car and realise that your friend, who is driving, is drunk?
    - Your uncle appears to be flirting with you in an inappropriate way?
    - You see someone being bullied by a person who is stronger than you?
    - You find out that your girlfriend is secretly dating your best friend?

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



Reflect on your friendships. What is working? What would you like to change? How could you communicate more effectively?



# Next stop: The future

**Transition means moving from one situation, place or stage to another. Although transitions can be exciting and sometimes a bit challenging, they're a natural part of life. The transition from high school to adult life is a big step in which you will begin to make more decisions for yourself, assume more responsibilities and take charge of your life.**

In the next two lessons you will explore models, from different cultures, to help you understand yourself better, making it easier to handle changes and prepare for life after school.



Participate actively in productive dialogue

Thatha inxaxheba ebonakalayo kwingxoxo eneziphumo ezilulutho

## Embracing transitions

Change can have both positive and negative aspects, depending on the situation and your perspective.

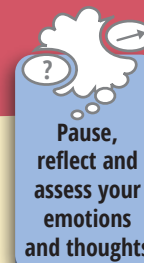
Change offers opportunities for personal growth and development by pushing us out of our comfort zones and presenting chances to learn new things. Successfully navigating change also builds resilience, enhances creativity, and boosts your confidence, as you learn to overcome challenges and adapt to new situations.

Change can also bring discomfort and uncertainty as we face new challenges and disruptions to our routines, potentially leading to stress and anxiety. Sometimes, change involves loss and grief as we let go of familiar parts of our lives. Change can affect the dynamics of our relationships e.g. moving away from loved ones.

It is natural to feel afraid of the unknown, but change is an opportunity for growth and transformation, leading to new experiences and discoveries!

Life is full of unexpected events, not within our control, some of which may cause us pain. Here the challenge is to accept the change, find a positive or optimistic attitude, and take appropriate action (e.g. grieve, forgive, apologise, heal). In other cases, we must focus on the ways in which we can influence the transition to the best of our ability by working hard in the present while planning for the future. Remember that you always have control over your attitude and your efforts!

- Examine the positive and negative aspects of change:
  - Identify the new opportunities that change can bring.
  - Explain why change might make us feel uncomfortable.
  - Describe the ways you and your environment have changed, positively and negatively, since you began high school.
  - Reflect on what these changes have taught you.
- Examine how your life will change next year in terms of your personal, social and study/work changes:
  - Identify the changes you are looking forward to and explain how you will adapt to them.
  - Describe the changes you are concerned about and discuss the actions you can take to address these concerns.
- Analyse the negative aspects, if any, of your transition to post-school life:
  - Discuss how you could change your attitude towards a more positive or optimistic one.
  - Identify the actions you could take to influence this aspect positively.



Pause, reflect and assess your emotions and thoughts

Yithi xha, cinga uvandlakanye uvakalelo lwakho neengcinga zakho

## Travel and accommodation

Soon you will move from your structured school environment to the broader world of adulthood, which may include higher education, training, employment and independent living. This transition may seem scary, but when it comes to expected changes, planning can be a lifesaver! Whether you will be studying or working, it is time to start making accommodation and travel plans now.

- Discuss how you will cover the costs of your changed circumstances:
  - Identify where you will stay. Check on the safety, reputable landlords, distance from your place of study and cost. Find out if you have to pay a month's rent as a deposit. Start making plans for your accommodation budget.
  - Plan how you will get to your place of study and work. If you have to travel away from home to study or work, it is important to plan for time and costs. Start working out your travel budget now.
  - Consider the challenges you may face in both these areas (travel and accommodation) and make a plan to deal with them.

## A reason for being

Transitions are also exciting! By identifying what you love, what you're good at, what the world needs and what you can be paid for, you can make informed choices about your future and equip yourself to handle changes in your personal, social and work life.

Whether you're heading to university, starting a job, or exploring other paths, knowing your Ikigai ('reason for being') will help you to build your present and map out your future.



Be willing to challenge your thinking habits

Zimisele ekuhlabeni amadlala kwindlela ocinga ngayo

## My Ikigai

- Follow these steps to begin the process of finding your Ikigai:
  - Copy the diagram into your journal.
  - The area where all the circles intersect is your Ikigai.
  - Fill in the circles with words, ideas, pictures and sentences that relate to each category.
  - Search for the overlap of the various circles.
  - Look at the big picture and try to find connections.
  - Take your time to find your Ikigai or 'reason for being'.



Adapted from: <https://emeraldworks.com/resources/blog/tips-and-expertise/what-is-your-ikigai>

**“It is all about knowing your strengths and weaknesses. You work on what you know you can do best. I have speed.”**

– Caster Semenya, South African Olympic gold medallist.



**Ikigai** means 'a reason for being'. It refers to having a direction or purpose that makes life worthwhile and in pursuit of which you act to develop yourself, bringing satisfaction and a sense of meaning to your life, to those around you and to society.

Adapted from: <https://en.wikipedia.org/wiki/Ikigai>



# Adapting to growth and change

Just as the seasons change and cycles of life progress, we also experience growth, change and new perspectives as we move through different stages of life. When we accept that changes are a natural part of life, we learn to embrace them and the new experiences and learnings they bring. Rather than being frightened of change, we can learn to see it as an opportunity.

The Medicine / Sacred Circle is a model that teaches us that everything in life is connected – the four directions, seasons, stages of life and our states of being. It is used by various Native American tribes as a tool for learning and teaching.



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

Bonakalisa  
uluvo okanye  
iinkcukacha  
zakho  
ngomfanekiso  
okanye  
ngemeko  
okanye  
ngomzekelo

## Circles of change

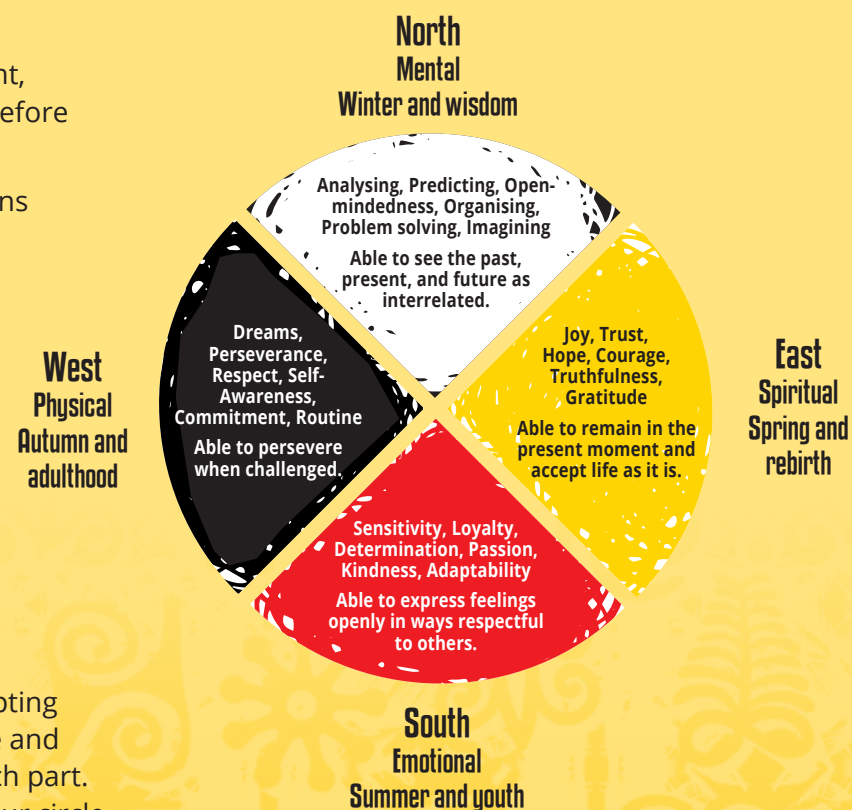
Study the Circle, the qualities associated with each quadrant, and the information below, before completing the activity.

There are many interpretations of the Circle and none of them is wrong. The Medicine Circle is divided into four quadrants, each representing a different season, direction, element

and stage of life. It is read clockwise, beginning at the yellow or eastern, quadrant.

The Circle is symbolic of the wholeness of a person. Within each of us there are four parts: spiritual, emotional, physical and mental. Adapting to change requires us to find balance and develop attitudes and life skills in each part. When each of these parts is strong, our circle is balanced.

1. Discuss how skills, values and attitudes identified with each stage of life can help you adapt to change.
2. Divide into at least 4 groups. Choose one quadrant and research the importance of these life skills in helping you to adapt to change and manage the stresses of life. Create a dramatic representation of this cycle and its life skills, or present your findings in a speech.
3. Write about how you can apply the Circle to your life and how it can help you adapt to change.



## The Kongo Cosmogram

Like the Medicine Circle, that is used by Native American tribes as a model for **cosmology**, the Kongo people (who live in Angola, Democratic Republic of the Congo and Gabon) use a **cosmogram** to make sense of the world and explain the relationship of human beings to the universe.

The Kongo Cosmogram is called the Dikenga, the energy of the universe, the force of all existence and creation. The cosmogram teaches that birth, growth, maturity and death are all connected. Understanding these stages can help you to see that transitions and change are natural parts of life, guiding you to live with purpose and balance.

The cosmogram also plays an important role in transmitting (communicating) values and beliefs from generation to generation. This design was so powerful that the slaves in the Americas used it as a symbol of freedom that awaited them when they joined their ancestors.

Read about the Kongo Cosmogram on Info Page C before completing the activity below.



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

Phengulula  
okudlulileyo  
– qikelela  
okuzayo –  
kunxulumanise  
nokwangoku

## Seasons of life

4. Discuss the journey of life as depicted by the Kongo Cosmogram:
  - Identify what each of the four points represents.
  - Relate these points to the different stages of your own life.
  - Reflect on how you could apply some of the model's principles to prepare for adulthood.
5. Share lessons you have learned from older generations (or ancestors) that you can apply to your life. How can you create continuity between your past, present and future?
6. Write about how the lessons from models, such as Ikigai, the Medicine Circle and the Kongo Cosmogram, can help you to understand growth and adapting to change.



**Cosmology** is the study of the origin and evolution of the universe.

A **cosmogram** is a flat geometric model that represents a cultural understanding of the universe.

**No person ever steps in the same river twice; it's not the same river and they are not the same person. — Heraclitus**



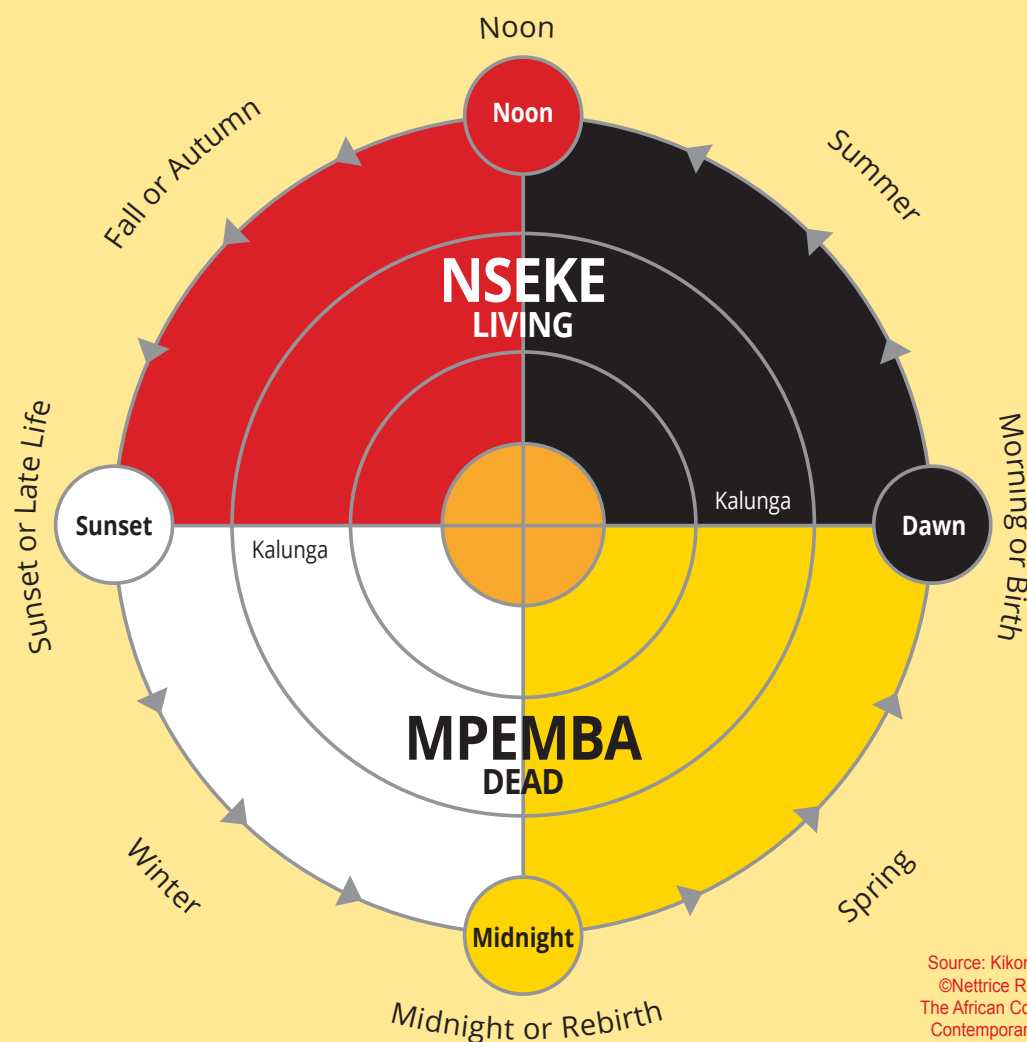
Well done





# The Kongo Cosmogram

A model for life's stages and changes



Source: Kikongo Cosmogram –  
©Nettrice R. Gaskins (2016)  
The African Cosmogram Matrix in  
Contemporary Art and Culture,  
Black Theology, 14-1, 28-42.jpg

## Reading the cosmogram

The cosmogram shows the cycle of life and death with two worlds, the living (Nseke) and the dead (Mpemba), divided by the Kalunga line. It represents each human as 'a living sun'.

The stages of the cosmogram (or the 'four moments of the sun') follow a counter-clockwise direction.

Each quadrant not only represents a time of day but also different phases of a person's life. Just as the sun rises, peaks, sets and then rises again, human life follows a similar cycle of birth, growth, death, and then to the afterlife. Each stage also has its own associated mythology (traditional stories and beliefs).

The model demonstrates that as we progress through each stage, we accumulate knowledge, interpret it through our experiences, and eventually transmit it to the next generation. This process involves developing a conscience, taking on responsibilities and developing a sense of belonging to religious, political, cultural, familial and national communities.

## The four moments of the sun

Dawn

### THE CHARCOAL SUN

- Signifies human birth into the world of the living.
- Represents childhood and the beginning of life's journey.
- According to mythology, young rivers, living cells, plants, and life growth began in this era.

Noon

### THE RED SUN

- Signifies the peak of life, adulthood and productivity.
- Represents the highest creative potential that any growing life, individual or civilisation can reach; represents maturity of power but is also a warning about the danger of the corruption of power.
- According to mythology, animals were first formed in this era.

Sunset

### THE WHITE SUN

- Signifies the process of aging and death.
- Here, humans leave the world of the living for that of the ancestors, associated with the wisdom of the elders.
- According to mythology, human beings were first formed in this era.

Midnight

### THE YELLOW SUN

- Represents death, a return to the ancestor realm, which provides living humans with visions and dreams.
- According to mythology, if a person lives a good life, they can be reborn as a grandchild or a new generation member.
- Those who do not live a worthy life may wander the world of the dead without a connection to the living.

## Applying ancestral wisdom to embracing transitions and change

For the Kongo people, we need to make changes with our ancestors in mind. We can acknowledge the past, while moving forward, by:

- recognising our roots: Understanding and honouring where we come from and the knowledge passed down through generations.
- applying ancestral wisdom: Using the teachings and experiences of our ancestors to navigate current changes and challenges.
- creating continuity: Ensuring that even as we adapt to new circumstances, we maintain a connection to our heritage and cultural identity.

Ancient cosmologists explored the universe to explain human relationships with it, tying their findings to spiritual beliefs. Modern cosmologists, often working in universities, use satellite and telescope data to study the universe's origins and evolution.





# Your future starts here

Here you are, in your final school year, working towards getting your National Senior Certificate (NSC). What does that mean to you? Why do you want to get an NSC?



Structure your argument

Hlela amabanga wekulumo yakho

## Reflecting on the NSC

The NSC is your key to future opportunities. That is why your focus in Grade 12 is to work towards getting it.

Read page 30 of Info Page D *Preparing for assessments and your NSC*.

- Examine the role of the NSC using the questions below to guide you.
  - Explain the importance of the NSC:
    - State your reasons for wanting to get an NSC.
    - Critically evaluate how obtaining your NSC will benefit you.
    - Identify the opportunities having an NSC can provide.
    - Assess whether these opportunities align with your genuine interests.
    - Make an argument for the importance of an NSC to yourself.
  - Consider the consequences of failing to get an NSC:
    - Explore other options for creating your future, whether you have an NSC or not.
    - Investigate the paths taken by people who did not obtain an NSC and chose different routes.
- Use the images below to discuss career options with and without an NSC.



Take better care of yourself

Zitlhogomele ngconywana

## Multiple Intelligences

We all have the ability to learn, remember, perform and understand in many different ways. These are sometimes referred to as 'Multiple Intelligences'. As you can see in the diagram, these intelligences cover eight different areas, each representing a unique way of thinking and problem solving. For example, a learner with strong musical intelligence may learn best through songs and melodies, while someone with high visual-spatial intelligence may excel at tasks like reading maps or assembling puzzles or may follow a career in graphic design or architecture.

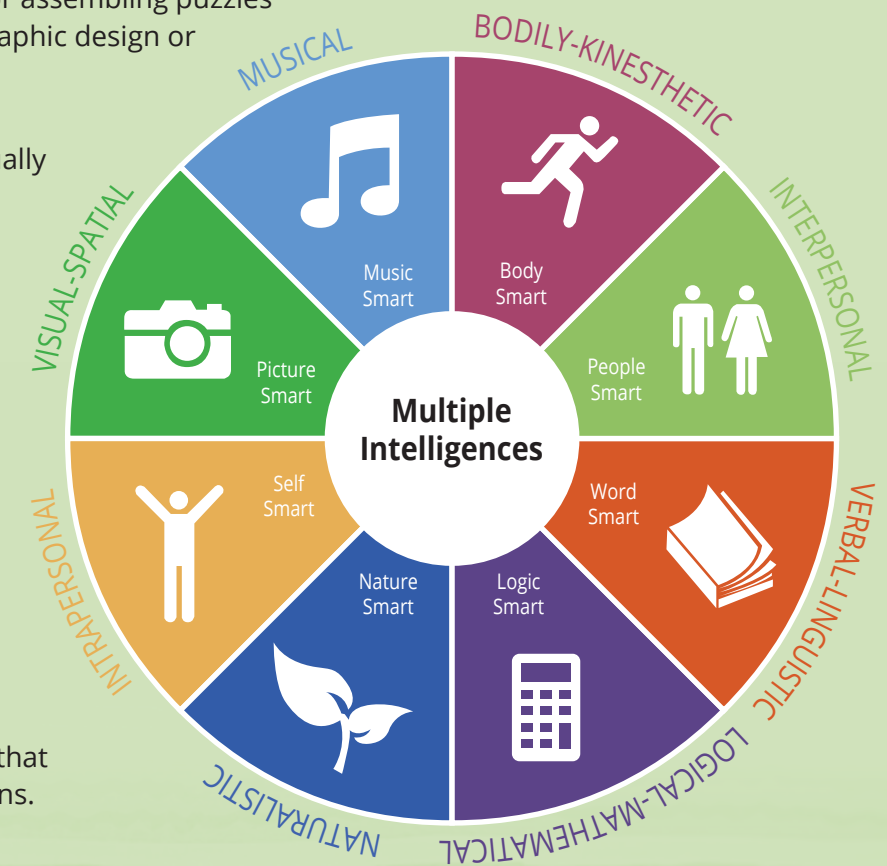
The NSC does not measure all forms of intelligence. School and assessments usually focus on academic intelligence, such as maths and languages. However, using different kinds of intelligences can contribute to your success and increase your chances of satisfaction in life. Exploring these different intelligences will help you to find a career path that matches what you're good at and enjoy doing.

- Study the diagram and then explore multiple intelligences using the questions below.
  - Identify the intelligence you value the most. Explain your choice.
  - Choose the three types of intelligence that are most necessary for your future plans. Explain your choice.
  - Identify subjects or activities outside of school that you're passionate about. How can these interests be related to your future career?
  - Explore the skills, talents or intelligences you possess but haven't fully explored. How could these be connected to your future career choices?

Career choices can change over time. Many people change career paths when they are well into adulthood. Some follow multiple careers simultaneously.

- Write about how you feel about pursuing multiple careers or transitioning between different fields during your lifetime.

\*You will use this information in Lesson 2.2.



In 20 years' time, you may want to change to a career for which you will need an NSC. Work hard now, your future self will thank you!



# Get to score!

Getting an NSC depends not only on the final exam but also on your School-Based Assessments (SBAs) and Practical Assessment Tasks (PATs). These prepare you for your final examinations. It is important to obtain good marks for your PATs and SBAs. Project assignments can easily increase your marks if you are organised. Good planning will help you to score high marks in your projects.

In Term 2, your SBA will include a group project for 80 marks. In this lesson you will learn a method for doing projects, and do a personal project. In this method, we use puzzle-building as an analogy for completing projects easily. Use the method to practise your project skills for Term 2, where you will work on a project in groups.

Formative Assessment is informal and ongoing. It occurs during the learning process.

Summative Assessment is formal and occurs at the end of a unit, term or year.

## STEP 1

Paste a full-page magazine picture onto cardboard. Look at the picture. Which part of the picture catches your eye first? Cut it out first.

Start

### Lesson

When you are given a project read the topic carefully and identify the most important instructions.

## STEP 2

Which area of the picture can you cut out next? Now cut all the parts of the image into smaller pieces. Group these pieces according to the part of the picture to which they belong.

### Lesson

Break the project into smaller components. Write the main points on loose pieces of paper that you can rearrange until you have found the most logical workflow.

## STEP 3

Focus your attention on the group of puzzle pieces that make up the part of the picture that first grabbed your attention. Put these pieces together first. Move the other piles away and don't look through them while you build this central part of your puzzle.

### Lesson

Gather the information that is crucial to the main part of your project. Put it together in a rough format without getting sidetracked by the other aspects of the project.

## STEP 4

Move on to the other groups of pieces. Build each of these new focal points in turn, without spending too much time trying to tie them together, unless the links are obvious.

### Lesson

You now need to gather information about each of the other points, doing research, brainstorming ideas and making notes. Put the information about each focal point together in a rough format. Repeat this process for each of the points.

## STEP 5

Fill in background sections and join up the different aspects of your picture.

### Lesson

Put the rough drafts together in an order that makes sense. Mix them together in new ways if you need to. Find the connections between things and describe them. Don't worry about getting the words or the layout perfect yet.

### Lesson

Finally, check that your grammar, punctuation and spelling are correct and that the text reads smoothly and logically and meets the assignment criteria, and that your presentation looks neat and professional.

## STEP 6

Build the edges of the puzzle until the whole picture is complete.

There! You did it!

- ☐ Break it up (Break the project into smaller goals)
- ☐ What's the point? (Identify the main point)
- ☐ Get your facts (Gather information about the main point)
- ☐ Find the words (Draft the words for the main point)
- ☐ Repeat the steps (Draft the words for each sub-point in turn)
- ☐ Make it flow (Create a flow between points)
- ☐ Fix it up (Grammar and spell check).
- ☐ Pretty it up (Use images, fonts and colour to make the project visually appealing)



Persevere and work it out

Bekezela begodu uyirarulule

## Personal Intelligences Portfolio

1. Use the steps to do a project on the top three intelligences that align with your future career plans. Create a Personal Intelligences Portfolio in which you assess and document these intelligences, along with a detailed plan to develop them further.

\* Remember these steps when preparing for your project in Term 2.



# Plan to succeed

Grade 12 involves learning a lot of content in a shorter school year. Plan ahead and be organised by creating, and sticking to, a study plan. If you study every day, using the study styles and strategies that suit you best at the time and in the environment that works best for you, this huge task becomes manageable.



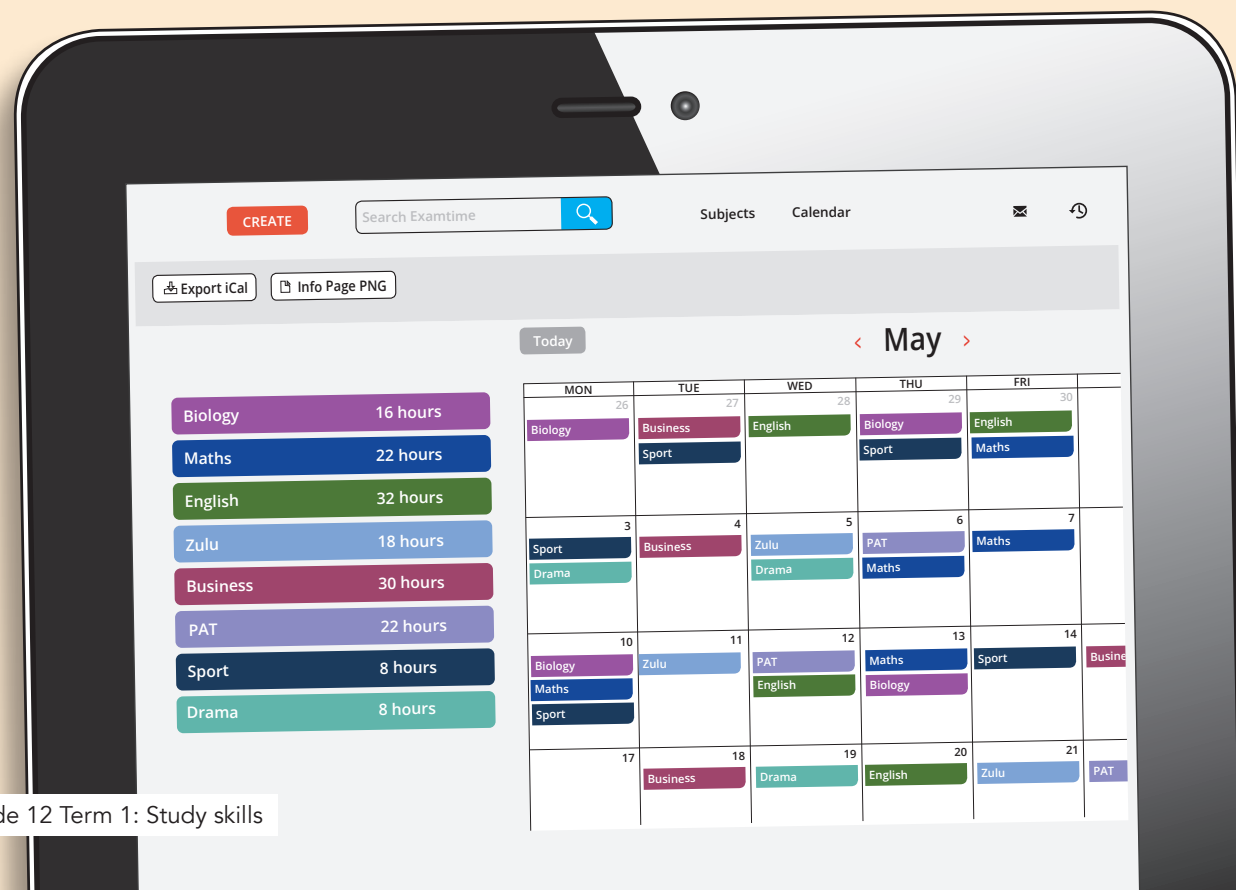
Investigate the past – predict the future – relate it to the present

Phenya okudlulileko – bonela phambili ingomuso – lihlobanise nesikhathi sanje

## Grade 12 study plan

Unlike in previous grades, this year you need to plan your studying for the whole year, not just during exam time. It is never too early to start your study plan.

1. Review the five-month guide on page 27. Then, follow these steps to create your study plan:
  - Get an annual calendar to use throughout the year.
  - Write down the dates of your preliminary and final exams so that you can plan a study timetable for all your subjects.
  - Include when projects and assessment tasks are due.
  - Each month plan your studies for that month based on your upcoming projects, assessments and exams. You know, based on your past experience what you need more time for.
  - It is best to work backwards to plan the days and weeks before each set of exams.
  - Before each exam give yourself two to three days of focused study and revision per subject.



## A five-month guide to preparing for final exams

### June: Organise and plan

Set clear academic goals, develop a balanced study schedule that includes all subjects and personal time, ensure consistency. Gather all necessary materials such as textbooks and past exam papers. Seek help for challenging topics.

### July: Build a strong foundation

Use active learning techniques by writing key concepts in your own words, join study groups for new insights, practise with past papers to familiarise yourself with the exam format.

### August: Deepen understanding

Focus on weak areas using various study methods like flashcards, mind maps and educational videos.

### September: Intensive review

Increase preparation intensity, practise with full-length timed exams to build stamina, critically review answers to identify improvement areas.

### October: Final preparations

Review critical concepts, keep study sessions short and focused, finalise exam logistics, maintain a positive mindset as you approach exam days.

<https://www.news24.com/news24/community-newspaper/pe-express/preparing-for-final-exams-a-five-month-guide-for-matric-students-20240524>



Participate actively in productive dialogue

Hlanganyela ngamajadu kukulumiswano enemiphumela emihle

## Study groups

2. A great way to get support is to form a study group. Study groups will keep you and your classmates motivated and focused.

- Write down the subjects with which you need help.
- Write down the subjects with which you can help others.
- Share your lists with your classmates to find out with whom you might be able to form a study group.

## Tips for your study group

- Limit your study group to 4 to 6 learners.
- Find a quiet central location where you can meet.
- Limit your study sessions to 2 to 3 hours at a time.
- Meet at the same time and place every week.
- Before each session decide what you are going to work on, so that everyone can arrive prepared.
- If one learner in your group is good at a subject let them lead the session.
- Everyone should participate, so try to take turns in leading the study session.

**Remember to include your study group days in your study plan!**



Revise the strategies you learned in Grade 11 about studying smarter, especially the importance of spaced repetition. Don't cram the night before.

Use your natural attention span to study. So, if you can concentrate for 30 minutes, take a 10-minute break every half an hour. Do things in these breaks that will improve your concentration, not distract you.

Be flexible and adapt your strategy if necessary.



# Let's rock the exams!

Walking into an examination room takes on a new meaning in Grade 12. Although some people find exams easy, others experience a 'fight/flight/freeze' reaction that affects the body and makes it difficult to focus, learn and retain information. Anxiety also interferes with your short-term working memory. That is why it is important to get a good rest before writing an exam.



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

Tjheja ngemizwa yakho, ufunde kiyo, ngaphandle kokuba ngiyo

## Preparing for exams

1. Read page 31 of Info Page D and then examine your exam preparation:
  - Describe how you feel about preparing for, and writing, your Grade 12 exams.
  - Explain how you can deal with all the feelings associated with the Grade 12 exams. Share some suggestions with the class.
  - Identify ways that you can take care of your brain.

To maximise your ability to perform at your best remember to provide your body with the rest, exercise and nutrition it needs.



Do your research and present your ideas or hypothesis

Yenza irhubhululo lakho begodu wethule umcabango wakho onga-kaqinisekiswa (hypothesis)

## Trigger words

When writing exams it is important to understand what is required of you. A trigger word tells you the specific type of response or action required to answer a question, for example 'examine' means to look closely at something to understand it, while 'evaluate' means to judge it based on certain standards.

2. Use the table to match each trigger word with its appropriate definition:

Trigger Word	Definition
A. Discuss	1. Identify the similarities between two items using specific criteria
B. Explain	2. Use the main points to shorten a text
C. Compare	3. Give an overall picture, show broad understanding
D. Contrast	4. Identify the main points
E. Analyse	5. Identify the differences between two items using specific criteria
F. Summarise	6. focus on one factor; cause and effect

A-4; B-3; C-1; D-5; E-6; F-2

3. Use a dictionary or online source to make sure you understand these trigger words:

**Define; Identify; Describe; List; Outline; Illustrate; Assess; Justify; Propose; Suggest**



Take better care of yourself

Zithogomele ngconywana

## Handling anxiety

Here is a trick to help you counter the 'fight/flight/freeze' reaction whenever you feel anxious.

Breathe in deeply, into your diaphragm area (push your tummy out slightly), while trying to keep your shoulders still and your eyes closed. Imagine having a balloon in your diaphragm area that is blown up with each in breath. When you breathe out imagine the balloon deflating. (Keep one hand on your abdominal muscles as you breathe to get the hang of this). Breathe out as if you are blowing out through a straw. Try to make your out breath last longer than your in breath. Notice how you feel after this activity.

4. Discuss with a partner how you felt after doing this activity and how you are going to use it.



Structure your argument

Hlela amabanga wekulumo yakho

## Exam tip card

5. Create an exam tip card with a partner:
  - Discuss how you can best get ready for the examinations, and how to ace that exam paper. Write down your tips.
  - Present your tips persuasively to the rest of the class.
  - Use everyone's input to design and create a tip card for preparing for examinations that you can carry with you as a reminder.
  - Keep and add to this tip card throughout the year.

Reflect on how you feel about preparing for and writing examinations now. How can you further improve on this?

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







# Preparing for assessments and your NSC

## What is School-Based Assessment?

In Grade 12 School-Based Assessment (SBA) includes the mid-year and September examinations, and Formal Assessment Tools (FATs), including projects, presentations, performances, practical demonstrations, tests and exams. SBA is compulsory and counts for 25% of your final Grade 12 mark.

If you are doing Languages, Life Orientation or subjects in the Arts, Technology, Computer Science and Services learning areas a Practical Assessment Task (PAT) is a compulsory part of your SBA and counts for 25% of your end-of-year examination mark.

Your SBA results are important if you are planning to study at a higher education institution (HEI), such as a university or TVET College. Most HEIs will accept you provisionally, based on your June examination or Grade 11 assessment marks. By doing well in your SBA you will improve your chances of achieving the required results to gain permanent acceptance to study at an HEI.

## Why is the NSC important?

The National Senior Certificate (NSC) provides a foundation on which you can shape your future. It is important to obtain your NSC because it:

- permits you to study at an HEI
- allows you to apply for a bursary
- is a requirement for many jobs
- shows employers that you know how to learn and have acquired knowledge and a set of transferable skills.

The National Certificate Vocational (NCV) provides both theory and practical experience in a particular vocational field.

## What happens if you do not get an NSC?

- You can study further without an NSC. Many accredited distance-learning institutions do not require you to have an NSC to study. But if you wish to go to university you will have to pass Grade 12.
- You can request a re-check or re-mark of your results. Check out the DBE's website for the cost of this service ([www.dbe.gov.za](http://www.dbe.gov.za)).
- Apply to rewrite – rewrites take place in February and March the year after you were meant to graduate, and applications close in January.

### For more information:

See Info Page E *How to improve your matric results* on pages 32-33.

See Info Page F *The Second Chance Programme* on pages 34-35.



## Preparing for exams; Taking care of your brain

- Spread out your studying to avoid cramming the night before the exam.
- Eat healthily and avoid food and drinks that are high in sugar and caffeine. These contribute to anxiety and can cause your brain to run out of fuel when your blood sugar crashes.
- Regular exercise will improve your blood flow. Get more oxygen to your brain and combat stress.
- Rushing around raises adrenaline levels, so get to school in good time.
- Avoid negative company and keep your mind-set positive by eliminating negative self-talk.
- Sleep is very important to reduce anxiety. Make sure that you get enough rest.

## Writing exams: Tips for success

- Write your exam number and other requirements on the cover of your answer book.
- Use the 10 minutes' reading time to read the instructions and questions carefully and calmly.
- Pay careful attention to the 'trigger words': discuss, define, compare, contrast etc.
- Use the allocated marks to work out how much time to spend on each question.
- Quickly plan your answers, using short notes written on the exam paper or on rough paper provided. For subjects like Mathematics and Science, write down the formulae that you need.
- Make sure your handwriting is neat and legible.
- Tackle the easy questions first. Leave the tricky questions for last. Try to write something for each question.
- Monitor and manage the time you spend on each question.
- Finally, read through what you have written, checking grammar, spelling and vocabulary. You may also remember information you have left out.

## Dealing with multiple choice questions

- Read the question carefully to make sure you understand what is being asked. Do not jump to conclusions.
- Try to think of the answer before looking at the choices.
- Do not guess. Answer the questions you know and come back later to the questions you are unsure of.
- If the answer is unclear, use a process of elimination. Cross out the options that are obviously wrong and compare the answers that remain.





# How to improve your matric results

There are many different ways to improve your matric results. Here are some ideas.

## 1. Get a re-check of your exam papers

When you ask for a re-check, it means that your exam papers will be checked for marking errors. Were all your marks properly counted? Were they added up correctly?

If you want a re-check, then you must move fast. You must apply for a re-check at your school or department of education district office.

## 2. Get a re-mark of your exam papers

If you ask for a re-mark, then your paper is marked a second time.

If you want to view your exam papers, then you can only do that AFTER the re-mark or re-check.

You must apply to view your paper within seven days after the release of the re-mark or re-check.

EduConnect '2019 NSC Supplementary Exams. How to apply' <https://educonnect.co.za/2019-nsc-supplementary-exams/> (Date accessed 03/01/2020)

Each January, the Department of Basic Education (DBE) provides an online service for the National Senior Certificate (NSC) candidates to request a re-mark or re-check of examination scripts. This service is available for a limited time only, so it is important to check the deadline dates each year on <https://www.education.gov.za/NSCeRemark.aspx>

## 3. Apply to write the NSC (Supplementary) or Senior Certificate (Amended) exams

### The NSC Supplementary Exam

This exam is part of the Second Chance programme for Matric students (see Info Page D).

You can write supplementary exams if you:

- a) Failed up to two subjects.
- b) Had traumatic personal problems (such as bereavement) or medical reasons for missing your November exam dates. (You must supply a medical certificate or documentary proof).
- c) Do not have good enough marks to enter Higher Education (this is your chance to improve your marks and get that Bachelors Pass you want).
- d) Are a progressed learners who opted to modularise your subjects and not write them all at once.

Check the closing dates of applications either on the Department of Basic Education (DBE) website or follow up with your provincial office. If you want to rewrite, make sure you apply in time.

### The Senior Certificate (Amended) Exam

This certificate exam enables adults who did not complete their high school education, or failed their Senior Certificate examination, to get a school leaving certificate so that they can study further if they want to.

You cannot gain University entrance with a Senior Certificate (Amended) qualification though. If you get your Senior Certificate (Amended), and you want to go to university, then you must apply for age exemption through Universities South Africa (USAf: <http://mb.usaf.ac.za/exemption-requirements/>). Age exemption starts at 23 years, although not everyone will be accepted. This will depend on your marks.

See the **Second Chance** programme, Info Page F, if you are interested in applying to write any of these exams.



## 4. Go back to school

Your school is getting ready for the new Matric Class. So you have to meet with your school principal and your old teachers, and ask them to find a space for you as well.

Remember: Your school does not have to take you back. You also need to be under 21 years old.

If you understand why you did badly last year, and if you can avoid those things this year, then going back to school might be your best option.

Yes, you will feel bad going back to school. But one day you will look back and realise that one year is not a lot of time. And it will be your most valuable investment in yourself.

## 5. Study something else

Maybe Matric is just not your thing. There are many courses you can study at public TVET colleges and at private colleges, where you don't need Matric to gain entry.

Here is a list of public TVET colleges: [http://www.tvetcolleges.co.za/Site\\_Public.aspx](http://www.tvetcolleges.co.za/Site_Public.aspx).

You can also look for free online courses at [www.coursera.org](http://www.coursera.org) or [www.edx.org](http://www.edx.org).

To check that the college you have chosen is registered, you can call the Department of Higher Education and Training (DHET) on 0800 87 2222 or visit [www.dhet.gov.za](http://www.dhet.gov.za)

Bridge 'PSA overview' <http://www.bridge.org.za/knowledge-hub/psam/> (Date accessed 12/01/2020)





# The Second Chance Programme

If you did not pass your Matric exams as well as you anticipated, have failed or have never completed your Matric, there are a couple of alternative routes to take if you choose to study further. One is the Second Chance programme developed by the Department of Basic Education (DBE).

The aim of the Second Chance Matric Programme is to provide support to learners who have not been able to meet the requirements of the National Senior Certificate (NSC) or the extended Senior Certificate (SC).

## Who can benefit?

- Progressed Learners: Learners who wrote the NSC the previous year but did not sit for all 6 subjects (multiple options).
- Learners who wrote the Matric examinations and qualified to write one or two subjects in the supplementary examinations.
- Senior Certificate (amended) Examination Candidates: Learners registered to write the Senior Certificate (amended) examinations in June (see opposite).
- NSC Examinations Part-time Candidates: Learners who attempted the NSC examinations post 2015 and will write the examinations in November.

## What are the benefits?

- Learners are able to meet the requirements of the NSC or SC and obtain a Grade 12 Matric certificate.
- Opportunities are provided to increase your computer skills, improve your job opportunities and for career pathing.
- Learners are able to access bursary opportunities for further studies.

## What support is offered?

There are support structures for learners to go to; face-to-face classes are free to attend and are hosted across the country. These classes are designed to assist with content for the June and November examinations.

Classes are broadcast on select platforms such as OpenView HD, DStv and SABC Education's Geleza Nathi. There are online courses available too, via the Vodacom e-learning site.

Printed resources such as past question papers, study guides, and maths and science textbooks are provided by the DBE, with the Department also offering registration, alongside the National Youth Development Agency (NYDA).

The registration for the Second Chance programme will be done at the district offices.

Department of Basic Education 'Second Chance programme' <https://www.education.gov.za/Programmes/SecondChanceProgramme.aspx> (Date accessed 12/01/2020)

## The Senior Certificate (Amended) – who qualifies?

1. Adult learners who are 21 years and older who have:
  - a. a General Education and Training Certificate (GETC); or
  - b. a Grade 9 school report (or the old Standard 7), stating that they have passed Grade 9 or Standard 7; or
  - c. a recognised equivalent qualification obtained at NQF Level 3 which requires two official languages.
2. Adult learners who are 21 years and older:
  - a. With an incomplete Senior Certificate qualification; or
  - b. With an incomplete National Senior Certificate and whose School-Based Assessment (SBA) validity has expired.
3. Only in exceptional cases, out of school youth, who are 18-21 years old and who could not complete their school education due to circumstances beyond their control, as verified by the Head of Department in the Provincial Education Department.

Exams are written in June / July. An exam timetable (dates and venues) will be made available through your provincial education department.

Candidates writing the amended Senior Certificate are exempt from School Based Assessment. This means that the examination results constitute 100% of the final mark. So there is no “year-mark” from your school.

## Marks required to pass the Senior Certificate (Amended)

A Senior Certificate will be achieved by an adult candidate who satisfies the following requirements in these examinations:

- a) Pass three subjects at 40%, one of which must be an official language at Home Language level.
- b) Pass two subjects at 30%, one of which must be an official language at First Additional or Home Language level.
- c) Obtain a subminimum of 20% in the sixth subject.



## The National Senior Certificate (Supplementary) – who qualifies?

You can write supplementary exams if you:

- a) Failed up to two subjects.
- b) Had traumatic personal problems (such as bereavement) or medical reasons for missing your November exam dates. (You must supply a medical certificate or documentary proof).
- c) Do not have good enough marks to enter Higher Education (this is your chance to improve your marks and get that Bachelors Pass you want).
- d) Are a progressed learner who opted to modularise your subjects and not write them all at once.



Deciding what to do after high school is an important and exciting milestone. While some people may have a clear picture of what they want to do, many others are undecided, and that's okay. There is no one right way to proceed with life or decisions. Try to approach decision making in small steps, tackling one decision at a time. Make the best choice possible based on circumstances and information you have, then make peace with your decisions knowing you can always change your mind. <https://getschooled.com>



Pause, reflect and assess your emotions and thoughts

Yima kancane, buyekeza kanye nokuhlola imizwa kanye nemicabango yakho

## Make a values-based decision

Values are the code by which you live your life. They are the things that are important to you and influence your choices. They focus your attention on what counts most and can guide you when you make decisions about your future. As you prepare for next year, it is important that you know what you believe in, and what is important to you.

- Each quote below reflects the values of the speaker. Use them to examine your personal values:
  - Identify the values each speaker seems to have based on their quote.
  - Select the quote most in line with your values and explain why.
  - Choose the quote that motivates you to make decisions about your future.
  - Define success for yourself.
- Have you decided what you are going to do after matric?
  - If you have decided, explain how this decision reflects what is important to you.

### OR

- If you are still undecided, identify what would help you make up your mind. Determine what you need to believe in to reach for your dream.



**Be focused:** This is a time to make decisions and take action.

**Be informed:** Use all the tools, information and networks you have.

**Be curious:** Don't hold back. Ask all the questions you need answered.

**Be excited:** Make good decisions that are right for you. Choose what will make you happy and get excited about your future.

Adapted: Skills Development, Scotland

## Exploring options

Before you make or commit to any decision you should think about what you want out of your future. Do you hope to enter the workforce and gain skills on the job, do you want to study to prepare for a career or, perhaps, you want to start a small business?

### Exploring options

Adapted: [myworldofwork.co.uk](http://myworldofwork.co.uk)



Research your options  
(online and other)



Speak to people in the  
career/job/field



List your preferences.  
Decide and take action!



Do your research and present your ideas or hypothesis

Yenza irhubhululo lakho begodu wethule umcabango wakho onga-kaqinisekiswa (hypothesis)

## Ready, steady, decide!

Use Info Page G So, *what now? Life after School*, and the model above, to assist you with one of the following activities.

### 3. If you are planning to study:

- Research the admission requirements for a degree, diploma or higher certificate in your intended field of study. Read about the requirements on page 38.
- Studying is expensive. Find out about the funding opportunities that are on offer. Read about bursaries, scholarships and NSFAS on page 38.
- Use the *Exploring options* model above to start preparing for studying next year.

### OR

### 4. If you cannot study formally:

- Read about the options on page 39.
- Then, use the *Exploring options* model above to make a decision and start preparing for this course of action next year.

'We are going to emancipate ourselves from mental slavery because whilst others might free the body, none but ourselves can free the mind.' - Bob Marley

'Amateurs call it genius. Masters call it practice.' - Thierry Henry

'Success isn't about how much money you make, it's about the difference you make in people's lives.' - Michelle Obama

'It is better to die for an idea that will live, than to live for an idea that will die.' - Steve Biko

'If you have intelligence, imagination and the ability to dream, things can happen.' - Graça Machel

'My mission in life is not merely to survive but to thrive and to do so with some passion, some compassion, some humour and some style.' - Maya Angelou





# So, what now? Life after school

## Admission requirements and funding options

### Bachelor's Pass

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

#### Your ticket to:

A university for an undergraduate degree or diploma.

### Diploma Pass

- At least 40% in your home language
- At least 40% in the first additional language
- At least 40% in three Higher Credit subjects
- At least 30% in two other subjects
- Can fail a subject but must have a year mark for it.

#### Your ticket to:

- A university of technology for a diploma.
- A learnership.

### Higher Certificate Pass

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

#### Your ticket to:

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

## Bursaries and scholarships

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

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

You will not need to repay the bursary, unless you fail your courses. However, after

you graduate you may have to work for the company that awarded you the bursary. This is often useful as you will have little employment experience – something that most companies and organisations demand of job seekers.

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

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

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

## NSFAS and Fundza Lushaka

In 2018 government began subsidising free tertiary education. NSFAS funding originally worked as a study loan but in 2018 it was converted into a bursary for eligible students. This bursary is based on both merit and financial need. Fundza Lushaka offers bursaries to students who wish to become teachers. To find out more, email [info@nsfas.org.za](mailto:info@nsfas.org.za) or [info@fundzalushaka.doe.gov.za](mailto:info@fundzalushaka.doe.gov.za).

## Alternatives to studying

If you choose not to study next year you do not have to be unemployed. Whatever you choose to do is a stepping stone towards realising your dreams.

Consider these options:

### 1. Get part-time or informal work

Find part-time work if you cannot get a permanent or full-time job. You must start somewhere. Do not be afraid of taking a job no matter how menial you may think it is. ("I am too good for this job" will not gain you valuable life skills.)

You can gain a lot of experience through part-time jobs and become skilled in different aspects of work. You will also earn an income while you build your CV and find a full-time job or save money to study.

You can also work in the informal sector washing cars, doing gardening, selling newspapers, making clothes, or selling fruit or sweets at the taxi rank or next to the school.

### 2. Volunteer or do community work

Give of your time and skills to others. Volunteering builds confidence and makes you feel good about yourself by helping somebody else. It also allows you to explore your interests, abilities and skills, making it easier to choose a career. When you volunteer you usually get a letter or a certificate stating what kind of work you did and for how long. You can add this to your CV because now you have work experience.

Community work means you do something to benefit your own community or a community in need. It is also a form of volunteering, but you concentrate on the needs of your community.

### 3. Start a small business

If you can provide products or services that people need and will pay for you can start a small business. If your entrepreneurship leads to success you can turn this into your full-time work and also employ others.

### 4. Apply for an apprenticeship, internship programme or a learnership (a work-based learning programme).

Use the contact details below for information on these options.



### Important contact information for job seekers

- Register on the Department of Labour database ([www.labour.gov.za](http://www.labour.gov.za)) as an unemployed work seeker. This is a register of all people seeking work opportunities. The department will inform you of learnerships and other opportunities.

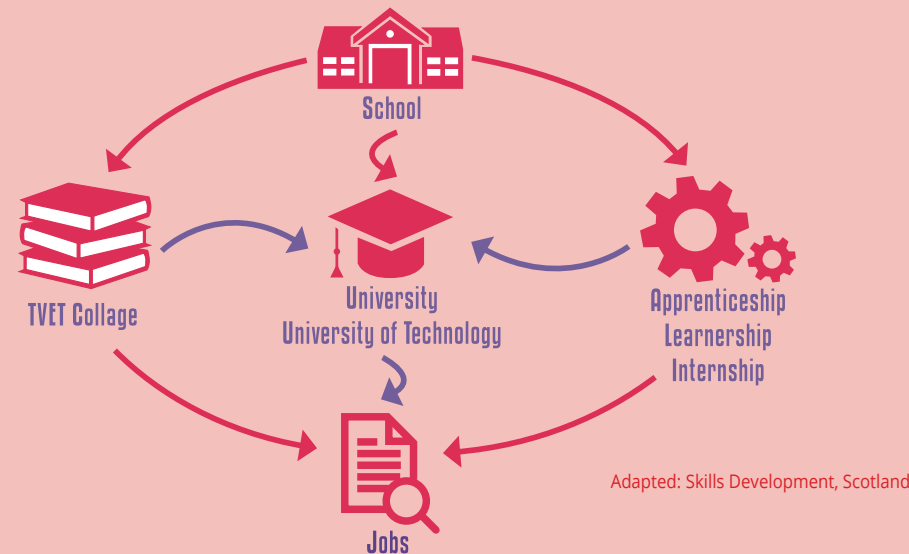
- Career Development Services is a government initiative to provide free quality career information, advice and counselling services. Find out more: [www.careerhelp.org.za](http://www.careerhelp.org.za)
- The Department of Higher Education and Training ([www.dhet.gov.za](http://www.dhet.gov.za)) has a toll free number (0800 87 2222) for higher-education-related enquiries.
- Check out [www.jobstarter.co.za](http://www.jobstarter.co.za) to complete work readiness assessments and to connect with potential employers.

**Info Page Q:** See page 155 for organisations that help youth to find work.



# Your future; your choice

Because everyone is different, we all want to do diverse things when we leave school. There are many pathways that suit different people and their goals for life. Choose the one that is right for you.



Adapted: Skills Development, Scotland

## Career prep

A career is a long-term professional journey based on your passions, abilities and competencies. It is the path you choose to fulfil your dreams and goals. A career might last your entire life and be made up of numerous jobs as you progress and build your professional life. Making decisions about your career path is a significant step that can shape your future.

A career portfolio is an excellent tool to highlight your skills, achievements and aspirations to potential universities, programmes, bursary providers or employers. A well-organised portfolio can help you stand out and demonstrate your readiness for future opportunities on your study and career path.

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

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

OR

2. You can follow the 10-Step Career Exploration Process, on the following page, to help you develop your career portfolio. Complete each step of the process in your own time. Remember: You cannot rush this important process!



Be flexible! Your plans might change as you learn and grow.

Be open to exploring new opportunities and adapting your goals.

## 10-Step Career Exploration Process

1. Self-assessment	<ul style="list-style-type: none"> <li>What do you enjoy studying?</li> <li>Assess your passions, interests, strengths and skills.</li> <li>What kind of career do you aspire to?</li> </ul>
2. Explore options	<ul style="list-style-type: none"> <li>Research different educational paths.</li> <li>Research industries that interest you.</li> <li>Consider all options (page 39).</li> </ul>
3. Set goals	<ul style="list-style-type: none"> <li>Define short-term goals for the next few years.</li> <li>Set long-term goals: Where do you see yourself in 10 years?</li> </ul>
4. Research education paths	<ul style="list-style-type: none"> <li>Research admission requirements, tuition costs and scholarship opportunities.</li> <li>Research academic, vocational and other options.</li> </ul>
5. Financial planning	<ul style="list-style-type: none"> <li>Research tuition, accommodation, travel and other expenses.</li> <li>Research financial assistance options.</li> </ul>
6. Networking	<ul style="list-style-type: none"> <li>Reach out to professionals working in fields you're interested in.</li> <li>Attend workshops to gather information and make connections.</li> </ul>
7. Create a decision-making process	<ul style="list-style-type: none"> <li>Create a matrix listing the education and career paths you're considering.</li> <li>Identify criteria that are important to you e.g. personal interests, financial considerations and potential for growth.</li> <li>Assign a weight to each criterion to indicate its importance. Evaluate each option based on these criteria.</li> </ul>
8. Make a pros and cons list	<ul style="list-style-type: none"> <li>Create a pros (positives) and cons (negative) list for each option you're considering.</li> </ul>
9. Seek guidance	<ul style="list-style-type: none"> <li>Consult with trusted adults to gain valuable perspectives.</li> </ul>
10. Develop an action plan and take action!	<ul style="list-style-type: none"> <li>Based on the above, make an informed decision about your next steps.</li> <li>Develop an action plan: Outline the steps you need to take.</li> <li>Start taking the necessary actions to achieve your chosen path.</li> </ul>



Make an informed choice, with an awareness of consequences

Khetha okusekelwe kulwazi, ngokuqonda futhi iziphumo zako

## The NBT

The National Benchmark Tests (NBT) measure your academic readiness for University. Some South African universities use the NBTs in addition to the National Senior Certificate (NSC) for access to higher education, while others use the tests to determine the kind of learning support a student will need during their studies. They measure a student's proficiency in Academic Literacy, Quantitative Literacy and Mathematics.

Not all courses require NBTs. You can access more information here: <https://nbt.ac.za>.

3. Explain the purpose of the NBTs.
4. Determine if you intend to go to university. If so, outline the plans you are making to apply to write your NBTs.



# Navigating unemployment

Many people are unemployed, but being unemployed does not mean that you cannot earn a living. There are many initiatives to help unemployed people either to find a job, or to use their skills to start a small business. We all have skills that can potentially be turned into an opportunity. The key is never to give up, and always to be looking for opportunities. People will pay for what they value. The secret, therefore, is to create a product, or offer a service, that people want or need. If you can do this they will pay you for it, and you will be able to create a sustainable livelihood.

Entrepreneurship helps to reduce unemployment by creating new jobs, which counteracts (reduces) the problem of people not having work. Entrepreneurs can also support sustainable livelihoods by helping people and communities to make a living in ways that do not harm the environment while ensuring that future generations have the resources they need to thrive.



Find, examine  
and weigh up  
the evidence

Hlola/  
Vivinya kanye  
nokukala  
ubufakazi

## Counteracting unemployment

1. Read Info Page H *Focus on unemployment* and then examine the issue of unemployment:
  - Identify the attitudes and skills people need to start and run a business.
  - Describe alternatives to formal employment you have seen in your community.
  - Analyse the causes of unemployment, considering the social, economic and psychological factors.
  - Explain how unemployment impacts the unemployed person individually and society collectively.
2. Explain how the following activities can counteract employment:
  - Volunteering
  - Part-time and/or informal jobs
  - Community work
3. Reflect on the impact of unemployment in your community. Write about actions that could counteract it.



Read the case study about Sihle Ndlela who used his skills to change jobs and start new businesses. Then read about portable skills and complete the activity below.

## CASE STUDY: Unemployed and homeless to entrepreneur

Two young entrepreneurs who developed their construction business, with little money and no government support, into a successful enterprise within seven years, made the 'Forbes 30 Under 30' list of the 'brightest entrepreneurs, innovators and game changers'. Sihle Ndlela and Simphiwe Majosi run Majosi Bros Construction, which builds houses in upmarket estates.



After dropping out of university after his father died, Ndlela started several businesses, which failed, so he started selling snacks at the beach.

Ndlela had to travel 52 kilometres by train, then walk 10 kilometres to the beach carrying boxes filled with stock. He would sell until late at night, but couldn't afford to go home every day.

"I became homeless and slept in abandoned buildings. I wanted to kill myself."

After returning home to Umlazi, Ndlela realised that the only thing stopping him was his excuses. He began making aluminium windows. He had to take a bus to deliver his first completed windows because he had no transport.

Then Ndlela met Simphiwe Majosi of Majosi Bros. Majosi started the firm when he was 21, after working in his father's ceiling business and taking courses in building.

They became partners and Majosi Bros Construction was born. "Everything has not been plain sailing, but we have a vision to build the biggest African property group," Ndlela said.

Ndlela has not forgotten his humble beginnings. "Every decision I take is based on what I learnt on the street. As a street vendor I went through many struggles and the best way to block out your struggles is to live in the future," he says.

Adapted from <https://www.iol.co.za/mercury/network/from-vendor-to-windows-then-forbes-15829576>



**Transferable  
skills, or  
'portable'  
skills, are**

skills or knowledge-sets that can be moved, or transferred, from one context to another. For example, if you are a good communicator you can transfer that skill to almost any job. Other transferable skills include critical thinking, problem solving, collaboration and leadership.

Adapted from: <https://www.indeed.com/career-advice/resumes-cover-letters/transferable-skills>



Ask questions  
that guide,  
probe and  
produce  
useful  
information

Buza imibuzo  
ezoba umkho-  
mbandlela,  
ephenyisi-  
sayo kanye  
nokuqhamuka  
nolwazi  
oluwusizo

## Skills for business success

Sihle's journey shows us the importance of having portable skills that can be used in as an employee, working for others, or as an entrepreneur, running your own business.

4. Reflect on your own portable skills:

- What skills do you possess?
- Which of these skills do you think are most important for an entrepreneur?

5. Identify a portable skill that Sihle used effectively and discuss how you could develop this skill in preparation for your future career path.

6. Use Sihle's story to explore how entrepreneurship can counteract unemployment:





# Focus on unemployment

## Unemployment in context

Some people mistakenly believe that unemployment only became an issue after democracy in 1994. But this is not true. Unemployment has been with us for a long time.

In 1994 the unemployment rate stood at 20.5 per cent for the standard definition and 31.5 per cent for the expanded definition. In the first quarter of 2024 the standard rate of unemployment stood at 32.9 per cent and the expanded rate was 41.9 per cent.

There are too many unskilled and low-skilled job seekers in South Africa. This is largely a result of historically low levels of investment in the education of young black people. There are not enough jobs for people at this level of the economy.

Before 1994 unfair job reservation for a small minority of the population was the norm. At the time the majority of people were largely excluded from the mainstream economy and were seen as a source of cheap labour. This system skewed the employment patterns – a legacy South Africa is still trying to undo.

The effects of the global recession that began in 2008/2009, as well as that of the COVID-19 pandemic and national lockdown, also affected the South African economy, with a resulting impact on job creation and opportunities.

The changing face of our population has also had an impact on employment patterns in the country. The population stood at 40.5 million at the time of the first all-race census in 1996 and, by 2024, it was estimated to have grown to 61 million.

Adapted from: <https://www.gcis.gov.za/content/resourcecentre/newsletters/insight/issue13> and [www.statssa.gov.za](http://www.statssa.gov.za) (Updated, Worldometer, 2024)

## Additional causes of unemployment

- Industries such as mining and manufacturing shutting down.
- Automated and computerised workplaces needing fewer workers.
- The increasing cost of wages.
- Outsourcing of jobs to countries where labour is cheaper.
- Sexism (patriarchy) can limit not only the jobs women have access to but also their control over their finances. Many women are single mothers and struggle to work while bringing up children on their own.
- Crime and corruption affect business growth, which leads to fewer employment opportunities.

*The standard definition of an unemployed person is someone aged between 15 and 64 who is unemployed at a specific time, but looks for work. The expanded definition of unemployment refers to people who have stopped looking for work.*

Source: StatsSA

## Youth unemployment

South African youth are particularly susceptible to being unemployed. Poverty is one of the greatest causes of unemployment as people living in poverty face tremendous challenges in accessing the formal job market.

There are several other causes of youth unemployment:

- Companies prefer to employ people with skills and experience
- Lack of on-the-job training
- Poor education, leading to low NSC pass marks
- Unrealistic job expectations and financial demands
- Lack of knowledge about how to apply for jobs or studies, study loans and learnerships

## The impact of unemployment

A job is not only a source of financial resources, it also provides satisfaction, self-respect and fulfilment. Similarly, the impact of being unemployed is not only financial but also personal and social. There are many negative impacts of unemployment:

- Loss of self-esteem
- Loss of purpose
- Family conflict and abuse
- Stress and depression
- Debt
- Substance abuse and domestic violence
- Crime
- Poverty, hunger and homelessness
- Vulnerability to exploitation

The impact of unemployment can be detrimental to your psychological wellbeing as well as your ability to fend for yourself financially. If you are not able to continue your studies after Grade 12, learn new skills or find work, gain experience and earn an income. You can volunteer, do community or part-time work, do informal jobs, become an apprentice, start a small business or become an entrepreneur.





# Navigating entrepreneurship

If you do not find formal employment you might discover that you need to become an entrepreneur and start your own business. Entrepreneurs recognise opportunities and use them to develop and implement new business ideas. They create products or offer services that people are willing to pay for. Creative solutions for your business may emerge if you combine what you are good at with some need in your community.

## Three types of entrepreneurs

- **Subsistence entrepreneurs:** They own, and generally are, a one-person business. The business has no real value in that it relies completely on the entrepreneur and generally does not make consistent profits.
- **Lifestyle entrepreneurs:** Like the subsistence entrepreneurs the lifestyle entrepreneur's business has no substantial value in that it cannot be sold without the entrepreneur. However, the lifestyle entrepreneur's business does make consistent profits, and these are sufficient to sustain the entrepreneur's lifestyle.
- **Growth entrepreneurs:** This entrepreneur's business does have value and relies decreasingly on the entrepreneur. It may, or may not, be making a profit but it has the potential – without the entrepreneur – to generate profits. The entrepreneur can sell the business.

Adapted from Raiz, Allon. *Lose the Business Plan*, p. 13. Bookstorm, Johannesburg, 2010.



Be willing  
to challenge  
your thinking  
habits

Zimisele  
ukufaka  
inselele  
kwimikhuba  
yakho  
yokucabanga

## Learning from entrepreneurs

1. Read page 48 of Info Page I, as well as the two case studies on page 47, before answering these questions:
  - Identify the financial advantages and disadvantages of entrepreneurship.
  - Suggest some solutions to the financial challenges that young entrepreneurs face.
  - Explain why the qualities listed in the checklist on page 47 are useful for an entrepreneur.
2. Busi Skenjana's entrepreneurship was born of her personal experience and the people she knew in her community.
  - Describe how this helped her start and grow her business.
  - Identify the niche\* in the job market that Busi found.
3. Sandile Mngadi saw an opportunity to make an income during the difficult 2020 Covid-19 lockdown, by providing a valuable service to his community.
  - Identify the lessons you can learn from Sandile.
  - Discuss how you can combine what you are good at with some need in your community to create a business idea.

\* A niche is a specialised area within a market that serves a specific group of customers with unique needs or interests.

What factors would lead you to choose self-employment?  
Reflect on how the different types of entrepreneurs may align with your vision for your future.

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



"Challenges,  
to me, are  
like frost that  
disappears as  
the sun rises"

## Busi Skenjana

Busi Skenjana has always been a stokvel member so she focused on this sector when she launched her marketing business. She identified a gap: township-oriented experiential marketing. Brands focused their marketing on malls and taxi ranks and missed a social path to their target market. "Every Saturday, in thousands of stokvel meetings, people engage socially and are more focused," she explains. Busi used stokvels to provide opportunities for brands to interact with people in the townships. She saw the benefits of personal face-to-face interactions. She bridged the gap between stokvel members and the brands that wanted access to them.

Adapted from: <https://www.entrepreneurmag.co.za/advice/starting-a-business/start-up-guide/tax-basics-for-business-owners/8/> and <https://successness.com/2015/02/busi-skenjana-ceo-bsk-marketing-associates/> Accessed 12 June 2019



## Checklist: Characteristics of entrepreneurs

- **Visionary:** Do you have a clear vision of what you want to achieve?
- **Risk-taker:** Are you willing to step outside your comfort zone and take calculated risks?
- **Resilient:** Can you bounce back, and use challenges as learning experiences?
- **Innovative:** Are you able to think creatively and come up with new solutions or ideas to address market needs?
- **Self-motivated:** Do you possess a strong internal drive to work tirelessly towards turning your vision into reality?

## Sandile Mngadi

During the lockdown in 2020 the South African government recommended and endorsed the use of masks to help the fight against the spread of COVID-19. There was a huge shortage of surgical masks because they were reserved for health workers. Many enterprising people, like fashion designer Sandile Mngadi of Umlazi, started making masks during the lockdown. One mask, which is three-layered and reusable, takes him about 20 minutes to finish. Mngadi advertised on Facebook and WhatsApp. "Scores of people started placing orders," he says. "If I find out that certain residents cannot afford to buy a mask, I give it to them without expecting payment in return. I also give out extra to those who buy in bulk. If I get an order of ten masks I add five more and tell the client to donate the extra masks to those in need."

Source: <https://allafrica.com/stories/202004150629.html>



"If fashion  
means masks  
now, so be it"





# Focus on entrepreneurship

## Financial viability of entrepreneurship

Choosing to become an entrepreneur can be rewarding. Because your success isn't capped by a fixed salary, entrepreneurship can offer the potential for unlimited income. Of course, this also means that you have to be comfortable with taking risks and being able to live with uncertainty, until your business succeeds. However, if your business thrives, you may have the opportunity to earn substantial profits. Starting a business usually requires an investment of time and money. You may need to access funding for your business unless you are able to make money quite quickly through sales of your product or service. Before starting a business, conduct thorough market research to understand the demand for your product or service and potential competition. You may opt for a mixed approach, of having a traditional job while working on a side business. This can provide financial stability while allowing you to explore entrepreneurship. But always remember to act ethically and be upfront with your employers if you are pursuing a side-hustle.

## Challenges and solutions for entrepreneurs

Young entrepreneurs encounter financial challenges when starting a new business. Here are some ways to deal with these challenges

Challenge	Solution
<ul style="list-style-type: none"><li>• Having to use your own money to start the business or lacking sufficient funds (cash flow) to start trading or to continue buying new stock.</li><li>• Getting into unsustainable debt.</li><li>• Not having the skills to manage your income and expenses.</li><li>• Not having the funds to employ people to help you.</li><li>• Not having the security of a stable income.</li><li>• Not being able to separate your personal income from the money that belongs to the business.</li><li>• Not being able to get product to market because of lack of transport.</li></ul>	<ul style="list-style-type: none"><li>• Draw up a business plan and apply for funding from organisations that assist young people.</li><li>• Work with what you have.</li><li>• Approach experienced people in your community to mentor you.</li><li>• Ask volunteers to assist you or offer them a share of future profits.</li><li>• Plan ahead to ensure that you have sufficient finances for periods of less income.</li><li>• Find a bookkeeper or use an online bookkeeping programme to organise your finances.</li><li>• Consider bartering, whereby you exchange a product or service with someone who can assist you with transport.</li></ul>

## Empowering communities

Starting a small business allows you to have a positive influence on other young people in your community by:

- offering them jobs, thereby assisting them to become independent and self-sufficient.
- helping them to gain skills they can transfer to others in the community.
- giving them an opportunity to gain experience through voluntary work, which may make them more employable.
- serving as a role model to them so they can follow your example.

You will use the information on cultural entrepreneurship and e-businesses in Lesson 3.6.

## Cultural entrepreneurship

Have you ever thought that your culture, however defined, could be source of inspiration for a business venture? When you use your cultural resources in a creative or innovative way, to create economic and social value, this is called cultural entrepreneurship. Cultural entrepreneurs preserve and promote (market) cultural products and practices in order to make a living, while also contributing to the cultural and economic development of a community or region. Because South Africa is a country rich in diverse cultures and traditions, cultural entrepreneurship can play a significant role in both economic growth and the preservation of heritage. Examples of cultural entrepreneurship include heritage tours, culinary (food) experiences, as well as homestead visits.



## Technology and entrepreneurship

Technology is very important in today's business world, improving how companies operate and increasing their customer numbers. Technology helps businesses come up with new ideas, work faster and connect better with others. It can also change old-style businesses into modern ones e.g. selling products online instead of in a physical shop, which can reach more people around the world.

E-businesses, or electronic businesses, are companies that conduct their operations online, using digital technologies and the internet. They use the internet to reach a global audience, keep their business processes simple and cost-efficient, and provide convenient services to customers.

International e-businesses include Amazon, Uber, Airbnb and Netflix.

In South Africa, Takealot is the largest online retailer offering many products delivered throughout the country. Travelstart simplifies travel planning with online booking for flights and holiday packages, while Yoco equips small businesses with mobile solutions to accept card payments easily.



### A future career to consider

Coding and app building are important for the future because they allow us to create and control technology. In a simple way, think of coding like giving instructions to a computer or a smartphone. When we build apps, we make useful tools and games that make our lives easier and more fun. Learning to code and build apps helps us solve problems, create new things and stay relevant in a world where technology is becoming more and more essential. It's like learning a powerful language to communicate with machines and shape the future.



# Get involved!

Getting involved in the community, volunteering for organisations and doing part-time work will give you important, transferable skills that can open doors to other opportunities. Many organisations offer volunteers training, self-development, work experience, career planning and coaching. You could also get involved in a social entrepreneurship initiative – not only to make a difference, but also to learn the ropes of business and enhance your own entrepreneurial skills.



Leila Naidoo, a Grade 12 learner from Johannesburg, shares her experience of volunteering.

“I volunteered for an organisation called ‘Rise Against Hunger’ at their ‘Meal Packaging Events’. We packed meals for children in needy communities. I learned about ways to help people who are less fortunate than me. There was no salary but there were so many rewards. I extended my network, met like-minded young people, thought differently about issues and learnt new skills. I also explored my strengths which helped me to think about what I want to do in the world of work. Volunteering taught me that I need to find a career that will help me to make a difference in the world.”



Question  
the way you  
make moral  
judgements

Zibuze indlela  
owehlulela  
ngayo okuhle  
nokubi

## Exploring volunteering

- Examine volunteering as a solution to counteract unemployment:
  - Identify the benefits of volunteering according to Leila.
  - Explain why a future employer would care if you volunteered or not.
  - If you do volunteer share why you volunteer and what benefits you experience.
  - If you do not volunteer share what would motivate you to become a volunteer.
  - Make a well-reasoned argument for volunteering as an investment in your future.
- Find an organisation near you and volunteer. Make a logbook that records your volunteering activities. It is a valuable tool to present to prospective educational institutions or employers. Your logbook should include:
  - Days and hours that you volunteered.
  - Your activities and what you learned each day.
  - Daily comments from, and the signature of, your supervisor.
- Write about the transferable skills you can learn by volunteering and explain how these skills can help you reach your goals at school and in the world of work.



If you wish to  
volunteer, contact:

Action Volunteers  
Africa (AVA) [www.avafrica.org.za](http://www.avafrica.org.za); [info@avafrica.org.za](mailto:info@avafrica.org.za)

Charities Aid Foundation  
Southern Africa (CAF  
Southern Africa) <https://www.cafonline.org>



Find, examine  
and weigh up  
the evidence

Hlola/  
Vivinya kanye  
nokukala  
ubufakazi

## Exploring social entrepreneurship

- Read about ‘Brownies & downieS’ below, and then examine social entrepreneurship:
  - Identify the social problem this business tries to solve.
  - Describe the real impact this social enterprise has.
  - Define the criteria you would use to assess its success.
  - This business shut down as a result of the Covid-19 lockdown. What does this tell you about the risks of entrepreneurship?
- Identify a challenge, faced by people living with disabilities in your community, that could be solved by social entrepreneurship.
  - Discuss what you could do to get involved.
  - Develop a plan with your group to take action.

You may choose an  
alternative community  
challenge.

Social entrepreneurs make a social or environmental difference while generating an income. Profits are reinvested, ensuring that the mission of the business is met.

‘Brownies & downieS’, a coffee shop in Cape Town, won the SAB Foundation Disability Empowerment Awards in 2017.

This social enterprise runs a restaurant and provides on-the-job training for people with intellectual disabilities. “Through food, coffee and great service we break down stigmas,” says co-founder Wade Schultz.

Having a purpose greater than commercial success presents challenges. Co-founder, social

worker Wendy Vermeulen, says a large portion of the financial resources go towards training and placing beneficiaries.

“Our customers are amazing. They love what we do but, to be commercially viable we must expand and get properly funded. Customer loyalty and the fact that we make the best brownies in SA will see us achieve the success we dream of!” says Schultz.

<http://browniesdownies.co.za/>

Story adapted from <https://www.fin24.com/Opinion/sas-social-entrepreneurs-going-from-surviving-to-thriving-20180615>.  
Additional information from: <https://www.entrepreneurmag.co.za/advice/starting-a-business/types-of-businesses-to-start/how-to-be-a-social-entrepreneur/>






# Creativity and viability

Coming up with a business idea takes creativity, passion and perseverance. But creativity is not enough. Your business idea needs to be viable. This means that your idea needs to be realistic, and your business needs to be able to generate profits, achieve its goals, and sustain operations over time.

Prepare for the activity on page 53 by reading:

- Edward de Bono's Six Thinking Hats - a creativity tool that can help you to think about ideas from six different perspectives (below)
- Cultural entrepreneurship and e-businesses on Info Page I *Focus on entrepreneurship* (page 49)
- Info Page J *Culture + heritage = business ideas* (pages 54 - 55)

## The Six Thinking Hats

 <b>White hat focuses on facts and data.</b>	<ul style="list-style-type: none"><li>• What are the facts?</li><li>• What information do I have/need?</li><li>• Where can we find missing information?</li></ul>
 <b>Red hat focuses on positive and negative feelings.</b>	<ul style="list-style-type: none"><li>• How do I feel now?</li><li>• What does my gut feeling tell me?</li></ul>
 <b>Black hat judges and plays 'devil's advocate'</b>	<ul style="list-style-type: none"><li>• What does not match with facts and experience, or my values?</li><li>• What are possible mistakes or potential problems?</li><li>• What are the risks?</li></ul>
 <b>Yellow hat explores values and benefits.</b>	<ul style="list-style-type: none"><li>• What are positive aspects of this idea?</li><li>• How can I make the idea happen?</li><li>• What are the advantages?</li></ul>
 <b>Green hat looks for alternatives, solutions and creative ideas.</b>	<ul style="list-style-type: none"><li>• Which creative ideas do I have?</li><li>• How can I solve the problems faced under the black hat?</li></ul>
 <b>Blue hat manages the process.</b>	<ul style="list-style-type: none"><li>• Where do I start?</li><li>• What is on the agenda?</li><li>• What has happened since we last met?</li><li>• What needs to be done next?</li></ul>

Be willing to challenge your thinking habits

Zimisele ukufaka inselele kwimikhuba yakho yokucabanga

## Innovation: Combing culture and modernity

As you have learned, cultural entrepreneurs use cultural assets such as traditions, art, heritage, music, literature and other forms of creative expression as a basis for a business. They tap into their culture to build unique businesses. Similarly, e-businesses use digital technologies to create their businesses, while many entrepreneurs find ways to integrate technology into their businesses.

1. In a group, preferably of at least six learners, use the Six Thinking Hats to come up with an idea that combines a cultural asset with e-business technologies to develop a new business idea:
  - Use the Six Thinking Hats to help you think about your idea from six different perspectives.
  - Each group member must imagine they are wearing a different hat and focus on the perspective of that hat.\*
  - Use the questions to guide you. Swap hats if you like.
  - Discuss how the different perspectives helped you to explore your idea.
2. Test the viability of your business idea using the following formula:

\* Adapt for the size of your group



3. Create a short presentation on your business idea. Include:
  - What your idea is
  - Why you think it will work
  - How it is new/different
  - Which market you will appeal to
  - How you will use cultural entrepreneurship
  - What technology you will use
  - How you will test the viability of your idea





# Culture + heritage = business ideas

## Indigenous African body adornment

Throughout history, humans have celebrated beauty, cultural identity and individuality through body adornment. African traditions, in particular, have contributed many adornment practices such as tattoos, piercings, jewellery, make-up and elaborate hairstyles.

These traditions not only highlight the cultural heritage of African societies but also offer unique business opportunities. By integrating traditional body adornment practices into modern business ventures, entrepreneurs can honour cultural heritage, preserve ancient customs and meet modern tastes.

### Tattoos

Makonde societies in Mozambique practise the art of tattooing (dinembo) when an individual assumed a more important political or social position. Makonde tattoo artists learn their skills from parents or family members. Cuts are made with traditional tattoo implements (chipopo) and vegetable carbon is rubbed into the incisions, producing a dark blue colour.

### Body painting

The Nubian people of Sudan paint their bodies and faces for hunting, religious or military purposes, or to scare an enemy. Body painting also functions as a social marker, distinguishing boys from men, men from older men, men from women and members of the tribe from outsiders.

### Body modification

Mursi women in Ethiopia wear large pottery or wooden discs or 'plates' (dhebi a tugoin) in their lower lips as a sign of beauty and status.

### Scarification

In Bétamarribé communities across Benin people wear specific scar patterns on their faces to mark their tribal membership. Scarmasters (odouti) carry out the scarification when children are two or three years old, cutting an intricate series of lines into their faces with an iron tool.

Body adornment may not carry the same cultural significance today as it did in the past, but it still projects important information about the wearer, acting as a physical billboard advertising a personal statement, communicating how we feel or what we think about ourselves within society.

Adapted from Edward Lucie-Smith in Albert Paley, *Sculptural Adornment*, University of Washington Press, 1991

When Africa was colonised by European countries colonisers viewed the dress practices of indigenous societies, particularly nakedness and body adornment, as evidence of their inferiority. The formal 'Western' appearance of the colonisers was a symbol of status and superiority, and indigenous people were encouraged to adopt Western standards in dress and appearance to enhance their social standing.

## Elaborate hairstyles

Women in Mumuhuila societies in Angola express themselves with dramatic hairstyles, coating their hair with a paste (oncula) made of crushed red stone. They also put a mixture of oil, crushed tree bark, dried cow dung and herbs on their hair and decorate the hair with beads, cowrie shells and dried plants. The plaits (nontombi) have a precise meaning. Women or girls usually have four or six nontombi and when they only have three it means that someone in their family has died..

Indigenous body adornment is not as prevalent as it once was, with many unique traditions disappearing. For example, Amazigh women in Morocco and Algeria once tattooed their faces, feet, arms and other body parts for beauty, health, and protection, but political and religious transformation in North Africa has meant that indigenous culture has been replaced by Islam.

## Model, activist and entrepreneur transforming lives

Sanele Xaba is a South African model, actor, activist and entrepreneur known for his efforts in promoting diversity and raising awareness about albinism. Albinism is a genetic condition characterised by a lack of melanin, leading to very light skin, hair and eyes, and often causing vision problems and increased vulnerability to sun exposure. People with albinism face many social challenges, including bullying and discrimination. Sanele, who experienced severe bullying himself, has turned these struggles into a mission to inspire and educate others. As an entrepreneur, he founded the *Rolled Sleeves Outreach Program*, which supports victims of bullying and individuals with albinism.

<https://tfgmedia.co.za/life-style/fashion/sanele-xaba-changing-face-fashion/>



## Contemporary body adornment

Today we still communicate information about ourselves, and our lifestyle choices, with our adornment. Many people, especially teenagers, have embraced both traditional and modern body adornments to shape their identity and express their personal style.

Many body adornments, such as tattoos, body piercings and make-up, are contemporary evocations of traditional cultural practices. Others, such as split tongues, facial plastic surgery and enhancements, e.g., coloured contact lenses and breast implants, are modern interpretations of body adornment as an expression of individual beauty and identity. Today young people who choose body modifications are not necessarily participating in their culture but rather distinguishing themselves from it.





# No to being corrupt; Yes to paying tax

Administrative justice refers to the fair and proper way that government officials and agencies make decisions that affect the public. In South Africa, fraud and corruption impact everyone in many ways. Fraud is when someone tricks others to gain something they shouldn't have, like money or benefits. Corruption is when people in power misuse their position for personal gain, often through bribery or dishonest actions. These practices hurt us all and hinder a country's development. For example, withholding your tax from SARS is fraud, and leaders using public tax money for personal use is corrupt. The Prevention and Combating of Corrupt Activities Act (PCCAA) of 2003 aims to prevent and combat corruption in South Africa.

## There are many causes of fraud and corruption, including:

- A lack of transparency in decision-making processes and financial transactions results in fraudulent activities going unnoticed.
- Inadequate oversight and governance structures can allow individuals to exploit loopholes and engage in corrupt practices.
- When individuals perceive opportunities for personal financial gain, they may be more likely to engage in dishonest behavior.
- Lack of consequences for fraudulent activities.
- Complex laws and bureaucracy can create confusion, making it easier for individuals to manipulate the system for personal gain.

## Fraud and corruption impacts us all in different ways:

- Individuals can suffer personal financial losses, reputational damage and legal consequences.
- Businesses can suffer financial losses, damage to reputation, loss of investor confidence and legal repercussions.
- Corruption and fraud mean less resources for essential services and infrastructure, impacting the quality of life within a community.
- Widespread corruption hinders a country's economic growth and causes people to lose trust in government.

## Here are some strategies to prevent fraud and corruption:

- Transparent decision-making processes
- Protection for individuals who report corruption or fraud ('whistleblowers') from retaliation
- Strong anti-corruption laws with severe penalties
- Education to create a culture of integrity and ethical behaviour
- Technology to automate processes, reducing opportunities for human intervention that could lead to corruption
- Holding individuals accountable for their actions, regardless of their status or position



Question  
the way you  
make moral  
judgements

Zibuze indlela  
owehlulela  
ngayo okuhle  
nokubi



Structure your  
argument

Hlela kahle  
ngononina  
ingqikithi  
yephuzu  
lakho

## Investigating corruption

You are being corrupt if you pay a bribe to obtain a driver's licence, buy a copy of an exam paper or pay a policeman to escape a fine.

### 1 Investigate fraud and corruption:

- Decide what you would do in the above situations.
- Identify what you think causes people to behave corruptly.
- Evaluate the statement that corruption is a part of life and you cannot succeed without it. What do you think?
- Describe how fraud and corruption impact your life.

## Exploring tax

Everyone should pay tax. The South African Revenue Service (SARS) collects all the different types of tax that are paid in South Africa. Individuals and companies have to pay tax on what they earn. If you run a small business, a bookkeeper or accountant can keep track of your business expenses and calculate what you have to pay SARS.

### 2. Investigate tax:

- Explain why it is important to pay tax.
  - Identify why you think some individuals and companies do not pay tax.
  - Suggest actions to ensure that everybody pays tax.
3. Create a Public Service Announcement to raise awareness about the importance of paying tax and not being corrupt.

Choose a format that suits your message best, e.g. a poster, an audio podcast or a 30-second video for social media.



Anti-corruption hotline:  
**0800 701 701**



**Income tax**, the government's main source of income, is levied on all income and profits received by individuals, companies and trusts.

As an entrepreneur or an informal worker, you need to register for income tax and possibly Value Added Tax (VAT) if your annual income exceeds a certain amount, while employees need to ensure accurate tax deductions are made from their salaries. Failure to comply with tax obligations can result in financial penalties, legal consequences and endanger the viability of your business.

\* If you earn less than a certain amount, or are unemployed, you are said to be below the tax threshold and do not have to pay tax.



**Embezzlement** is when someone takes money or property that doesn't belong to them.

**Bribery** is when someone offers money, gifts, or something valuable to influence someone else's decision, often in an unfair or illegal way.

**Cronyism** is favouritism shown to friends e.g. giving them jobs or other opportunities.

**Nepotism** is when someone in a position of power gives preferential treatment to their family members e.g. giving them a job or a promotion.





# Generic stretches

## DYNAMIC STRETCHES

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


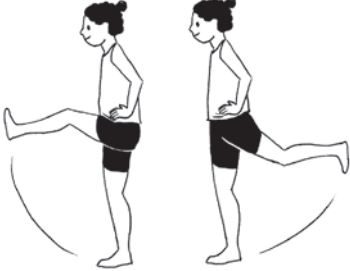

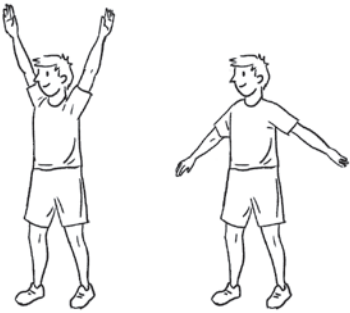
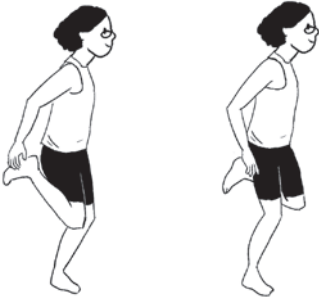
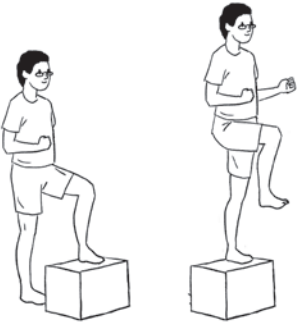
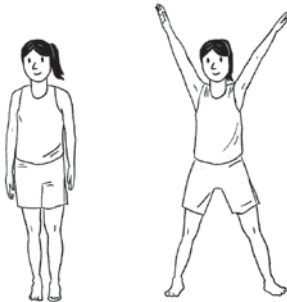
## STATIC STRETCHES

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

## BENEFITS OF FLEXIBILITY TRAINING

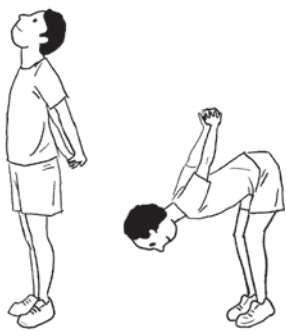

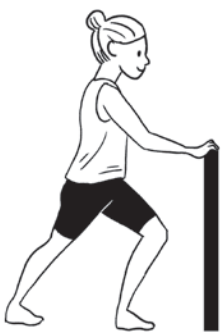





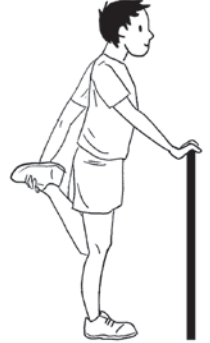

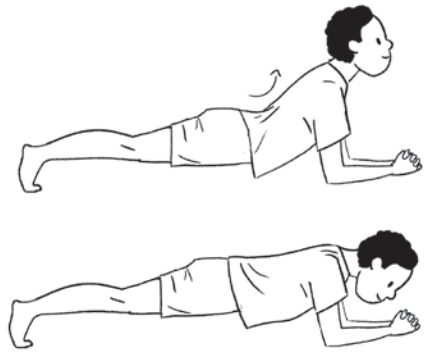
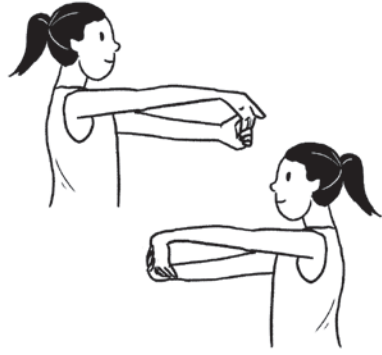
- Increases range of motion.
- Reduces the incidence and severity of injuries.
- Improves posture and muscle symmetry.
- Delays the onset of muscular fatigue.
- Prevents or reduces muscle soreness after exercise.
- Increases the level of certain skills and muscular efficiency.
- Promotes mental relaxation.

## WARM-UP: DYNAMIC STRETCHES

1. Lateral movements	2. Leg swings	3. Lunges
 <p>With your feet apart and hands on hips or waist, shift your weight from side to side. Bend your supporting knee and extend the other leg. This is to prepare knees, ankles and hips for any and all movement patterns. Start in a half squat position with legs apart, then shuffle sideways. Do a variation with a quick side step-hop manoeuvre.</p>	 <p>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.</p>	 <p>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.</p>
4. Arm circles	5. Butt kicks	6. Knee raises
 <p>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.</p>	 <p>While running on the spot kick your heels against your buttocks. Then do the same exercise (action) while jogging slowly.</p>	 <p>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.</p>
7. Jumping jacks or star jumps		
 <p>From a standing position raise both arms to shoulder height while simultaneously lifting both legs sideways off the floor (see image). Progression will be to raise hands to touch above your head in the initial action.</p>		



COOLDOWN: STATIC STRETCHES

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



# Circuit training

This fitness programme is made up of circuit training that will build your muscle strength and endurance as well as improve your cardiovascular fitness, speed and flexibility.

Warm up all the major muscle groups with burpees, different push-ups and variations of the plank in a sequence: Front plank rotating into side plank, then into reverse plank, other side plank and back into front plank position.



## Circuit training

Perform this circuit of eight stations. You have 30 seconds per station to complete as many repetitions as possible. Take 30 seconds afterwards to rest and move to the next station.

### Station 1 Step-ups with high knees

Step up with alternate legs and high knees. Twist to touch your knee to the opposite elbow.



#### Safety tip

Use a crate, bench or chair – just make sure it is sturdy!

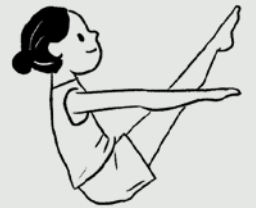
### Station 3 Bird dog pose

Kneel on all fours, lift your opposite arm and leg and extend them. Repeat with the other opposite arm and leg.



### Station 2 Jackknife

Begin your jackknife by lying on the ground, with your arms outstretched behind your head. Keep your arms and legs raised a little off the ground throughout the movement. Contract your abs and fold your arms and legs together to meet above your midriff, before easing them back to your starting position.



### Station 4 Single leg hops

Single leg hops over a line or low rope. Switch legs after 15 seconds.



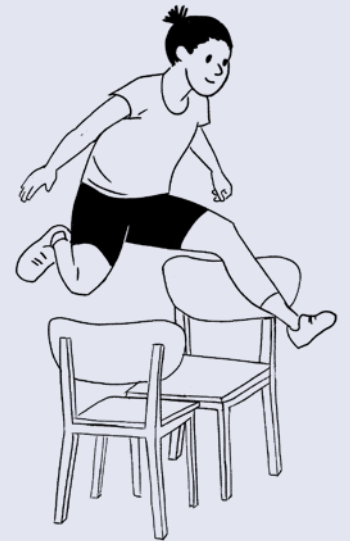
### Station 5 Triangular hop

In a frontlying support position, jump with both legs together to the right and back, then to the left and back.



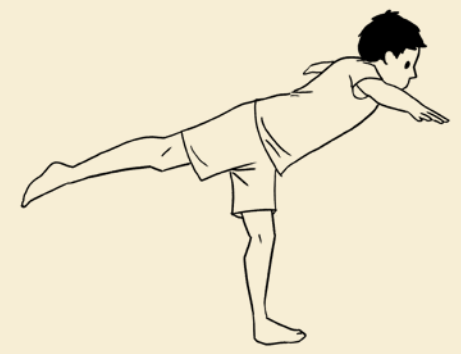
### Station 7 Hurdling

Place two chairs facing each other and use them as hurdles. Put out 5 sets of chairs and see if you can hurdle over all 5 sets.



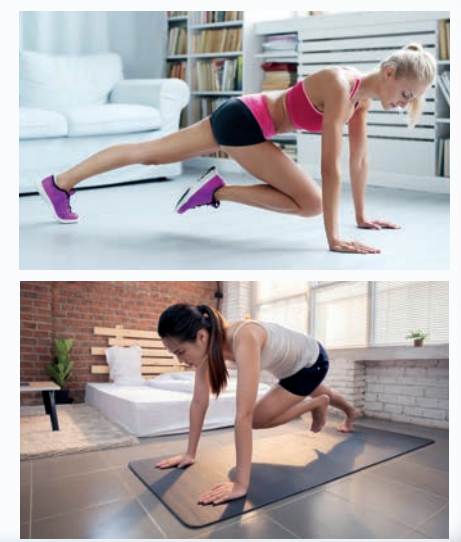
### Station 6 Aeroplane balance

Stand on your left foot and lift your right knee up to hip height. Then extend your arms out sideways at shoulder height. Bend forward, while simultaneously extending the leg back into an aeroplane position. Return to starting position. Switch legs after 15 seconds.



### Station 8 Mountain climber with a twist

From a frontlying support position bend one knee and bring it up to the opposite elbow. Repeat on the other side.



## Cool down with full body movements and static stretches

Jog across the playing area and do these full body movements when you hear these whistle blows or hand claps:

- One = shuffle left
- Two = shuffle right
- Three = jog forwards
- Four = jog backwards

Work with a partner to do full body static stretches.



# Obstacle course

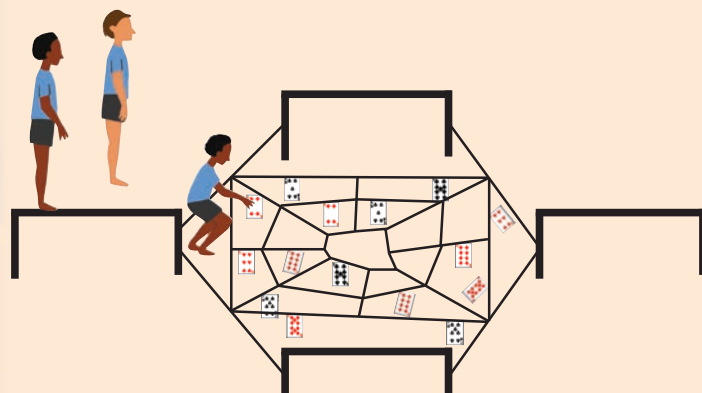
This fitness programme will build your muscle strength and endurance as well as improve your cardiovascular fitness, speed and flexibility.

## Dynamic stretches

Jog around the playing area and do different dynamic stretches when you hear the whistle blow or another signal.

### Obstacle 1 Spider's web with Maths challenge

Knitting wool is tied to tables to form a horizontal spider's web, with playing cards pegged to the wool that you must hop through without stepping on any of the lines, otherwise you must restart the activity. You must collect the cards that add up to 20 (e.g., 2, 8 and 10); activity is repeated 5 times and the cards collected must add up to the total indicated.



### Obstacle 3 Standing long jump

Do a standing long jump over a sandpit 1m wide. If you fall into the pit the jump does not count. A standing long jump involves completing a legitimate jump without using a run up.



### Obstacle course

Do this obstacle course in eight teams. The teams all start together at a station but you can move onto the next obstacle without waiting for your teammates. Complete the obstacle course twice if there is enough time.

### Obstacle 2 Mountain climb

Climb onto a table and then onto a chair positioned on the table, then back down again, and repeat the activity ten times.

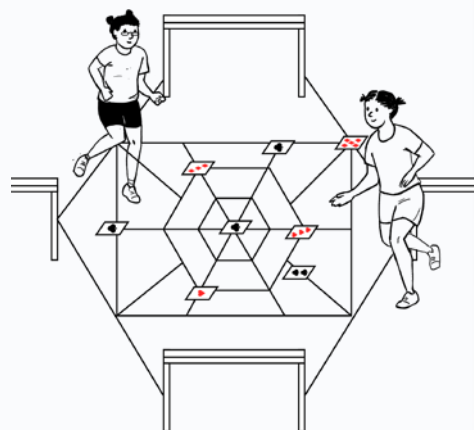
#### Safety tip

Ensure the table and chair are stable, and climb up and down slowly to avoid injury.



### Obstacle 4 Spider's web

Weave through knitting wool tied to tables and chairs, and covered with balloons, without touching or bursting any of the balloons.



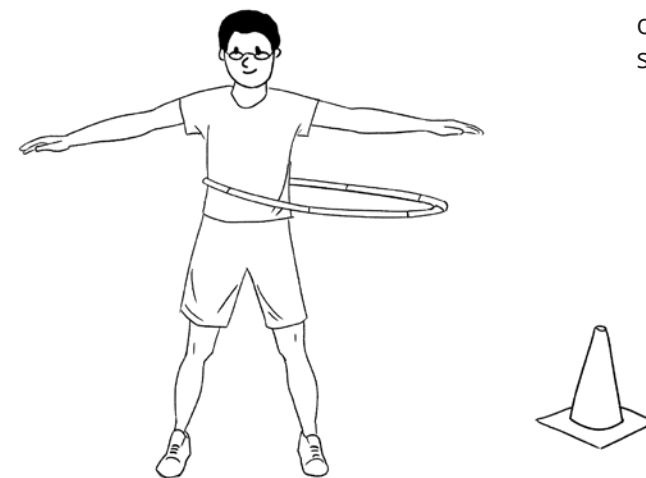
### Obstacle 5 Zigzag tyre crawl

Crawl on hands and feet through different obstacles, such as tyres or hula hoops, placed next to each other in a zig-zag formation.



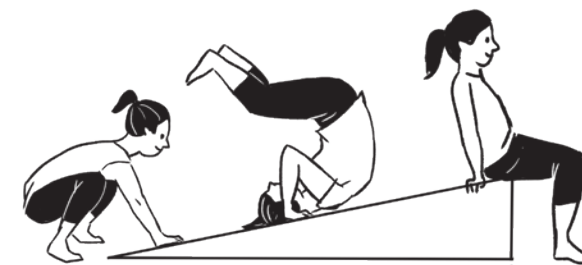
### Obstacle 7 Hula hoop

Circle a hula hoop around your waist 20 times without using your hands. If the hoop drops to the ground the count is restarted.



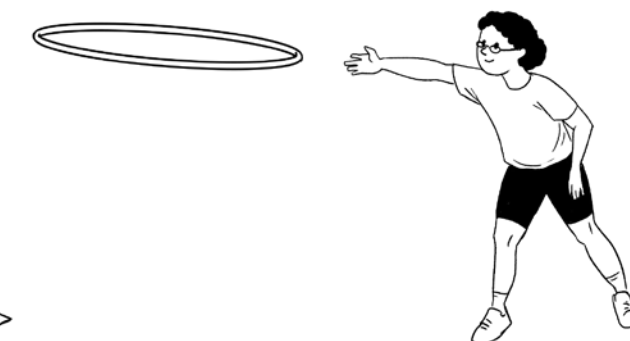
### Obstacle 6 Bench forward rolls

Perform forward rolls across the length of four benches positioned in a square. If you fall off you have to restart the activity. The activity can also be performed with backward rolls.



### Obstacle 8 Hula hoop throw

Throw a hula hoop over a beacon from a distance of 5m. Five hoops are used and all must be successfully completed.

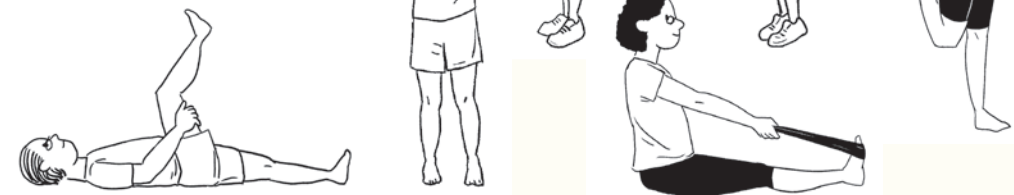


## Cool down and stretch

Walk across the playing area and do these full body movements when you hear the whistle or hand claps:

- |                       |                      |
|-----------------------|----------------------|
| One = squat           | Two = high knees     |
| Three = forward lunge | Four = reverse lunge |

Then work with a partner to statically stretch all the major body parts: (1) arms and shoulders (2) chest (3) upper back (4) lower back (5) glutes and hamstrings (6) quadriceps/thighs (7)





# Strength training programme

1

You are going to learn about the basic principles of training for developing muscular strength and endurance, which are vital components of physical fitness. For any strength-training programme it is best to work with one or two partners.

## Weight training basics 1

Work in pairs or groups and do the dynamic stretches to warm up all the major muscle groups first. Warming up is essential to prevent injuries. Training with weights is done in three sets for each exercise. A set consists of 8 – 10 repetitions. Rest for two minutes between sets. Start with lighter weights to master perfect form.

### One-repetition maximum (1-RM)

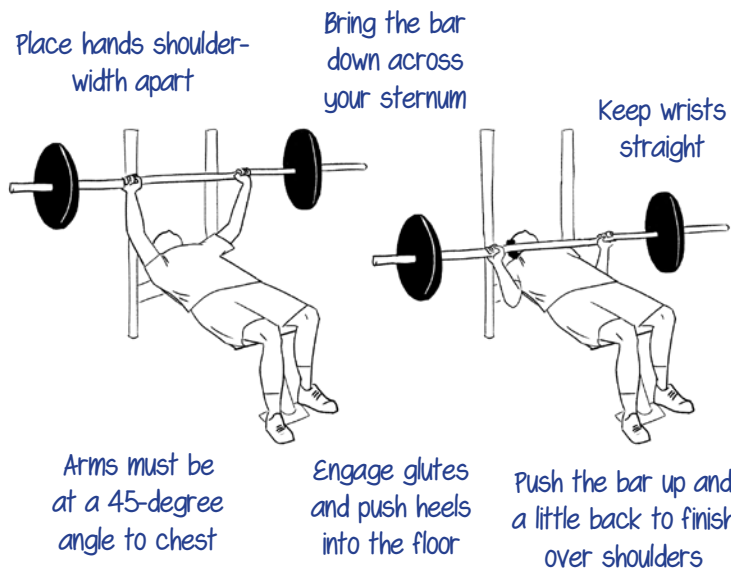
One-repetition maximum is the heaviest weight you can lift for a single repetition in any given weight training exercise. So it can be used to determine your maximum strength, or as an upper limit, in order to work out the desired 'load' for a strength exercise.



1-RM is how winners are decided in weightlifting competitions

### 1 Measure your 1-RM for the bench press

Work in groups of three with one of you doing the bench press with a 20kg weight. The other two will be spotters who help by supporting the weight and adding on weights. Increase the weight by 5kg at a time, until the exerciser can only perform one repetition of the bench press.



### Safety tip

It is essential that you do any weight training exercise with perfect form. Form is more important than how much weight you can lift. It is advisable to work with proper gym weights when determining the 1-RM for the various major muscle groups.

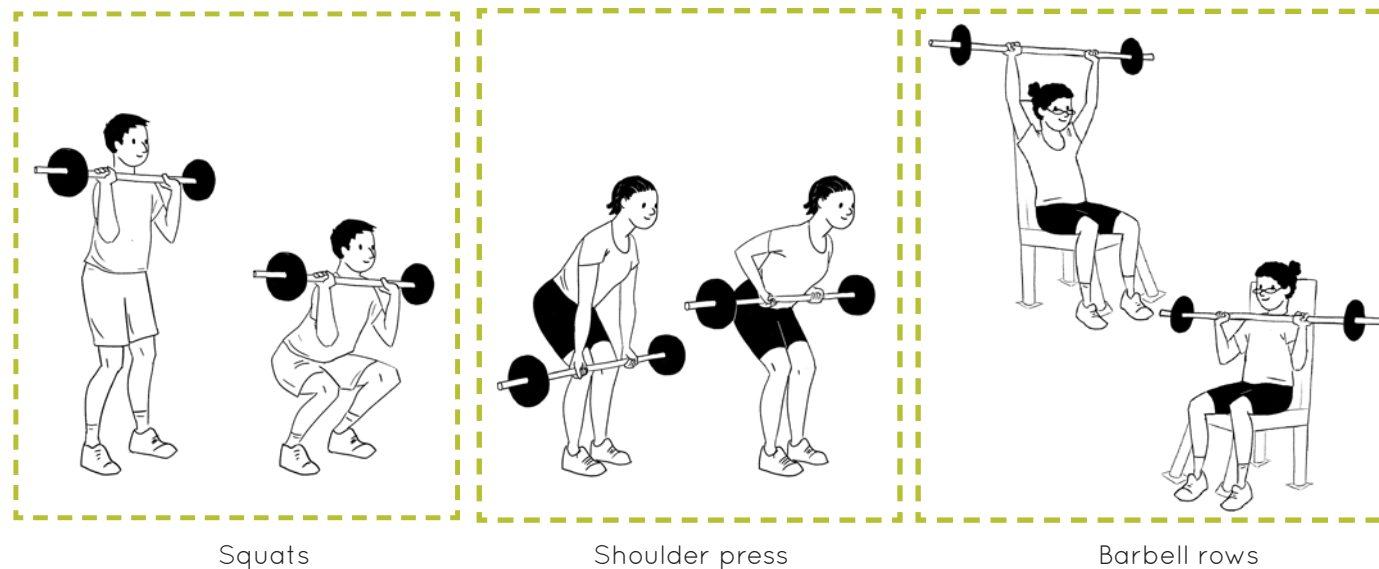
### Being a spotter

Spotters must know how to spot when helping the exerciser. Your main job for measuring 1-RM is to prevent the exerciser from being injured and helping them return the barbell to the rack or taking the weights from them after 1-RM is reached. Do not get distracted, and be ready to assist when needed.



### 2 Measure 1-RM for other muscles

The 1-RM can also be determined for the other major muscle groups, such as biceps, triceps, quadriceps, hamstrings etc. Here are other exercises for which you can use barbells:



### Minimum threshold for strength training (MTST) and endurance training (MTET)

To improve your muscle strength the minimum resistance during training must be at 80% of your 1-RM for the exercise. So if your 1-RM for the bench press is 50kg the minimum threshold for building strength can be calculated as follows:

$$\begin{aligned} \text{MTST} &= 80\% \text{ of } 50\text{kg} \\ &= (80 \div 100) \times 50\text{kg} \\ &= 40\text{kg} \end{aligned}$$

So, in order to increase your strength in the bench press the minimum weight needed while doing the exercise is 40kg.

To improve muscular endurance the minimum resistance must be at 60% of 1-RM. Therefore, if the 1-RM for the bench press is 50kg the minimum threshold for developing endurance in the bench press can be determined as follows:

$$\begin{aligned} \text{MTET} &= 60\% \text{ of } 50\text{kg} \\ &= (60 \div 100) \times 50\text{kg} \\ &= 30\text{kg} \end{aligned}$$

So, the minimum resistance needed to increase muscular endurance on the bench press is 30kg.

### 3 Calculate your MTST and MTET for bench press and other exercises

Work with your group to calculate your MTST and MTET for the bench press. Then do the same for the other exercises for which you have measured 1-RM.



### Static stretches

Do the static stretches to cool down after your physical fitness activities.



# Strength training programme

2

You are going to learn about target zone training for increasing muscular strength and endurance. Then we will complete a fitness challenge and learn the basics for a weight training workout.

## Weight training basics 2

Whether your goal is to build muscle or lose weight a three-day full body split routine should be part of your fitness routine. This consists of two workouts, split over three days, with a day off in between and two at the end, as shown here:

Week 1	Week 2
1 <i>Monday: Workout A</i>	1 <i>Monday: Workout B</i>
2 <i>Tuesday: off</i>	2 <i>Tuesday: off</i>
3 <i>Wednesday: Workout B</i>	3 <i>Wednesday: Workout A</i>
4 <i>Thursday: off</i>	4 <i>Thursday: off</i>
5 <i>Friday: Workout A</i>	5 <i>Friday: Workout B</i>
6 <i>Saturday: off</i>	6 <i>Saturday: off</i>
7 <i>Sunday: off</i>	7 <i>Sunday: off</i>

## Target zone (TZ) training

The TZ indicates the range of weights or resistance loads that improves muscular strength or endurance.

### Calculating the TZ for strength

The TZ range for strength is 80% (lower limit or training threshold) to 100% (upper limit or ceiling threshold) of maximal resistance. Here is an example of how to calculate the TZ for developing muscular strength on the bench press (see calculations on [page 61](#)):

TZ lower limit	= 40 kg
TZ upper limit	= 100% of 50kg
	= 50 kg
TZ for bench press strength	= 40 – 50 kg

### Calculating the TZ for endurance

The load or resistance exercise that improves muscular endurance is 60% (lower limit or training threshold) to 80% (upper limit or ceiling threshold) of maximal resistance. The TZ for developing muscular endurance can be calculated using the calculations [on page 61](#):

TZ lower limit	= 30kg
TZ upper limit	= 80% of 50kg
	= 40kg
TZ for bench press endurance	= 40 – 50kg

1

Work with the same partners as before and calculate your TZ for strength and endurance for the exercises you have been doing.



2

## Muscular strength fitness challenge

Determine your 1-RM, MTST, MTET and TZs for the following exercises:

- Bench press
- Bicep curl
- Squat
- Hamstring curl
- Leg press



3

## Muscular strength activity report

Complete a muscular strength activity report card to track your improvements:

Workout B					
	100				
	90				
	80				
	70				
	60				
	50				
	40				
	30				
	20				
10					

## Weight training basics 3

Here are the workouts for a basic training routine for the three-day split. It covers all the major muscle groups and is a good starting point.

Remember to do static stretches to cool down afterwards.

Workout A	Workout B
1. <b>Squats</b> 3 sets of 8 - 10 reps 2 minutes rest between sets	6. <b>Deadlifts</b> 3 sets of 6 - 8 reps 2 minutes rest between sets
2. <b>Bench Press</b> 3 sets of 8 - 10 reps 2 minutes rest between sets	7. <b>Pull-Ups (or Lat Pull-Downs)</b> 3 sets of 8 - 10 reps 2 minutes rest between sets
3. <b>Rows</b> 3 sets of 8 - 10 reps 2 minutes rest between sets	8. <b>Overhead Shoulder Press</b> 3 sets of 8 - 10 reps 2 minutes rest between sets
4. <b>Triceps Press Downs</b> 1 set of 10 - 12 reps	9. <b>Biceps Curls</b> 1 set of 10 - 12 reps
5. <b>Calf Raises</b> 1 - 2 sets of 10 - 12 reps 1 minute rest between sets	10. <b>Abs</b> 1 - 2 sets of 10 - 12 reps 1 minute rest between sets



# Campaigning for change

During apartheid, the majority of South Africans did not enjoy equal human rights. Now, we live in a democracy in which all citizens have a say in who governs them and how they are governed. The South African Constitution, adopted in 1995, guards our democracy by promoting social justice (fairness and equality) and protecting human rights.

Rights are the rules that a society agrees on to make sure that we are treated fairly and respectfully. They can be thought of as ‘promises’ that societies make to their members, e.g. the right to speak your mind, be safe and make your own choices. Democracy requires the active participation of all people to ensure that everyone’s rights are respected and protected.

The preamble (introduction) of the Constitution introduces the key ideas and values that shape our democracy. The Bill of Rights, Chapter 2 of the Constitution, guarantees that all South Africans have the right to respect and equality under the law. It also prohibits discrimination - treating someone unfairly or differently on the basis of race, gender, sexual orientation, religion, nationality, being differently abled, or other personal characteristics.

By embracing the spirit of the preamble, and the protections contained in the Bill of Rights, you can play an active role in combating discrimination and human rights violations, and shaping our democracy into a more inclusive society for all.



Nelson Mandela was the first president of democratic South Africa, inaugurated in 1994. He signed the Constitution on 10 December 1996 at Sharpeville, Vereeniging, accompanied by Yunus Chamda, the mayor of Sharpeville, and Cyril Ramaphosa, the chairperson of the Constitutional Assembly. 22 years later, in 2018, Ramaphosa became the president of South Africa.

## Upholding human rights

Read the Preamble to South Africa’s constitution on page v and the summary of South Africa’s Bill of Rights on Info Page K.

1. Examine how these documents can guide our actions as responsible citizens:
  - Discuss how the preamble addresses the principle of equality.
  - Analyse the values the preamble emphasises regarding human dignity.
  - Examine how the preamble pledges to improve the quality of life for all citizens.
  - Identify how the Bill of Rights protects us against discrimination and human rights violations, and identify specific provisions that protect vulnerable groups from these injustices.
2. How do these documents inspire you to participate actively in our democracy? Write a piece called “Giving meaning to democracy”.

**“You don’t have to be a ‘person of influence’ to be influential.”**  
– Scott Adams

?

Ask questions that guide, probe and produce useful information

Stel peilende vrae wat tot nuttige inligting lei

## Getting involved

A campaign is an organised course of action, over time, to achieve change. Campaigns often emerge as a response to instances of discrimination or systemic inequalities. They aim to address, combat, and raise awareness about various forms of discrimination that individuals or groups face. They also attempt to influence decision makers, as well as provoke a shift in behaviour or change in policies over time.

Complete the following activity in groups.

3. Discuss:
  - Explain why Scott Adams’ words (above) are important for a discussion on human rights and fighting discrimination.
  - Identify the human rights issues you feel passionately about.
  - Explore which campaigns or issues you would like to get involved in.

4. In groups, research a campaign that seeks to address an issue or violation of human rights. (See Info Box *Causes and Campaigns*). Then:
  - Prepare a short presentation on the campaign, including how you could bring awareness of this issue/campaign to your community.
  - Use the Evaluation Form below to assess the outcomes of the campaign.
  - Write a paragraph that sums up your evaluation of the campaign, referring to the evidence on which you have based it.

## Campaign Evaluation Form

Questions
1. What issue/problem is the campaign addressing?
2. What are the objectives of the campaign?
3. What are the possible benefits of the campaign?
4. Is this an important campaign to participate in? Why do you think so?
5. Is the campaign successful? <ul style="list-style-type: none"><li>- What methods have the campaigners used to achieve their goal?</li><li>- Is the approach used by the campaign organisers the best approach?</li><li>- Did the campaign have the desired outcome? What was it?</li><li>- What has worked? What hasn’t?</li></ul>
6. What could you do to improve or support this campaign?

**Causes and Campaigns**

Anti-discrimination/-hate campaigns: Campaigns against racism, religious intolerance and xenophobia, e.g. Black Lives Matter (BLM).

Climate change activism: Campaigns which call for urgent action to combat climate change and promote environmental sustainability, e.g. Fridays for Future, led by Greta Thunberg.

LGBTQ+ rights: Campaigns that work towards equal rights and acceptance for LGBTQ+ individuals.

Women’s rights and gender equality: Campaigns advocating for gender equality and combating gender-based violence.

Refugee and migrant rights: Campaigns that raise awareness about the rights of refugees and migrants.

Freedom of expression online: Campaigns that focus on digital rights, online privacy and free expression in the digital age.

Disability rights: Campaigns that promote accessibility, equal opportunities and inclusion for people with disabilities.





# A summary of the Bill of Rights

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



# Media and democracy

'Media' is the plural form of 'medium', meaning a channel of communication to carry a message to an audience. The media includes news, television, movies, education and promotional messages (e.g., advertising). Media may be delivered electronically or via print. The media is often referred to as the "fourth estate" because, alongside the three branches of government—executive, legislative and judicial—it serves as a crucial pillar of democracy.

Traditional media is what we used before the internet and mobile phones were developed. Storytelling, rituals, music and theatre, for example, are all considered 'traditional' media. This lesson set will focus on the media as a source of news and current affairs. Examples include television, print and radio. This type of traditional media is mostly created by professionals. Social media, on the other hand, consist of websites and applications that allow all people to create and share media messages with other people. Both forms of media play important roles in society.

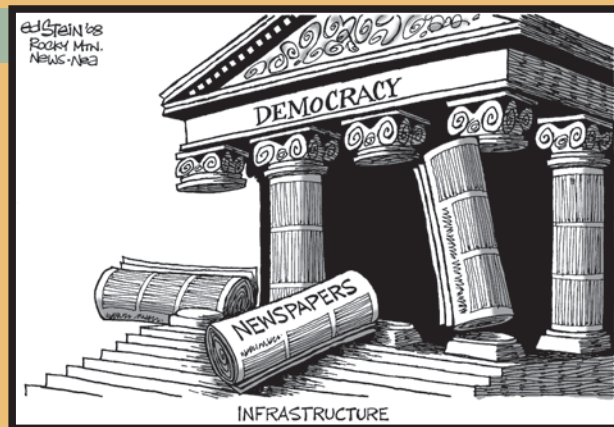


Be willing to challenge your thinking habits

Wees bereid om 'n eksperiment te ontwerp wat jou denkgewoontes uitdaag

## A vehicle without wheels

1. Analyse the role of the media in a democracy:
  - Discuss what this cartoon is saying about the relationship between media and democracy in society.
  - Explain the saying, "a democracy without media is like a vehicle without wheels".
  - Examine how the media:
    - contributes to information sharing
    - promotes transparency and accountability
    - protects freedom of speech
    - facilitates public debate
  - Identify the challenges you think the media faces in fulfilling its role and discuss how these challenges can be addressed.
  - Explore how you can contribute to a healthy and vibrant media environment in our democracy.



The media helps to bridge the gap between citizens and government, educating us about issues that affect our lives, empowering us to participate in democratic processes and enabling us to make informed choices. It also acts as a watchdog, holding leaders accountable and keeping them honest. Additionally, the media provides a platform for different voices and opinions, acting as the 'voice of the voiceless'. Celebrities, sportspeople, and - in the digital age - ordinary citizens, also use media to promote themselves, their businesses and causes they support.



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

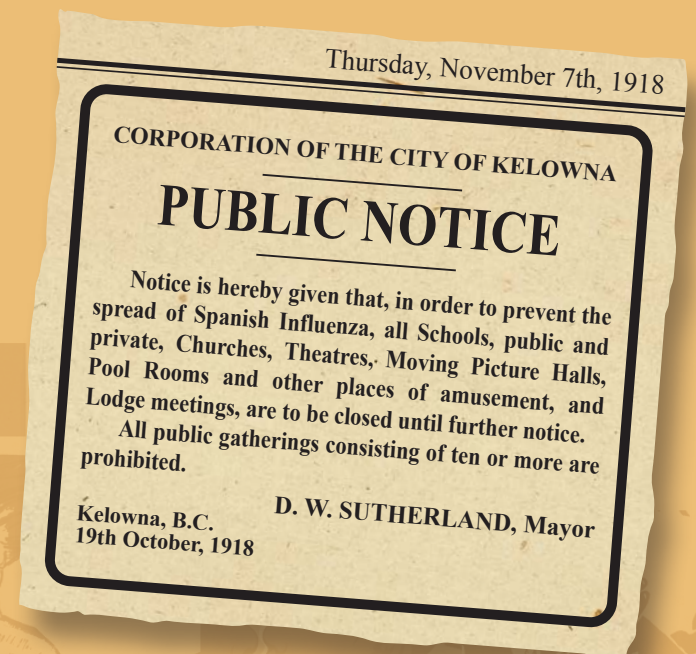
Beeld jou idee of bevindinge uit in 'n skets, draaiboek, model of voorstelling

## The role of the media

2. Find examples of where traditional and social media have:
  - provided the public with information that allowed us to make informed choices.
  - acted as a watchdog and held government or business to account.
  - been used by celebrities to bring attention to social and political issues.
3. Examine how traditional and social media fulfill their roles:
  - How do the examples demonstrate the role of the media in shaping public opinion and influencing government action in a democracy?
  - How well do you think the media and celebrities fulfill their roles in informing the public, acting as watchdogs and raising awareness about important issues?

In 2020, during the COVID-19 pandemic, South Africa implemented various lockdown measures to curb the spread of the virus and protect public health. Look at this announcement, from a 1918 newspaper, announcing a lockdown because of a flu pandemic.

4. Discuss how this message would be communicated to the public today.
5. Design your own lockdown announcement about the Spanish Influenza for a social media platform of your choice.
  - Compare your announcements with each other's.
  - What do the announcements tell you about the differences between traditional and social media?





# Social media and democracy

Social media allows citizens to be active participants in our democracy. We can use digital platforms (Twitter (X), Facebook, WhatsApp, Instagram, TikTok etc.) to interact with those in power by making our voices heard and to debate issues with friends. It is fast and reaches lots of people quickly. It can be an effective way to spread news but can be bad for democracy when it is used to spread fake news.



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

Wees bewus en leer van jou emosies – maar keer dat dit allesomvattend word

## Pros and cons of social media

1. Discuss the role of social media:
  - Analyse how social media has changed your life. Describe what your life would be like without it.
  - Identify what is positive about social media.
  - Examine what is negative about social media. Consider its impact on self-esteem or body image, peer pressure, use of time and its potential to make you a perpetrator or target of bullying.

## 4 WAYS TO SPOT AND STOP FAKE NEWS

**DON'T BE TAKEN IN**

Take a moment to think before you click and share



**Consider the source:** Strange domain names or websites are signs that you should be careful.

**Check the URL:** Fake news sites will often use a web address designed to make it look like a real site, ending in '.com' or '.co'



**Look for visual clues:** Fake news websites may use sloppy or unprofessional design, incorrect spelling or grammar and overuse ALL CAPS

**Get a second opinion:** If a story makes you angry or suspicious, dig deeper. Consult other news sources.



In 2020 the outbreak of the global Covid-19 pandemic sparked anxiety and fear across the whole world. Situations like this can make people particularly vulnerable to fake news. Some unprincipled people took advantage of the atmosphere of anxiety and fear to spread controversial and sensational stories.

Source: [https://www.facebook.com/permalink.php?id=1450525755064014&story\\_fbid=2704844889632088](https://www.facebook.com/permalink.php?id=1450525755064014&story_fbid=2704844889632088)



### What is fake news?

Fake news is created to lie to people intentionally and influence their opinions, push a political point of view, or cause confusion.

Sensational articles, misleading headlines and controversial topics all allow fake news to compete with real news stories. Fake news is used to influence what you think and do.

Two types of people benefit directly from spreading fake news:

**Money makers** who are paid for every click on their site ('pay per click'). The more sensational the story, the more likely they are to get people visiting their site.

**Political influencers** who want to spread their own news and views.



Find, examine and weigh up the evidence

Vind, ondersoek en oorweeg die bewyse

## Real or fake?

2. In groups:
  - Read through each of the steps from the infographic: *4 Ways to Spot and Stop Fake News*.
  - Now read the social media post.
  - Discuss what makes you think that the social media post may be fake.
3. Examine the issue of fake news:
  - Discuss why it is important to tell the difference between real news and fake news.
  - Analyse how fake news can weaken democracy.
  - Identify the skills needed to protect ourselves from being manipulated by fake news.
  - Compare how advertising is similar to fake news.



Time Shakers

7 April · 🌐

**BREAKING NEWS#** The president Cyril Ramaphosa has asked all foreign nations to depart south Africa before 21 June 2020 due to increasing cases of COVID 19 . The president says since the lockdown started there is no change the number of cases for covid 19 is just growing . Before lockdown RSA it was recorded 542 cases, now the number is on 1663 which shows that Lockdown is not helping to reduce the COVID 19 Cases. As a result the government of SOUTH AFRICA is going to add three months of Totally lockdown which will start on 21 June , And president is asking all foreigners to vacate so that the country can left with its only citizens who will be given free food , water , electricity and free rent. The president says that its government cannot manage to provide these Free things to foreigners since the number of foreigners is high compared to other countries.

👍👎 3

3 comments

👍 Like

💬 Comment

➦ Share



# Digital Citizens

Imagine the online world as a virtual country, and all of us are its citizens. Just as in a physical community, we communicate with each other in this digital country. A digital citizen is someone who uses digital technologies, like the internet and social media, responsibly, ethically, and with consideration for others.

“Cyber savvy” means having a good understanding and knowledge of how to use and navigate the digital world, including the internet, computers, smartphones and online services. It also involves recognising and avoiding potential online threats and scams.

Read Info Page L *Are you cyber savvy?* and then complete the following activities.



“Savvy” means having practical knowledge or understanding. A “savvy” person usually makes informed decisions.



Take better care of yourself

Kyk beter na jouself

## Being cyber savvy

1. Analyse social media, and its role in your life:

- Discuss how social media can be used positively and identify its potential negative effects.
- Explain what being cyber savvy means to you and evaluate its impact on your online behaviour.
- Compare your online behaviour to real life and assess whether it needs to change.
- Define cyber wellness and safety and discuss what you can do to fight against cyber bullying.



Make an informed choice, with an awareness of consequences

Beplan en implementeer 'n strategie

## Digital citizenship

In the same way as we have rights and responsibilities as citizens of South Africa, we also have rights and responsibilities as digital citizens. We have the right to express ourselves, access information and connect with others online, but these rights come with the responsibility to respect others, think critically and protect ourselves and those around us.

2. Examine what “digital citizenship” means to you:

- Define what a digital citizen is.
- Compare how being a digital citizen differs from being a citizen in the ‘real’ world.
- Explain why it is important to understand our rights and responsibilities as digital citizens.



How do your actions on social media show who you are?  
Journal about how your online behaviour shapes your identity and relationships.



Misinformation and disinformation are not the same thing. Misinformation is information that is false, although the person distributing it believes that it is true. Disinformation is information that is false, and the person who distributes it knows that it is false.

Disinformation and fake news threaten democracy!

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

## Rights and responsibilities of digital citizens

The online world is an extension of our daily lives. Our actions online can affect our relationships, education and even future career prospects. We need to be mindful of our ‘digital footprint’, the traces we leave behind online. The things we post, comment on or share can have a lasting impact on our reputation and future opportunities.

### Rights as digital citizens

We have the right to actively participate in online communities and platforms, adding our voices and ideas to the global conversation. In addition, we have the right to:

- Freedom of expression: We have the right to express our thoughts, opinions and ideas online. This freedom allows us to share our creativity and engage in meaningful discussions with other people.
- Access to information: We have the right to access accurate and diverse information that empowers us to make informed decisions and stay updated on various subjects.
- Privacy: We have the right to keep our personal information private and secure.
- Safety and security: We have the right to feel safe online. This includes protection from cyber bullying, harassment and other harmful behaviour.

### Responsibilities as digital citizens

Being a digital citizen also carries responsibilities. We have the responsibility to communicate with others online in a respectful and considerate manner. Our online words and actions should reflect kindness and compassion, because behind each profile is a real person with feelings and experiences. Respecting differing opinions, avoiding hate speech, and engaging in well-mannered discussions helps to prevent conflicts and creates a positive online atmosphere. Other responsibilities that we have include:

- Critical thinking: We are responsible for confirming the accuracy, truth and reliability of online sources and avoiding the spread of misinformation and fake news.
- Protecting privacy: Before sharing personal information or photos, we should consider the consequences, and obtain consent before sharing someone else’s information or media.
- Cyber safety: This responsibility includes being cautious of unknown links, using strong passwords, and reporting any suspicious or harmful behaviour.
- Responsible sharing: We have the responsibility to share content that is accurate and respectful. Before sharing an article or image, we should confirm that it is genuine (‘real’) and consider its potential impact.



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

Beeld jou idee of bevindinge uit in 'n skets, draaiboek, model of voorstelling

## Code of Conduct

3. In groups, draft a “Digital Citizen Code of Conduct” that outlines the rights and responsibilities of digital citizens. Include specific guidelines for respectful communication, sharing accurate information, protecting privacy, and promoting positive online interactions.
4. Present your group’s Digital Citizen Code of Conduct to your class.





# Are you cyber savvy?

Social media platforms, like Facebook, Instagram and TikTok, have become a powerful force in our lives because they influence how we relate, communicate and share information with each other. From sharing photos and videos to staying updated with friends and trends, social media platforms provide us with a variety of ways to connect and communicate, but these benefits also come with disadvantages and challenges.

Being cyber savvy means having the skills and knowledge to navigate the world of social media safely and wisely. Here are some tips to become cyber savvy:

- Don't always trust the information you find online. Not everything you read is true, so check the facts before sharing information.
- Understand the importance of protecting your privacy by being aware of what information you share online and who you share information with.
- Be wary of fake news. Learning to understand the difference between reliable sources and misinformation gives you the power to make healthy choices and decisions.
- Always communicate respectfully. Treat people the same way as you would in face-to-face conversations and remember that written words can be easily misinterpreted.
- Avoid typing in all capital letters, because it is the same as SHOUTING and think twice before posting something that could be interpreted as being rude or offensive.

## Safely navigating the social media landscape

Here are some ways to help you safely navigate the social media landscape.

### Be aware of your digital or social media footprint

Your social media, or digital, footprint is the digital trail you leave behind in all your online activities. Every post, comment, and interaction that you make online adds to your online presence, and this shapes how other people view you – some whom you know, and others that you do not know.

High school is a time when you are building your identity, and it's important to remember that what you post online can affect your reputation, both now and in the future. Employers, universities, and others may form opinions about your character and values based on your social media presence, so think twice before sharing something that might reflect badly on you later.

### Find a balance

When used mindfully, social media can be a source of inspiration, education, and healthy entertainment. Social media can be a powerful force for good because it enables us to connect with faraway friends and family, share our achievements and experiences and even bring attention to social causes that are important to us.

On the other hand, abusing social media can have serious negative effects. Overusing social media can lead to addiction, becoming socially isolated, and even developing mental health problems. The need for approval through likes and comments can also have a negative effect on your self-esteem.

Social media's impact depends on finding a balance between use and abuse. We can do this by setting limits on the amount of time that we are online and being aware of the content that we pay attention to.

## Pay attention to your cyber wellness and cyber safety

Cyber wellness refers to maintaining your physical and mental wellbeing in the digital world. Cyber safety involves protecting yourself from online threats. There are several important steps that you can take to ensure your cyber wellness and safety, like guarding your personal information, using strong, unique passwords for each of your accounts, and being careful when clicking on links or downloading files, because these can contain viruses or malware.

Not everyone online has good intentions, so be wary of friend requests or messages from strangers, and avoid sharing personal information like your address, phone number, or school name. If something doesn't feel right, trust your instincts and report any suspicious activity to an adult parent, caregiver or teacher.

## Bullying and cyber bullying

Bullying is when someone repeatedly hurts or intimidates another person physically, verbally, or emotionally. It can happen in person or through written or spoken words. Cyber bullying is when someone uses social media platforms to hurt, threaten or bother someone. It is a problem that affects people of all ages, but it is particularly common among high school pupils who are more active on social media.

**Both bullying and cyber bullying involve intentionally hurting or intimidating others and can take various forms, including physical, verbal or digital:**

- Exclusion: leaving someone out.
- Making fun of someone.
- Name calling.
- Spreading rumours.
- Posting humiliating content.
- Degrading comments on photos or posts.
- Threatening messages.
- Trolling: sending repeated, unwanted messages with the intent to intimidate or upset someone.
- Impersonation: pretending to be someone else online to deceive or harm others.
- Denial of service attacks: overloading someone's online accounts or networks to disrupt their access or communication.
- Creating fake accounts: making false profiles to deceive or target individuals online.

**If you are being bullied, or witness bullying, here are some actions you can take:**

- Stand up for the victim, if possible (without endangering yourself).
- Avoid retaliating or engaging with the bully, as it may escalate the situation further.
- Reach out to a trusted adult who can help you to draw attention to the problem.
- Educate yourself about cyber bullying prevention strategies and online safety measures: Report the bullying to an online administrator; Document the bullying incidents by saving messages or screenshots as evidence; Block or unfollow the bully on social media and other online platforms.
- Build a support network of friends and family who can offer assistance.
- Seek counselling to cope with the emotional effects of bullying.



### If you are the bully!

If you realise you've been acting like a bully, it's important to stop and think about how your actions are hurting others. Take responsibility for your behaviour, apologise to those you've harmed and make a commitment to treating others with kindness and respect. Speak to an adult who can support you to seek help.



# Be media smart

The media holds a powerful position in society, influencing public opinion and reflecting the values and functioning of a democratic society. Traditional media messages are created by individuals and organisations who make choices about what to include or leave out, and how to present information. They give us insight into what is considered important in society and how people feel about different issues. We need to understand how the media works so that we can analyse and form our own opinions about important issues.

Traditional media carry messages that reflect the beliefs and values of the journalist, editors and owners, as well as who is funding the media product. While news agencies claim to provide independent and objective news, editors decide what stories to focus on and how to talk about them, influencing our opinions. The amount of space given to each topic in the news can also show us what's considered most important. Additionally, because traditional media is distributed geographically, not everyone has equal access to it. This may affect how different groups understand what's going on in the world. Making sure everyone can get the news helps democracy work better!

Read this online newspaper report about a service delivery protest in Somerset West in 2019 before completing the activity below.

## Police, protesters face off in Somerset West over land invasion attempt

A violent housing-related protest in Somerset West led to the closure of part of the N2 in Cape Town on Wednesday as police and protesters faced off. According to City of Cape Town law enforcement spokesperson Wayne Dyason, the highway was closed because cars were being stoned and tyres had been set alight.

Ward Councillor Jongidumo Maxheke said locals had attempted to erect structures on privately owned land along the highway. On Wednesday, the City of Cape Town, police and the Red Ants intervened, removing the structures and "then the problems started". Rubber bullets were fired at protesters after tyres were set alight and stones were thrown at authorities.

Police spokesperson Sergeant Rwexana said the group of about 350 protesters "became violent" and "action was taken to disperse the crowd". Cases of public violence and trespassing are under investigation.

Maxheke said no demands were aired with him before the protest and no memorandum had been received.

<https://www.news24.com/SouthAfrica/News/police-protesters-face-off-in-somerset-west-over-land-invasion-attempt-20190410> 2019-04-10



Use empathy to perceive emotions and explore perspectives

Gebruik empatie om mense se emosies aan te voel en hul perspektiewe te begrip

## A media role play

4. Do this role play in groups of five. You will use the role play to analyse the conflicting perspectives, decision-making processes and interests at play in media.

### Scenario

- NewsLive, an online news site, has received the press release.
- The news editor of NewsLive wants to run the story.
- NewsLive receives advertising revenue from Coolcrush.
- Coolcrush management does not endorse the strike. They believe the workers are paid adequately.
- NewsLive readers are mainly middle to upper management, not workers.
- Coolcrush sponsors a sports star who is beloved by the working community.
- A meeting has been called to discuss the matter.

## PRESS RELEASE

### 12/02/22 – Strike at Coolcrush

The union representing Coolcrush employees has announced a 10-day strike from 15 February to protest for contract workers to be permanently employed. According to an employee, "We work here permanently, earning R7500/month, but are considered to be contract workers. We want the benefits of permanent employment and to earn R12 000 a month."

## Characters

Role players' primary responsibility	Personal worldview
<b>NewsLive owner:</b> Income and profits	"Workers are entitled to a living wage, but there are so few jobs that they should hang on to what they have got. I feel with them though."
<b>NewsLive News Editor:</b> Fair & accurate coverage of the news	"Access to the news is a basic human right."
<b>Coolcrush owner:</b> Continuous manufacturing of product	"My primary duty is to protect the company's shareholders."
<b>Trade Union representative:</b> Protecting workers' rights	"Workers deserve an adequate income."
<b>Sports star:</b> Protecting personal reputation and income	"My fans made me who I am. I am there for them."



Persevere and work it out

Druk deur – bereik jou doelwitte

## Discussing the role play

5. Analyse the conflicting sides of the story:
- Discuss the choices or power each of the individuals has over what finally gets published.
  - Analyse how each group is trying to protect its interests.
  - Identify the piece of information or event that could change the owners of NewsLive's mind about what part of this story is published.
  - Reflect on what this role play tells you about the power of the people who control the media.



Ask questions that guide, probe and produce useful information

Stel peilende vrae wat tot nuttige inligting lei

## Engaging critically with the media

- Analyse the way the message, in the report, is conveyed:
  - Identify what sources are used.
  - Discuss whose voices are represented in the message.
  - Analyse whose voices are missing.
  - Examine who and what is shown in a positive or a negative light.
- Discuss what news you choose to engage with. Analyse how news can influence how you see the world and your politics and economic beliefs.
- Find another news story (from any media) that covers protests in South Africa:
  - Ask the same questions as above.
  - Compare how their approach is different from the one you have just read.
  - Present your findings to the class and explain which questions you found most useful.



# Balancing freedom and responsibility

In a democracy everyone’s view is important, even when we do not agree. There is an ongoing debate about the media’s role in democracy, focusing on deciding what is fair and right when it comes to news and information. While freedom of the press and freedom of expression are guaranteed in the Constitution, there are limitations.

Some people worry that the media might not always tell the truth or might have its own biases (personal preferences or opinions) which could affect how we see things. Others think the media is vitally important for keeping leaders honest and helping us make informed choices. It’s also about how much freedom the media should have to say what it wants, without causing harm. Ultimately, it’s about finding a balance between letting the media speak freely and making sure it’s doing so responsibly.

As citizens of a democracy, South Africans have the right to freedom of expression. This means that all citizens, including the media, may express their own ideas, beliefs and opinions without being censored or judged. However, we may not rely on this right to use hate speech, racist language or encourage others to participate in violent or harmful activities.

Read about the #MeToo media campaign before completing the activity on page 85.



**Campaign:** Action usually undertaken by a group of people who organise activities to try and achieve some kind of change.

**Activism:** Campaigning to bring about political, economic, legal or social change.

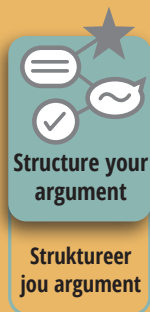
**Campaign objectives:** What the campaign wants to achieve, or changes it wants to make.

**Outcomes:** What did the campaign achieve?

## #MeToo as a media campaign

The #MeToo movement received large media coverage across television, print and online news sites.

- Visibility and awareness: People shared their stories making it an important topic in the media.
- Influence of celebrities: Many celebrities used their platforms to support the #movement, increasing its reach and impact.
- Digital activism: #Metoo used the power of social media to mobilise individuals, creating a global community of survivors and advocates. (supporters). The movement had clear messaging and goals, pushing for change in how society addresses gender-based violence.
- Hashtag activism: The use of a hashtag, such as #metoo, allowed for easy organisation, participation and spreading of information.
- Impact on public dialogue: The campaign sparked conversations, in both traditional and digital media, about consent, power dynamics and gender equality.



## Evaluating a media campaign

1. Consider the pros and cons of the #MeToo campaign using these factors to guide you:

Pros	Cons
Empowerment	False accusations
Awareness & education	Sensationalism
Accountability	Backlash

2. Use the internet, as well as any other sources to which you have access, to consider the effectiveness of the #MeToo as a media campaign.

(You may also choose another media campaign that seeks to address discrimination and human rights violations, for your research e.g. Black Lives Matter or the CNN Freedom Project. Adapt the questions to address your campaign’s specific issues.)

Use these questions to guide you:

- Discuss how the campaign has impacted public awareness about issues of sexual harassment and gender inequality.
- Analyse the extent of media coverage and visibility that the campaign has gained. Has it been sustained over time?
- Examine the role social media has played in the campaign and its overall impact. Identify any negative aspects.
- Identify whether people and governments have been held accountable for their actions as a result of the campaign. Provide specific examples.
- Analyse how the campaign has affected the perception and behaviour of individuals regarding consent and respectful relationships.
- Discuss the criticisms and challenges faced by the campaign.
- Examine whether the campaign has triggered any backlash or resistance, and if so, why.
- Analyse the long-term prospects for the continued impact of the campaign.

## #MeToo – A campaign that went viral

The #MeToo movement is a global media campaign to address sexual harassment and abuse. The phrase “Me Too” was first used on social media, in 2006, by sexual assault survivor and activist Tarana Burke. The hashtag #MeToo was used, starting in 2017, as a way to draw attention to the size of the problem. Like a spark that starts a big fire, the idea caught on. People all over the world began to say “Me Too” to show they understood and supported each other.

While the campaign sparked conversations about gender, power dynamics and sexual harassment, it also raised important questions about the role of media in shaping public perceptions and opinion. Social media provides a platform to raise important social issues, but it also poses challenges in terms of accuracy, fairness and ethical reporting. Media companies have to be careful not to make things too dramatic just to get attention. They need to show different sides of the story and avoid making stereotypes worse or spreading wrong information. They should encourage conversations that help us understand each other better while also respecting people’s privacy and dignity.

\* **Viral:** Something that spreads quickly and widely across the internet or social media.



# Sports in the media

Media coverage has turned sports competitions like the Olympics and the FIFA World Cup into global sporting events. Media coverage increases the excitement surrounding these sporting events, creating a sense of unity and shared experience among people from different parts of the world. However, the coverage of sports by the media also has failings and biases. The coverage of sports in the media can have a huge impact on the way people view sports and the athletes who participate in them.



Be willing to challenge your thinking habits

Wees bereid om 'n eksperiment te ontwerp wat jou denkgewoontes uitdaag

## Sponsorship and sensationalism

The media chooses which sports, events and athletes to focus on, often favouring popular sports like soccer, rugby and cricket and neglecting other sports like netball or hockey. This lack of coverage can have a negative effect on the popularity and visibility of those sports and the athletes who participate in them. Large companies often only sponsor sports that attract wide media coverage. Sports that receive less media coverage often struggle financially to support and train new and upcoming participants, due to lack of sponsorship. The media often influences public opinion by focusing on controversies, scandals and negative aspects of sports and athletes, rather than on stories of dedication and sportsmanship. This is known as sensationalism whereby the media exaggerates stories, related to sports, to grab attention and generate excitement.

1. Examine the media's coverage of sport and sports personalities:

- Analyse how the media influences the popularity of certain sports over others.
- Discuss how sponsorship affects the media's coverage of sports.
- Define sensationalism and explain your understanding of it.
- Identify a recent event or sport personality that the media reported on in a sensationalist way. Discuss the effect of this reporting.
- Read the information on gender bias and discuss the impact you think gender bias may have on the participation of young athletes, particularly girls, in sports.
- Explore how individuals and fans can contribute to challenging and changing gender bias in sports.

### Gender bias

Women's sports get much less media coverage than men's sports, and less than 5% of total media coverage of sports involves women's sports. This gender bias in sports coverage contributes to gender inequality in sports. Often, the media talks about female athletes in ways that aren't fair. Instead of focusing on their skills and hard work, they might talk about how they look or who they're dating. This type of media coverage treats female athletes like entertainment objects, not serious competitors. Serena Williams, for example, has often found herself subjected to hurtful comments about her body size and shape. The media's obsession with criticizing Williams' appearance rather than celebrating her achievements is an example of the broader issue of how female athletes are portrayed in the media. Williams' strength in the face of such body shaming sends a powerful message – that an athlete's success should be defined by their skills, dedication, and accomplishments, rather than conforming to society's narrow ideals of beauty.



Question the way you make moral judgements

Ondervra jou eie morele oordeel

## Causes and scandals

Read these two case studies and answer the questions that follow.



### Colin Kaepernick taking a knee

In 2016, American football quarterback Colin Kaepernick attracted intense media coverage when he started kneeling during the singing of the American national anthem to protest the ongoing killing and abuse of black Americans by police. Many media stories criticised his actions as being unpatriotic and disrespectful, and he was forced to stop playing professional football. Kaepernick's kneeling protest led to an international conversation on racial injustice and police brutality.

### Lance Armstrong doping scandal

Between 1995 and 2022, Lance Armstrong won seven consecutive Tour de France cycling competitions, while also battling cancer. His achievement was celebrated for bringing international attention to competitive cycling and millions of new participants to the sport. Armstrong founded the Livestrong Foundation to support individuals affected by cancer, and Livestrong's iconic yellow wristbands became a symbol of cancer awareness around the world. After he retired, it was discovered that Armstrong had used banned performance enhancing drugs throughout his career. The huge media coverage that followed led to Armstrong being stripped of his Tour de France titles, and Livestrong's sponsors cutting ties with the foundation. The scandal caused an international outcry about doping in cycling that stained the reputation of the sport for years.



2. Discuss the media's portrayal of Kaepernick and Armstrong, and how it shapes public perception of sports personalities and related social issues:
- Analyse how the media's portrayal of Kaepernick's kneeling protest influenced public opinion about his actions and the issues he was addressing.
  - Discuss whether you think the media coverage was justified. Explain your answer.
  - Reflect on Kaepernick's actions. Do you think he was acting inappropriately, or was his action justified?
  - Examine how Armstrong was portrayed by the media prior to the doping scandal.
  - Analyse how the extensive media coverage of the Armstrong scandal affected public perceptions of Armstrong, personally, as well as competitive cycling as a sport.
  - Discuss what these two case studies show about the power of the media in sports.



# Sports and recreation for all

**Physical and recreational activities play an important role in shaping cultural identities, creating unity and contributing to nation building. However, the ways people think, what they believe, and how they see physical activities differs greatly across cultures and genders.**

In Western culture, sport is often seen as a way of promoting individualism, competition and self-improvement. The emphasis is on achieving personal goals and breaking records, aligning with traditional western ideals of progress and success. Some Eastern cultures associate sports with spiritual and mental wellbeing, harmonising the body, mind and spirit. Tai Chi, Yoga, and martial arts (e.g. Karate) focus on balance, discipline and inner strength. This contributes to an understanding of the relationship between physical activities and overall health and wellbeing. Many indigenous cultures emphasise physical activities that connect individuals with their community and the environment. Activities such as tribal dances and traditional games promote community bonding and preserving cultural heritage, which contribute to a sense of belonging and identity within the community.



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

Beeld jou idee of bevindinge uit in 'n skets, draaiboek, model of voorstelling



Question the way you make moral judgements

Ondervra jou eie morele oordeel

## Sport across cultures

1. Evaluate how recreational and physical activities are viewed across different cultures:
  - Analyse how each culture views sports and recreational activities.
  - Identify the advantages and disadvantages of each approach.
  - Discuss which culture's approach you most identify with and explain why.
  - Explore what each culture can learn from the other.
2. In groups, brainstorm ideas for a game or sport that fuses elements of each culture. Consider the rules and equipment. What is it called? Test it out with friends! Report back on your experience.

## Gender perspectives

Historically, most sports were gender-specific, reinforcing traditional gender roles. Men were often associated with strength and endurance activities, while women participated in physical activities that were considered more 'delicate'. In recent decades, gender norms in sports have been challenged, leading to increased participation by individuals of all genders in various physical activities. Today, women actively participate in sports that were traditionally male-only activities, like rugby, soccer, hockey and boxing.

3. Discuss:
  - Analyse what you think about sports and physical activities that were traditionally male-dominated becoming more gender inclusive.
  - Reflect on whether you are, or would consider, participating in a sport or physical activity that was traditionally associated with a gender other than your own. Explain why or why not.



Take better care of yourself

Kyk beter na jouself

## A universal element of life

Physical and recreational activities, including sport, are a universal element of life and an expression of human potential. They provide a sense of achievement, help you to be healthier, reduce stress, build self-confidence and can widen your friendship circle.

Most societies encourage participation in physical activity. Some cultures may, however, set limitations, for example, on the types of activities in which women may participate. Many societies view recreation as an important part of a balanced lifestyle. In some communities, however, physical activity forms a major part of people's working life, and there is little place for recreation or sport.

4. Discuss the place of recreation (or play) in a young person's life, the limits on recreation (or play) placed on you or anyone you know, and how this may be a violation of rights.

## A human right

Recreation is recognised as a right by the United Nation's Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child (ACRWC). Both the CRC and the ACRWC stipulate that all children (from birth to 18 years of age) have 'the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child, and to participate freely in cultural life and the arts'.

5. Investigate the impact of recreational participation on individual wellbeing and societal health:
  - Discuss how participation in recreation promotes human wellbeing.
  - Analyse how opportunities for recreation contribute to a healthy social and cultural life.
  - Examine what happens in communities that do not have facilities for safe and healthy sports activities.
  - Explore how recreation can help break down prejudice and discrimination.
6. Discuss what your school can do to participate in the fight for equality and equal opportunity through sport and recreational activities.

Source for this page: <https://www.coe.int/en/web/compass/culture-and-sport>



Schools can encourage participation in sports and recreation by:

- Surveying the interests of all learners
- Inviting motivational speakers or sportspeople to inspire learners
- Creating sporting clubs and support groups
- Holding competitions and events
- Buying and maintaining equipment



Fantasties



# A world of beauty and wonder

Human activities impact the health of our environment, and the health of our environment impacts humans. We need to ensure that all South Africans enjoy the right to live in a safe and healthy environment, as stated in our Constitution. Each level of the South African government is responsible for different community services that help to create a safe and healthy living environment. However, it is not only government's responsibility to ensure that this right is upheld. Each community and citizen has to play their part too. We are all responsible for looking after the natural resources of our planet, from the quality of the air to the availability of safe and clean water.



Do your research and present your ideas or hypothesis

Dira dipatlisiso tsa gago mme o tlhagise hipotesisi (kakanyo) ya gago

## Examining the present

1. Read about the different levels of government on Info Page M and then discuss these questions:
  - Discuss what makes a community healthy.
  - Analyse what makes a community unhealthy.
  - Explain the responsibility of each level of government to promote a safe and healthy environment.
  - Identify which level of government is responsible for essential community services.
  - Examine the main services provided by local government (municipalities) to ensure a safe and healthy living environment.
2. Using the factors listed in the Info Box below (*Factors that contribute to safe and healthy environments*), discuss the health and safety of the community in which you live or another community in South Africa:
  - How does each factor contribute to a safe and healthy environment?
  - What challenges do community members face in maintaining safety and health?
  - What actions could different levels of government take to address these challenges?
  - What could the community do to improve safety and health?
  - What can individuals do to take personal responsibility for the challenges?

Record your ideas as they will help you when you begin your research project in Lesson 5.2.



### Factors that contribute to safe and healthy environments

- Clean air and water
- Adequate housing
- Sanitation and hygiene
- Access to healthcare
- Safe communities
- Quality education
- Social support and community engagement
- Accessible infrastructure
- Environmental sustainability
- Adequate employment and livelihood opportunities
- Respect for human rights and dignity



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

Batlisisa tse di fetileng – o bolelele pele isago – e amanye le tsa gompieno

## Imagining the future

Healthy communities need healthy environments. Citizens and governments alike need to make decisions and take actions that do not harm the environment and that conserve natural resources. We need to act responsibly to ensure healthy communities and a healthy planet in the future.

3. In your group, investigate the following:

- Discuss the kind of world you want to live in.
- Analyse what prevents this vision from being realised.
- Identify what needs to happen to change things for the better.

Wangari Maathai was a global leader for women's rights and conservation. She was the first African woman and environmentalist to be awarded the Nobel Peace Prize. Deforestation was destroying all the trees in Kenya and in other parts of Africa, so she founded the Green Belt Movement, encouraging women to plant trees in their local environments. The movement spread across Africa and contributed to the planting of over 30 million trees. Maathai's mission was to make a difference and to bring attention to the consequences of deforestation and the need to look after the natural world. This was her purpose.

In 2004, in her Nobel Prize acceptance speech, she told the following story:



“I reflect on my childhood experience when I would visit a stream next to our home to fetch water for my mother. I would drink water straight from the stream. Playing among the leaves I tried in vain to pick up the strands of frogs' eggs, believing they were beads. But every time I put my little fingers under them, they would break. Later, I saw thousands of tadpoles: black, energetic and wriggling through the clear water. This is the world I inherited from my parents. Today, 50 years later, the stream has dried up, women walk long distances for water, which is not always clean, and children will never know what they have lost. The challenge is to restore the home of the tadpoles and give back to our children a world of beauty and wonder.”

4. Evaluate Maathai's role as an environmental activist:

- Discuss how Maathai took responsibility for the environment.
  - Identify how Maathai's actions impacted local communities.
  - Explain what you think Maathai means when she says, “The children will never know what they have lost.” Reflect on how you feel when you read these words.
5. Discuss how we are all responsible for giving the residents of the future “a world of beauty and wonder” in terms of:
- Each level of government
  - Communities
  - Individuals

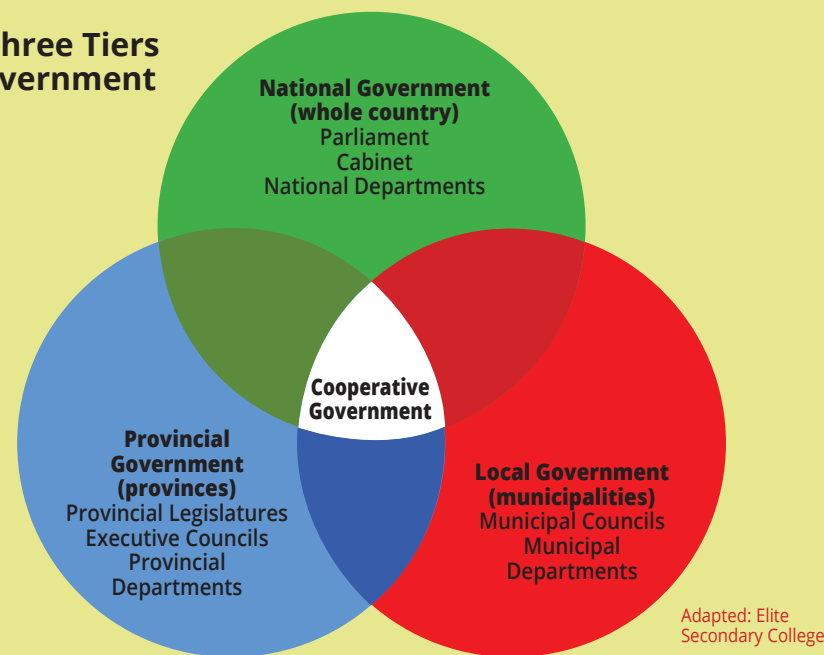




# From national to municipality

South Africa has three tiers of government: national, provincial and local. National government, through Parliament, approves policies and creates laws that apply to all South Africans. These laws are embodied in Acts of Parliament. Provincial governments can create Acts that apply to their respective province. An Act empowers authorities to pass regulations (rules) that give effect to the Act. Local, or municipal, governments have the power to pass by-laws that apply to their specific municipalities. Provincial or local governments may not do anything that is against the laws or policies set down by national government. The three tiers are distinctive, interrelated and interdependent. This is what is meant by cooperative government.

## The Three Tiers of Government



## National government

The national government enacts laws for the entire country. It also develops policies to ensure that all citizens have access to quality services and support.

This includes laws related to:

- Fundamental rights (as contained in the Bill of Rights)
- National security and foreign relations
- Healthcare, social welfare and poverty alleviation
- Education policies and standards

The national government is also involved in large-scale infrastructure projects that have a national impact, e.g. transport, energy and communication.

Parliament has passed several Acts that promote safe and healthy environments. These include:

<b>National Health Act, 2003</b>	<b>Ensures access to health care services and basic health care for children.</b>
<b>Consumer Protection Act, 2008</b>	<b>Ensures the safety and hygiene of food, the control of pests and rodents and the disposal of waste.</b>

## Provincial government

Provincial governments are responsible for:

- Managing and providing healthcare services, including hospitals, clinics and health programmes, within their regions.
- Managing schools, colleges and education programmes in their areas to ensure access to quality education.
- Providing services such as social grants, child support and other social welfare initiatives.
- Transportation systems, road networks and regional infrastructure development.
- Agriculture and rural development programmes to support local economies and food security.
- Managing local natural resources, including water resources, conservation areas and agricultural land.

Provincial governments can pass Acts that apply to their specific province. For example, the North West Biodiversity Management Act, 2016 provides for the protection of species and ecological systems and the sustainable use of indigenous biological resources in the North West Province within the framework of the National Environment Management Act, 1998.

## Local government

Local government, or municipalities:

- Are responsible for waste collection, recycling programmes and waste disposal facilities.
- Manage land use, zoning regulations and housing developments within their areas.
- Manage water supply, sanitation and electricity distribution.
- Provide community services like public libraries, recreational facilities and cultural programmes.
- Promote local economic growth, job creation and small business development.
- Manage emergency response services, fire departments and disaster management.
- Enforce environmental by-laws, ensure public health standards and maintain public spaces.

Local government and municipal councils promote safe and healthy environments by enacting by-laws that apply to particular areas or towns. By-laws can relate to areas such as:

- Emergency services: Fire prevention and the burning of refuse.
- Public health: Sewage, waste management and the keeping of animals.
- Public spaces: Walking dogs in parks.
- Street trading: Conduct and cleanliness.
- Services: Water and electricity.

While these responsibilities are generally divided among the different levels of government, they must work together for effective service delivery and to address the diverse needs of citizens.

## Community services

Various levels of government collaborate with faith-based organisations, businesses, non-governmental organisations and volunteers to provide community services, including educational and intervention programmes. Examples: free sports facilities, clinics, and protection of vulnerable children.



# Shared responsibility

Safe and healthy communities require a safe and healthy environment, which needs active participation from everyone. Shared responsibility means working together to solve local problems and find lasting solutions. While the various levels of government play their role, communities also have a responsibility to take actions that protect and sustain the environment.

Extreme weather events, pollution, water scarcity and energy shortages disrupt our lives and economies, showing us the urgent need for **sustainable development**. Working together, communities can influence positive changes, creating a sustainable environment that supports their wellbeing, livelihoods and safety.

A sustainable community is supported by

- **Resource management:** Using natural resources wisely so that they are available for future generations
- **Environmental protection:** Reducing pollution, protecting natural habitats and maintaining healthy ecosystems
- **Community health and safety:** Creating and maintaining clean, safe living spaces that promote wellbeing and support healthy lifestyles
- **Individual behaviour:** Encouraging personal actions that contribute to sustainability, e.g. not littering, reducing waste and saving energy

## Sustainable Development:

'Meeting the needs of the present without compromising the ability of future generations to meet their own needs.'  
Resolution 42/187, United Nations (UN) General Assembly

## The Earthshot Prize

The Earthshot Prize supports creative solutions to sustainability issues based on their potential to make a big impact and inspire global change. It aims to make real environmental change through action and new behaviours. For more information, visit <https://earthshotprize.org>.

### The Earthshot Prize: Five focus areas for a healthier planet



PROTECT AND RESTORE NATURE



CLEAN OUR AIR



REVIVE OUR OCEANS



BUILD A WASTE-FREE WORLD



FIX OUR CLIMATE

## PROJECT

In the next two lessons, you will work in groups on a project to address a challenge, in one of the areas, and assess how a community can support these efforts. Read both lessons to get an overview of the project, as well as Info Page N to learn more about energy for the future.

Your teacher will give you a Project Assessment Sheet so that you understand how you will be assessed.



Participate actively in productive dialogue

Tsaya karolo e matlhaga tlhaga mo dipuisanong tse di agang

## How will we work together?

1. Before you begin your project, discuss how you will work together as a group:
  - How will each member contribute their skills to ensure the project's success?
  - What methods will you use to keep everyone informed and engaged?



Persevere and work it out

Kgotlhelela mme o e rarabolole



Do your research and present your ideas or hypothesis

Dira dipatlisiso tsa gago mme o tlhagise hipotesisi (kakanyo) ya gago

## Exploring sustainability

2. Begin your project by defining **what sustainability means to you** and discuss its importance for individuals, communities and the planet.
3. Use the **five Earthshot areas** to brainstorm:
  - Actions we can take to improve our community and environment
  - Ways to reduce pollution and promote sustainability in our daily lives
  - Steps we can take to protect and restore our planet for future generations

## Choose a community; Investigate a behaviour

### Choose a community

4. Choose a **community** (a group of people living in the same area or having shared interests and goals), such as your school, neighbourhood, informal settlement, rural village, urban area or a local community centre or park.
  - Identify the **specific problems** the community faces.
  - Examine which **areas need the most improvement**.

### Investigate a behaviour

5. Think about the current behaviours in your chosen community that are impacting the environment.
  - Choose a **specific behaviour** that needs to change to support sustainability (e.g. littering, excessive energy use, reliance on single-use plastics).
  - Describe **the actions** required for this behaviour to change. Consider the role of levels of government, civil society, business, communities and individuals.
6. Investigate the community's role and responsibilities in creating a healthier, safer environment by researching this behaviour/issue:
  - List the **main people and groups** involved in the issue (stakeholders), e.g. local government, environmental NGOs, community leaders.
  - Evaluate the **resources** available to deal with this challenge, e.g. funding, educational materials, volunteer support,
  - Identify the **obstacles** that could prevent sustainable solutions, e.g. lack of awareness, financial constraints, political resistance.
  - Explore what **actions** have been taken before to address this issue before, e.g. past clean-up campaigns, awareness workshops, policy changes.
  - Explore what **successful sustainability programmes** have addressed similar challenges in other communities, e.g. recycling initiatives, energy-saving projects, water conservation efforts.
  - Analyse how the **community's behaviour (actions and/or inactions)** impact sustainable development, e.g. increased pollution from littering, reduced energy use from conservation efforts.





# Energy for the future

Although electricity is a clean and relatively safe form of energy when it is used, the generation and transmission of electricity affects the environment. Nearly all types of electric power plants have an effect on the environment, but some have a greater effect than others.

[www.eia.gov](http://www.eia.gov)

## The National Grid

Just as blood vessels carry oxygen to every part of your body, power lines carry electricity to provide energy throughout South Africa. The same way that blood vessels form a network called your circulatory system, the network of power lines make up what is known as the National Grid. The electricity distributed by the National Grid is obtained from a series of power stations, built and run by South Africa's power utility, Eskom.

## Power stations

Eskom's power stations, which are spread across South Africa, get their power to supply electricity from various sources of fuel. Power stations are the 'factories' that generate electricity. In most power stations electricity is generated by burning fuel. The most common fuels are coal, oil, and natural gas. A power station uses the fuel as the raw material to generate electricity.

How does a power station work?

- Fuels are burnt in a boiler to boil water.
- The boiling water produces steam.
- The steam drives a turbine.
- The turbine rotates and drives a generator.
- Electricity is produced when the generator rotates.

Eskom uses various technologies to generate electricity, the combination of which is called the 'plant mix'. Coal-fired power stations make up the largest portion of Eskom's plant mix. These stations use coal as their energy source. Almost 90% of South Africa's power stations generate their power using coal as fuel. The remaining 10% is generated using alternative sources of fuel, such as nuclear power, hydro-electric facilities and gas turbines, as well as the energy of the wind and the sun.

## Energy sources

Energy sources are divided into two groups:

- Non-renewable energy sources get used up and cannot be replenished. These include fossil fuels such as coal, oil and natural gas. Fossil fuels were formed from dead plants and animals that were buried millions of years ago. The earth is running out of fossil fuels.
- Renewable energy sources can be replenished and used repeatedly. They include solar power, wind power, tidal power and hydroelectric power.

## Renewable energy

For over 150 years our homes, offices, and factories have depended on fossil fuels as their major source of energy. As a result, we now face pollution and climate change on a global level. This realisation prompts a call for cleaner, renewable sources of energy. Our energy consumption should not come at a cost to the environment. We can generate energy that does not pollute our air or eradicate habitats for wildlife creatures ([www.trvst.world](http://www.trvst.world)).

Eskom is constantly investigating other forms of energy and renewable energy sources. South Africa aims to meet 42% of its national demand for power using renewable energy sources by 2030.

## Wind farms

Wind farms use huge wind turbines that harness the power of the wind to create electricity. When the wind blows past a wind turbine its blades rotate. This rotation turns a shaft connected to a gearbox that spins a turbine, driving the generator to produce electricity. Wind farms require no fuel, so they have less impact on the environment than most other forms of power generation.

Eskom's Sere Wind Farm in the Western Cape, one of the largest windfarms in Southern Africa, is expected to reduce South Africa's CO2 emissions by 5 million tons in its first 20 years.

## Biomass plants

Biomass plants burn biomass to produce the high-pressure steam that rotates the turbine and drives the generator to make electricity. There are four types of biomass:

- wood and agricultural products
- solid waste
- landfill gas and biogas
- alcohol fuels (Ethanol or Biodiesel)

Biomass is also used in a process called biomass co-firing, where biomass is used as a partial substitute fuel in coal boilers. Coal and biomass are burned together in boilers that were originally designed to burn coal but have been modified to allow co-firing of biomass.

## Concentrated Solar Power (CSP)

CSP plants use energy from the sun to heat a fluid to a high temperature. This fluid transfers its heat to water, which becomes steam. The steam turns the turbines in a power plant that generate electricity.

The Redstone Solar Thermal Power plant is a CSP plant being developed in Postmasburg, near Kimberley, in the Northern Cape. This is the first project of its kind in Africa and will produce 480 000MW of clean energy a year, electrifying 210 000 South African households.



# Hope for the future

Educational programmes provide people with information about issues that affect them e.g. a series of workshops in schools about the importance of recycling. Intervention programmes identify specific problems and try to address or improve them e.g. a community clean-up drive to reduce local litter. These programmes aim to raise awareness and change behaviours so that we can all live in safe and healthy environments.



Structure your argument

Bopa ka thulaganyo dintlha tsa ngangisano ya gago

## Create a programme to educate or change behaviours

1. Develop an educational or intervention programme aimed at educating your chosen community and/or influencing it to change its unsustainable practices.
  - Based on the behaviour you identified, describe the **programme** you will create to address this issue. Explain the actions required for this behaviour to change and who will be involved (e.g. levels of government, civil society, businesses, communities and individuals).
  - Provide **strategic advice** on how to enhance sustainable development within the community. Draw on insights gained from your research and the planned educational or intervention programme to propose effective strategies.
  - Outline a **plan** for implementing your programme, including steps, timelines and resources necessary to bring about change.

**YCAP (Youth Citizens Action Programme):** Combines education and intervention by providing learners with the skills and knowledge to develop and implement projects that bring about positive change.  
Visit <https://www.empowervate.org>.

**Keep it Cool:** An educational programme that teaches learners about climate change and how to protect the environment e.g. organising tree planting activities and energy-saving events to reduce carbon footprints.  
Visit <https://southafrica.vvob.org>.

## CASE STUDY Impactful river transformation

Bukazi Secondary School, located in Flagstaff in the Eastern Cape, embarked on a YCAP challenge in 2023 to improve the Bukazi Community River. The learners aimed to provide clean water and restore human dignity in the community. The project included removing waste, fencing the river and building a tap-like structure for easier water access. By engaging community members and learners, the project made a great impact in significantly reducing waterborne diseases and enhancing the overall health and wellbeing of the Bukazi community.

[www.empowervate.org](http://www.empowervate.org)

## Impact!

Impact studies assess the effects of implementing a new programme or the effectiveness of an existing one. They determine how well the programme meets its goals, highlighting successes or areas for improvement.

Examples include evaluating the environmental impact of building a road, starting a mine or launching a wind farm. For educational projects like reducing energy use in a school, an impact study could compare energy bills before and after the intervention and survey awareness and behaviour changes among learners and staff.

\* The campaign Evaluation Form on page 71 can also be adapted to assess impact by replacing 'campaign' with 'programme'.



Find, examine and weigh up the evidence

Hlahloba le ho lekola bopaki

## Assessing impact

Imagine that the programme you suggested has been implemented for a year. Your group has been requested to conduct an impact study. What are the signs or results that show whether the project is achieving its goals? For example, you could measure reduction in waste, number of people who participated or changes in community attitudes towards sustainability. You need to have a clear and organised way to collect and analyse this information to understand the impact of your efforts.

2. Conclude your project by proposing three methods to evaluate **the programme's impact** effectively, considering factors such as community engagement, environmental benefits and achievable results.



Pause, reflect and assess your emotions and thoughts

Kgaotsa, akanya o bo o sekaseka maikutlo le menagano ya gago

## Reflection and sharing

3. Share insights on the impact of the project on yourselves as team members and as a group:
  - Was there a change in the team dynamic from the beginning to the end of the project? Explain.
  - Did you work well together on all aspects of the project?
  - What have you learnt through the difficulties you faced?
4. Finally, plan how to share your findings to inspire further action and support sustainable practices within and beyond your chosen community.

## CASE STUDY Plastic to progress

The iThemba Phakama 4Ps Project in Khayelitsha, in the Western Cape, involves learners from no-fee schools collecting household and community waste, which is then sorted and sold to recycling organisations. It aims to reduce waste and educate the community about recycling.

## The 4Ps: Measuring impact

**Principled:** Ensures ethical recycling with positive environmental impact.

**Purposeful:** Focuses on meaningful school and community improvements.

**Persistent:** Continues waste collection and recycling efforts.

**Prosperous:** Generates income for schools and supports sustainable livelihoods.



# Mission and vision

Your personal mission is a statement of who you are and what you aim to achieve. It answers the question: “Why do you exist?” Your vision statement describes where you want to see yourself in the future. Together, they provide you with a clear sense of purpose and direction in life.



Make an informed choice, with an awareness of consequences

Dira tlhopho e e tshegeditswego ke tshedimosetso ka kitso ya ditlamorago

## Crafting your mission statement

1. Many companies and organisations also have a mission statement that explains, in simple terms, their purpose(s) for being. Read these two mission statements and then analyse them using the questions below.



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

“to provide leadership in the establishment of a South African education system for the 21st century.”



“to stop the degradation of the planet’s natural environment and to build a future in which humans live in harmony with nature.”

- Discuss what these mission statements tell you about the values and goals of these two organisations.
  - Analyse how these mission statements help to focus the energy of the organisations and hold them accountable.
2. The following components can be used when formulating a mission statement. Write your own sentence for each component to help you to begin formulating your personal mission statement:
    - Personal views e.g. “I believe in treating others with kindness and respect.”
    - Values e.g. Honesty, family and hard work are the values that guide everything I do.”
    - Belief system e.g. “I believe in the power of education to change lives.”
    - Ideologies\* e.g. “I’m passionate about equality for everyone, and I believe that everyone deserves access to the same opportunities.”
    - Lifestyle\*\* e.g. “I prioritise eating healthy and exercising to keep my body strong.”
    - Environmental responsibility e.g. “I’m committed to reducing my carbon footprint.”
    - Goals for studies and career choices e.g. “I’m studying to become a nurse so I can help people when they’re sick.”
  3. Now, write a personal mission statement that identifies what makes you unique. Keep your personal mission statement down to 100 words or less.

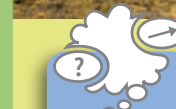
\* Ideologies are ‘big’ ideas about how society should work, including thoughts about politics, economics, and social issues.

\*\* Lifestyle includes your physical and emotional wellbeing.

## Elephant Wisdom

- Make a big first impression
- Be all ears
- Know when to put your foot down
- Be gentle, no matter your size
- Have big ideas
- Charge ahead

Source: yourtruenature.com



Pause, reflect and assess your emotions and thoughts

Kgaotsa, akanya o bo o sekaseka maikutlo le menagano ya gago

## What is your vision?

4. Answer these questions, in one or two sentences, to begin exploring your vision:

- Describe what you are good at and what you most enjoy.
- Identify what kinds of things challenge you in a meaningful way.
- Reflect on how you could use your answers to the above questions to make money. What will you need to do to make a living doing what you love?
- Examine what values are non-negotiable and core to your identity. What values would you be most unwilling to compromise on?
- Define your sense of purpose in life.
- Explain whether you want to contribute to the wellbeing of others and how you would like to do this.
- Reflect on whether you prefer to be self-employed or to work for someone else.
- Identify the talents and skills you have that you do not use.
- Analyse what aspects of yourself you want to develop or strengthen.
- If you could do anything you like, and if money and qualifications were not important, what would you do? Explain why.

5. Re-read all your answers from this lesson. Spend five minutes thinking about what they tell you about your personal values, beliefs, views, skills for studies and career choices and, ultimately, about your goals for the future. Write a personal vision statement in under 100 words or less.

6. What impact will your mission and vision have on the decisions you make and how you choose to live your life? Consider how they will impact on your planning, focus and motivation. What actions will you take? Write an action plan.



# We are in this together

We are all connected, and our individual actions have an impact on our families, communities, society and the planet. If your personal mission statement includes your commitment to environmental responsibility, and your vision is to live in a world with clean air and sustainable resources, your actions might involve using eco-friendly products, reducing waste and working with community members to recycle and get involved in green energy projects. Your vision motivates you to take actions that contribute to the realisation of a cleaner and healthier planet. In order to provide environments and services that promote safe and healthy living we need to understand that we are all in this together.

## Lessons from geese

By working together we can achieve far more than we are able to do on our own. Read about how flocks of geese fly together:

- As each bird flaps its wings, it creates an 'uplift' for the bird behind it. By flying in a 'V' formation the flock can fly 71% farther than if any one bird flew alone.
- When a goose falls out of formation it suddenly feels the drag and resistance of trying to fly alone and quickly gets back into formation.
- When the lead goose gets tired it moves back into the formation and another goose takes the lead.
- The geese in formation honk from behind to encourage those up front.
- When a goose is sick or injured, two geese follow it down to help and protect it. They stay with it until it can fly again or dies. Then they launch out on their own, with another formation, or catch up with the flock.



The Coat of Arms of the Republic of South Africa contains the motto !ke e: ǀxarra ǁke, written in the Khoisan language, meaning 'diverse people unite'. It calls for the nation to unite with a common sense of belonging and national pride – unity in diversity.



Participate actively in productive dialogue

Tsaya karolo e matlhaga tlhaga mo dipuisanong tse di agang

## Applying the lessons

1. In groups, discuss what insights about working together we can get from each of the behaviours of the flocking geese. Write down as many insights as possible, then check your answers against the suggestions below. Did you come up with even more insights?
  - People who share a common direction and sense of community can get where they are going more quickly and easily because they are travelling together.
  - It helps to stay in formation with those who are headed where we want to go (and be willing to accept their help, as well as give them our help).
  - It pays to take turns doing the hard tasks and sharing leadership because we are dependent on each other.
  - We need to make sure we are honking words of encouragement to each other as it makes the group stronger and more productive.
  - We need to stand together when we face challenges, as well as when we celebrate our achievements.

'Lessons from Geese' teaches us about unity, interdependence, encouragement, loyalty and leadership.

Adapted from: <http://kubik.org/lighter/geese.htm>

2. Identify the groups of people or networks you will need to work with to achieve your goals, and discuss which insights could apply to working with them.

Journal about what you can do to help create a better future for your family and community.

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







# Indigenous games

You are going to choose between playing kgati, kho-kho, dibeke or jukskei. Collect the equipment you will need and enjoy playing the game. Make sure that everyone gets a chance to participate.

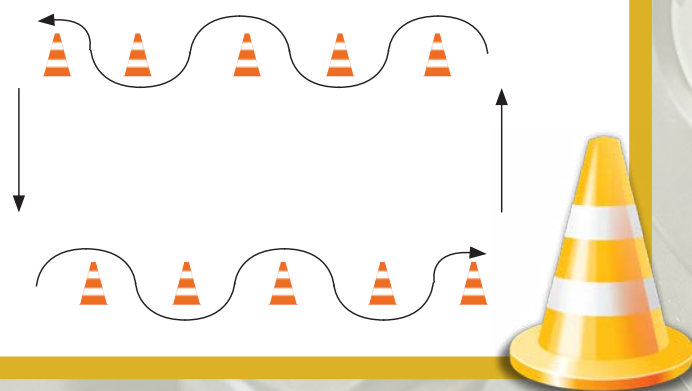
## Warm up

### Dynamic stretches circuit

Moving around the cones square:

Round 1: Run forward zigzagging between cones, zigzag backwards.

Round 2: Shuffle zigzagging between cones, high knee drive jumps, shuffle backwards between cones.



## Kgati

1. Two players swing the rope while first, one jumper runs in and jumps five times before the next player runs in and jumps five times with the first jumper. See how many jumpers can jump five times at the same time, then switch swingers and go again.
2. Two learners swing the rope, while two other players run in and jump five times normally, then they duck under two high swings of the rope, jump normally five times again, then run out and change with the swingers.



## Kho-kho

1. **Kho-Kho chain tag:** Two teams of five players each. Four teammates squat, facing in opposite directions, at the cones placed 2m apart in a line. The fifth teammate tags the first teammate, then takes their place as they run and tag the next teammate, and this will continue until everyone has been tagged. See which team can reach the line first.



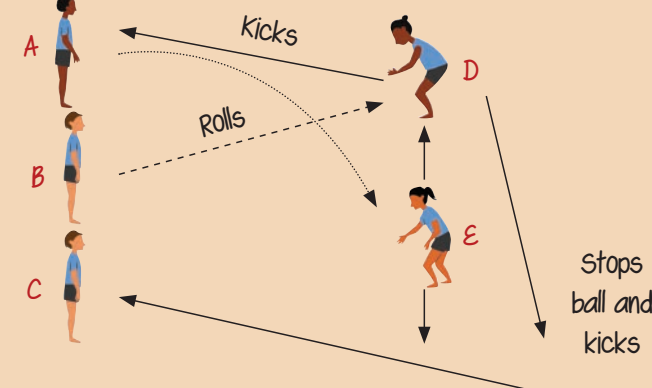
## Dibeke

Dibeke is a running ball game played by two teams who take turns to attack and defend. The attacking team tries to kick the ball away from the defenders, while the defenders can use their hands to get the ball away from them.

A player from the defending team (A, B, C) is deployed as the 'roller' of the ball (B). Players from the attacking team (D, E) take turns as 'kickers' when

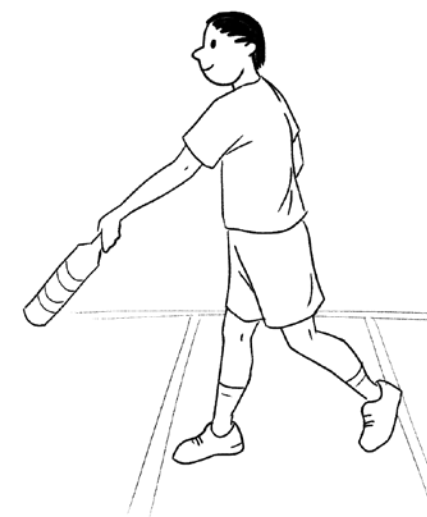
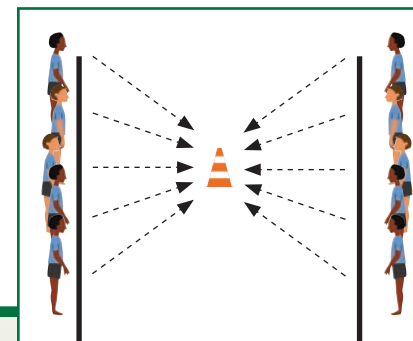
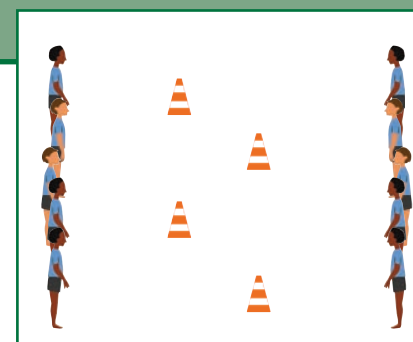


they are called out by the 'roller' to do so. The 'kicker' must kick the ball, as far as they can, while the whole team run towards a designated home area, and back to the starting point, without getting tagged by the ball. When a player is in a designated home base, they are safe. If they get tagged, they are out.



## Jukskei

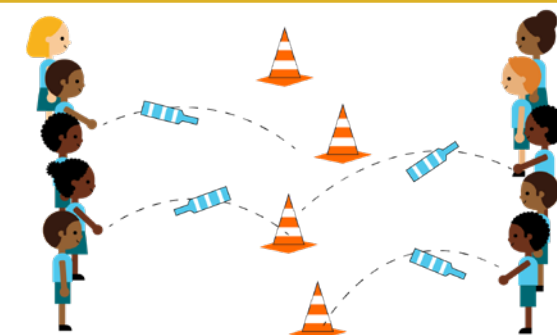
1. Two teams of five players. The teams stand, facing each other, behind two lines. Four cones are placed randomly in the middle. Each player tries to hit all four cones with a pin or ball. If you hit a cone you must set it upright and retrieve your pin/ball. See how many pins you can hit.
2. As above, but with only one cone in the middle. The team that gets the highest score in the allotted time wins.



## Cooldown

### Play builders and bulldozers

Place cones upright across a marked area. Half the class are bulldozers, who strike the cones down, the other half are builders, who turn the bottles upright. See who wins in the end by counting the upright bottles!





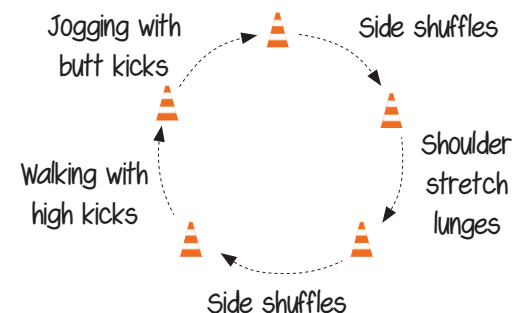
# Community games and sports

Now you are going to choose between lawn bowls, mini golf, soccer, frisbee, golf and croquet. First, follow instructions for the modified games, then you can play according to your own rules.

## Warm up

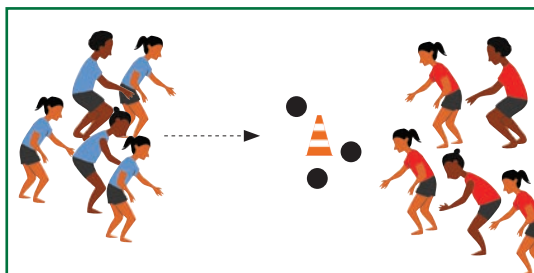
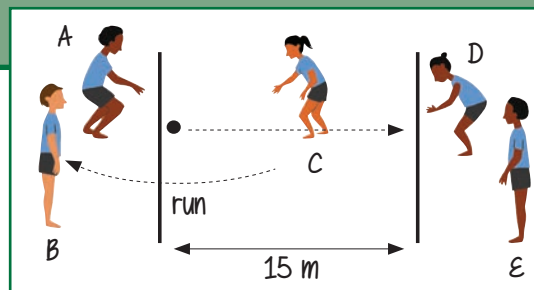
### Dynamic stretches

Move around the star doing dynamic stretches on each side of it. You can do side shuffles, shoulder stretch lunges, high kicks and more.



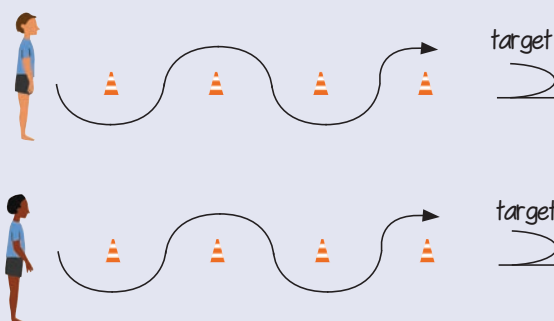
## Lawn bowls

- Through the arch:** Two learners (A and B) stand behind one line and 2 (D and E) behind the other, with one (C) in the middle with straddled legs. A rolls the ball underhand through C's legs to D, then runs and takes C's place before D rolls the ball again. C runs and falls in behind B.
- Modified lawn bowls game:** Two teams of five roll at the jack (ball) 10m away. After all have rolled, the team with the closest ball gets that number of points.



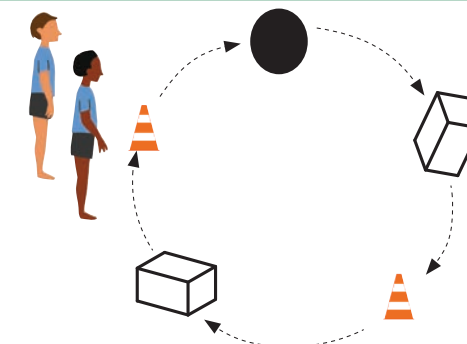
## Mini golf

- Putting circuit:** Five players at a circuit made of cones. Putt the ball to strike the target. Each time you hit the target, you score a point.
- Team putting:** Two teams of five each putt the ball alternately (each player putts once each time) through cones to a target placed 20m away. The team with the fewest putts wins. The putter may not be lifted above ankle height.



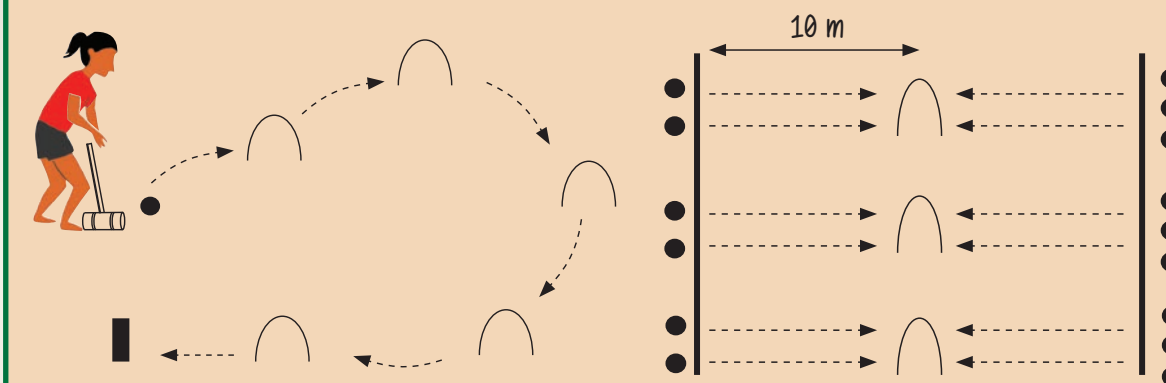
## Soccer or frisbee golf

- Pack a golf course with cones, leaving about 10m between them (see picture). Kick the ball along the golf course. See how few times you have to kick to make each 'hole'.
- Use the same course, but now try to hit each 'hole' with your frisbee, with the fewest throws.



## Croquet

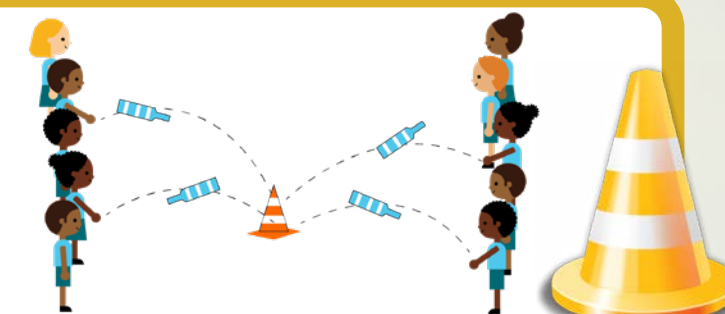
- Through the hoops:** Place six 'hoops' (which can be two cones/cool drink bottles/stones/pens) and a peg (cone) in a circle, about 7m apart, with five learners per circuit. Learners work in pairs, sharing a stick and ball, and take turns to strike the ball in the circle through the hoops. See which pair can reach the end peg with the fewest strikes. Repeat.
- Roquet and croquet strokes:** Three to four hoops placed in a line with lines on both sides. Five learners at a hoop, one pair standing on one line with one stick and two balls, and three on the other with one stick and three balls. A of each pair strikes their ball towards the hoop. B strikes their ball until it hits A's ball (roquet), trying to make it go in another direction. B puts their ball against A's ball, hits a croquet, then strikes their ball through the hoop. C takes a turn to do the same. A strikes their ball until it is through the hoop. Go again with B starting.



## Cooldown

### Play Poison Ball

Teams of ten players each stand behind two lines (about 20m apart), each with a ball/bean bag and one bigger ball in the middle. Each team has to throw its balls/bean bags at the bigger ball (poison ball) to try to get the ball over the opponents' line.





# Striking or net sports

This term your PE assignment is to take part in striking or net sports and choose a game or sport that you would like to play on a long-term basis. Choose two games, among cricket, volleyball, baseball and hand tennis.



## Cardio and dynamic stretches circuit

Do some of the dynamic stretches, in your groups, between two markers set 10m apart.



### Cricket

Make sure that each team has an opponent to play against. One team bats while the other team fields.

#### Batting and bowling

Each batting team must have two batters at a time. Batters must face six balls. Every player must get the chance to bowl six balls for an over. Make sure that everyone gets a chance to bat and bowl.

#### Fielding

Do not forget to rotate the positions of the fielding team. Once each batter, from the one team, has had a chance to bat, swap and allow the fielding team to bat and the batting side to field.



### Volleyball

Volleyball is a team sport in which two teams of six players are separated by a net. Each team tries to score points by grounding a ball on the other team's court according to the rules. Make sure that you make enough courts so that everyone is able to play.

Remember that you don't have to have a net. You can draw a line on the ground and make sure that the ball goes over the line. You are only allowed three touches before the ball passes over the net.

### Baseball

Baseball has two teams with a maximum of nine players in each.

#### Fielding

The fielding team's positions are made up of a pitcher, catcher, first base, second base, shortstop, third base and three outfielders at left field, centre field and right field.

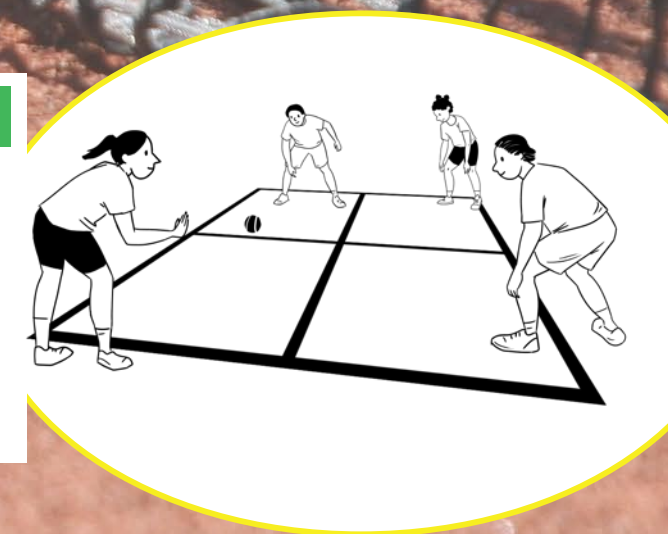
#### Batting

If batters manage to hit the ball bowled by the pitcher they must make the effort, at least, to get to first base. They can then run to as many bases as they can before being tagged out by a defending player, who tags the batter with the ball while they are running. Each base must be touched with some part of the batter's body when the batter runs past. A batter gets up to three strikes before going out. A strike is when a batter swings for a ball and misses it. The batter can leave the ball but if it is within the strike zone, a strike will also be given. If four balls miss the strike zone and the batter does not swing the bat he or she can walk to first base. Batters can also be dismissed with a 'force out' (when a player fails to make the base before the defending player) or a 'fly out' (when the ball is hit in the air and caught without bouncing).



### Hand tennis (four square)

Hand tennis is played on a square court with four players, each occupying a quarter of the court. Each square is ranked (1 - 4). Square 1 is the highest square. The ball is bounced between players in squares until a player makes an error and is eliminated. The object of the game is to eliminate players in higher squares so that you can advance to the highest square yourself. An eliminated player is replaced by a new player who occupies the lowest square (4).



### Static stretches

Cool down by taking a slow jog or walk around the play area doing some static stretching.



# Invasion sports

You are going to take part in a variety of invasion sports and games. Choose a game, among soccer, netball, touch rugby or hockey.



## Cardio and dynamic stretches circuit

Do some of the dynamic stretches in your groups, between two markers set 10m apart.

### Soccer

Split the teams up equally. Two teams of five play against each other. If possible, have mixed teams of boys and girls. If not, signify 'kickers' and 'headers' with different colour bibs or caps. Only girls are allowed to score with a kick. Boys can only score with their head and every girl must touch the ball before a goal is scored.



### Skill points

Skill points for tackling in soccer:



### Netball

To play netball you must understand the netball positions and where the players in those positions are allowed to go. The attacking team must get open, to receive a pass, and the defending team must try to intercept the ball.

Modify netball by creating different rules: Everyone can go everywhere on the court, the goal posts are turned into soccer goals.



### Touch rugby

Six to ten players are allowed on the field at a time and reserves are substituted at any time.

### Scoring tries and making touches

A try is scored and a point awarded when the ball is grounded on or behind the try-line. A legal touch is on any part of the body, clothing and ball. Players claim a touch by raising a hand and shouting, "Touch". When touched, the player in possession must place the ball on the ground at the exact point of the touch.

### Restarting play

Play is re-started by stepping over the ball. After six touches against the attackers, possession changes. Play starts and restarts at the centre, with a tap, by moving the ball on the ground with the foot and picking it up. On a restart and penalty, the defending team retreats more than 5m in line with the mark of touch.

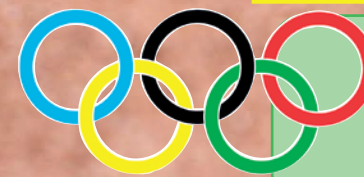
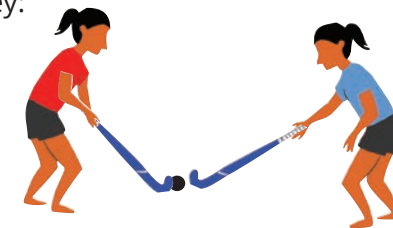


### Hockey

Split up the class into equal teams. Make sure that you have a playing area that has two goals and outlines around the playing surface. Make sure that there are enough hockey sticks/cricket bats/newspaper rolled up as bats for everyone to participate in the game. Modify your game by making smaller playing areas, 5v5, mixed teams, no goalkeepers. Be creative with your setup.

Skill points for basic tackling in hockey:

- **Jab tackle:** The left hand jabs the stick towards the ball, then the stick is returned to both hands.
- **Double-handed block tackle:** The hands are apart with the left hand at the top of the stick. Hold the stick at a right angle to the line of the ball. Use the shaft of the stick to control this tackle.



## Static stretches

Cool down with a walk around the play area and do some static stretches.



# Being human

Life is uncertain. Sometimes we get positive surprises such as gifts, unexpected friendships and happy experiences. Other times, we experience ill-health (disease), accidents, crises and disasters. As we saw in the previous lesson set, these challenging experiences can be caused by environmental factors e.g. natural disasters, like earthquakes and fires, extreme weather conditions and the impacts of climate change. But challenging situations can also be caused by human factors. The actions, behaviours, decisions and mistakes of individuals and groups can cause life to become difficult and trying.



Participate actively in productive dialogue

Dzenele-lani nga u gliimisela kha nyambedzano i vhuyedzaho

## Human agency

In many situations, environmental and human factors can interact. For example, a natural event like an earthquake may become a disaster partly due to human factors like poor building structures or lack of emergency preparation. While environmental crises may be caused by human activities, they are usually uncontrollable and unpredictable. Human factors, on the other hand, are influenced by human actions and choices and can be controlled, to some extent, through interventions.

- Human beings have agency. This means that we have the power to make choices and do things that can either make a situation better or make it worse. Consider how human factors or activities can improve or worsen each of the following situations:
  - Accidents e.g. driving a car
  - Diseases e.g. Covid-19
  - Disasters e.g. floods or fires
  - Crises e.g. cyberattacks
- Analyse how each of these categories of human factors may lead to illness, accidents, or disasters:
  - Psychological e.g. stress, mental health issues, stigma and fatigue (tiredness)
  - Social e.g. peer pressure, social norms and communication
  - Religious e.g. beliefs, rituals and practices
  - Cultural practices e.g. traditional medicine, dietary habits and risk perception (See "It won't happen to me" on page 119.)
- Give an example from your own life, or the news, for how each of the following human factors may cause ill-health, accidents, crises and disasters:
  - Human error (mistakes)
  - Lack of training or skills
  - Poor communication e.g. miscommunication or lying
  - Overconfidence
  - Substance abuse
  - Pollution e.g. littering
  - Political decisions
  - Economic conditions



Take better care of yourself

Dithogomeleni khwine

## Perspectives on wellbeing and ill-health

Wellbeing refers to the overall sense of being healthy in both body and mind. It's about feeling good physically and mentally, being able to handle life's challenges and having a positive outlook on life. Sometimes, due to circumstances beyond our control, such as poverty or oppression, this can be very difficult. Ultimately, wellbeing is about finding a balance in your life. It's normal to have ups and downs, but taking positive steps to maintain your physical and mental health can help you to live your best life. Individuals and communities have different knowledge perspectives (ways of understanding) wellbeing, which influence our beliefs, behaviors and attitudes towards health and ill-health.

- Discuss which activities influence wellbeing in positive ways and which activities influence wellbeing in negative ways.
- In groups, choose one of these knowledge perspectives and research how they see issues of health/wellbeing and ill-health. Use the questions, and the quotes below, to guide your research. Include your own experiences.
  - Traditional and indigenous knowledge:** Discuss the unique cultural knowledge that traditional communities have about medicinal plants and healing practices. Analyse how these beliefs may complement or conflict with Western medical approaches.
  - Alternative and complementary medicine:** Explain how alternative and complementary medicine practices like acupuncture, homeopathy, and Ayurveda offer alternative approaches to health and wellbeing.
  - Western medical systems:** Discuss how Western medical systems, which rely on scientific evidence and clinical trials to inform healthcare decisions, treat ill-health.



From ancient wisdom to modern medicine, healing comes in many forms. Avoid bad habits; Choose wellbeing.



# Understanding lifestyle diseases

Lifestyle diseases are mainly caused by the way people live and their choices, while infectious diseases are caused by germs. Infectious, or communicable, diseases are caused by bacteria, viruses, or parasites that can spread from person to person. These include the common cold, flu, TB and Covid-19. Lifestyle diseases are health problems that often result from the way we live our lives (our lifestyle choices). Examples include heart disease, type-2 diabetes and high blood pressure.

Some lifestyle diseases are called non-communicable diseases (NCDs), meaning they cannot be transmitted from person to person.

## The most common NCDs are:

- **Cancer:** a group of diseases characterised by the uncontrolled growth of abnormal cells in the body. While cancer has many causes that may not be related to lifestyle, an unhealthy diet, smoking and alcohol abuse often lead to cancer. Many cancers can be treated by surgery, chemotherapy and radiation therapy.
- **Diabetes:** a chronic condition where our bodies cannot control the level of sugar in our blood. Type 1 Diabetes is linked to genes and is not avoidable. Type 2 Diabetes is considered a lifestyle disease that can be prevented by healthy lifestyle choices. Type-2 diabetes, which is the most common form of diabetes, can lead to high blood sugar levels which can damage organs and blood vessels.
- **Hypertension (High blood pressure):** a medical condition in which the force of the blood against the walls of our arteries is too high. This can strain the heart and damage our blood vessels. While it is not always caused by lifestyle, it can be controlled by adopting healthy lifestyle habits. It is also helpful to reduce your stress as much as possible. Salt, alcohol, caffeine and nicotine all increase blood pressure.
- **Heart and circulatory system diseases:** lifestyle choices like smoking, a high-fat diet, and physical inactivity can contribute to diseases of the heart and circulatory system, including coronary artery disease and heart failure.

## Other lifestyle diseases may be transmitted:

- **Tuberculosis (TB):** TB is a dangerous bacterial infection that attacks the lungs. It is spread in the air, making it highly infectious. People living in poverty are at higher risk for TB. Stress, unhealthy food and smoking may all increase the likelihood that a person will contract TB.
- **Sexually transmitted infections (STIs):** STIs are infections spread from person to person during sex (vaginal, oral or anal). Most STIs can be prevented by using a condom. If you are having sex, find out about STIs and take precautions so you do not get infected. AIDS is an STI caused by the Human Immunodeficiency Virus (HIV). HIV weakens the immune system, making it harder for the body to fight off infection and some kinds of cancers. Most people who are diagnosed early and take medicines that prevent HIV from developing into AIDS can live long, healthy lives.



Fast food is the wrong choice. Your fork, your future. Choose health.

## Factors that contribute to lifestyle diseases:

- Eating processed foods, high in sugar and unhealthy fats, contributes to diabetes and heart issues.
- Regular exercise helps to maintain a healthy weight, strengthens muscles and bones and lowers the risk of obesity and other diseases.
- Smoking increases the risk of lung cancer and heart issues.
- Abuse of drugs and alcohol harms your liver and kidneys and can lead to accidents.
- Unsafe sex practices heighten the risk of sexually transmitted infections (STIs) and HIV/AIDS.



Ask questions that guide, probe and produce useful information

Vhudzisani mbudziso dzine dza sumbedza ngila, u vhudzisesana na u bveledza mafhungo a ndeme

## Support or harm?

1. Examine lifestyle diseases and your habits:

- Identify the lifestyle choices that can either support or harm our health.
- Discuss how these choices may impact your overall health and wellbeing.
- Reflect on what unhealthy lifestyle choices you are making.
- Analyse how these choices could impact your health.
- Discuss what you could do differently.



Do your research and present your ideas or hypothesis

Itani tse-dzuluso yanu ni tshise mahumbu-lwela anu

## Prevention and care

Early detection (spotting problems), treating symptoms and providing care and support are important for managing lifestyle diseases:

- Regular check-ups and screenings (medical tests) help catch diseases before they become serious.
- Once diagnosed, treatment plans should be drawn up. They may involve medications, lifestyle adjustments and, in some cases, medical procedures or surgeries.
- After treatment, ongoing care and support from doctors, family and the community are important for staying healthy and feeling well.

Action plans involve assessing the individual's condition and goals, planning treatment with healthcare professionals, implementing medication schedules and healthy habits, monitoring progress, attending follow-up appointments and providing ongoing support and encouragement.

2. Prepare a presentation on one lifestyle disease. In your presentation, discuss prevention and control of the disease and develop an action plan for the treatment, care and support for people living with this disease.



# Making healthy choices

An unhealthy lifestyle can, sometimes, make it easier for infectious diseases to affect us, and it can also make the outcomes worse if we do get sick. For example, if you have an unhealthy lifestyle, like smoking or not eating nutritious foods, it can weaken your immune system. A weak immune system may make you more susceptible to infectious diseases because your body may have a harder time fighting off germs. This is why it's important to make healthy lifestyle choices to protect your overall health and immune system. While we may not have control over every aspect of our health, our choices and actions can influence the outcomes.

Read the information below to understand the difference between control and influence in the context of healthy lifestyle choices. Then read about David and Nomsa on page 117 before completing the activity.

## CONTROL

Control means the actions and decisions that you have power over. When it comes to your health, you have control over many things, including what you eat, getting regular exercise, sleeping enough, managing stress and not smoking or using drugs.

## INFLUENCE

Influence refers to things that can affect your health but are not entirely within your control. These can be factors like your genetic makeup (which you inherit from your family), the environment where you live or your access to healthcare.

Your healthy choices give you more control over your health, even when there are things you can't control. For example, you can't control your genetics, but by making healthy choices like eating well and staying active, you can reduce the impact of genetic factors on your health. Your healthy choices can also help you deal better with influences like pollution or stress. In other words, healthy lifestyle choices are your way of taking charge and making the best of what you can control, while also reducing the negative effects of things you can't control.



There are elements in our lives over which we have no control and this often leaves us feeling trapped or stuck. Rather than trying to control things, we can try to influence them to the best of our ability. We have influence over our thoughts and our behaviour. We also have choices about how we respond to the things we cannot control.

## Case studies: David and Nomsa

Let us meet two teenagers whom we will follow in this lesson and Lesson 6.4.

David is stressed. He does not know if he will pass matric. He and his siblings live with their sick uncle. David gets up early every morning to make sure that his younger brothers are dressed and fed. His older brother, who is taking a gap year, always sleeps late. When he is not sleeping he plays his music loudly, making it difficult for David to study. David struggles to feel good about himself. He would like to go jogging with his friends but is often unable to find the energy to join them. At night David spends a lot of time on social media to relax. On Sundays he sings in the church choir. After church he visits his girlfriend, Sanna. Her house is quiet, and he enjoys spending time there.



Nomsa often misses school when she has her period. She bleeds heavily and has severe cramps. She cannot afford to see a private doctor, so she visits the clinic. There is always a long queue. The clinic sister gives her painkillers and tells her she should eat better. Nomsa's parents cannot afford healthy food. When she walks home she feels lonely and depressed. She thinks about visiting her best friend, Thando. Thando's neighbour, Sammy, has been flirting with her at school, and although he has a reputation for getting into trouble, especially with girls, she decides to visit him.



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

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

## Making new choices

1. David and Nomsa have little control over their circumstances, but they can influence their situations by making different choices.
  - Discuss what they each have no control over.
  - Identify what they can influence.
  - Explain how they each can respond differently to their circumstances.
  - Explore what different choices they can make.
2. Analyse how family and friends influence your lifestyle choices, both positively and negatively.
3. Identify what lifestyle choices you can make to reduce the impact of genetic factors on your health.
4. Discuss what choices you can make to influence your own life circumstances.



# What protects us? What puts us at risk?

Ill-health, accidents and disasters can be caused by many factors, both environmental and human. Taking risks is a human behaviour that can have both positive and negative consequences. Risk-taking means making decisions or taking actions where the outcome is uncertain i.e. there is a chance that things could go well or they could go wrong. Risks can be good when they help you learn, grow and build confidence. But they're bad when they're dangerous, harmful or go against your values. We must think carefully and make wise choices when deciding to take a risk.



Be willing to challenge your thinking habits

Diimiseleni u itela khaedu nqila ye na gowela u humbula ngayo

## Reasonable and unreasonable risks

Risk-taking is a part of human nature, and it helps us to develop, improve and make progress. However, it's essential to make informed and careful decisions when taking risks to maximise the chances of positive outcomes while minimising potential harm. Sometimes it is important to take risks, e.g., when starting a business, or asking someone out on a date. These are reasonable risks. While all risks have the potential for positive or negative outcomes, reasonable risks are generally considered safe, responsible and can contribute to our personal growth and development.

Unreasonable risks are choices or actions that have a high likelihood (possibility) of harmful consequences, go against safety guidelines or laws or involve reckless behavior. Very often, unreasonable risks rob us of future possibilities. Reckless driving, cyberbullying and dangerous stunts can all lead to accidents, crises and disasters. Risky sexual behaviour (having multiple partners and/or unprotected sex) can also have a devastating impact on your future.

1. Examine risks:

- Identify the reasonable risks you have taken in your life.
- Discuss other examples of reasonable risks.
- Reflect on the unreasonable risks you have taken in your life.
- Analyse the unreasonable risks you should avoid and explain why.?

To ensure our wellbeing it is important to understand what puts us at risk and how to protect ourselves.

**(+)** **Protective factors** strengthen our wellbeing. For example, having good self-esteem and the ability to imagine a successful future helps us to make healthy decisions and choices. Having caring and supportive friends also helps.

**(-)** **Risk factors** put our wellbeing at risk. A lack of connection, loneliness and low self-esteem can influence us to hang out with people who do not care about us.

The circles show the factors that influence our life and our wellbeing:

Each of these factors can contain some risk or protection. They are also linked to each other.



Find, examine and weigh up the evidence

Tolani nga vhuronwane ni kale vhuṭanzi

## The factors that influence wellbeing

2. Divide into groups. Choose one factor and discuss how this factor could affect the wellbeing of an adolescent:

- Think of examples of how the factor can protect your wellbeing.
- Find examples of how the factor can create risk. (Are there any accidents that can be associated with it?)
- Think of strategies you can use to protect yourself.
- Discuss how your choices can influence the impact of this factor and how this factor is linked to other factors.

3. Report back to the rest of the class.

\* You will explore personal wellbeing further in Lesson 6.6



Use empathy to perceive emotions and explore perspectives

Shumisani u pfela vhaṅwe u humbulela na u pfa vhudipfi havho ni pfesese he vha ima hone

## Exploring risk and protection

4. Re-read the stories of David and Nomsa.

- Identify which factors put David and Nomsa at risk.
- Analyse what each of them can do to protect themselves from potential risks.
- Determine which factors can be a source of protection for them.
- Compare the similarities in their stories from a risk point of view.

5. With a partner, role play a conversation between David or Nomsa and an adult they trust. Discuss how you can help them deal with their risks and what advice you can give them to help protect themselves.



### "It won't happen to me"

Adolescence is a time of experimentation. This may cause you to have a faulty sense of "risk perception" (your judgements of activities that might pose threats to your wellbeing). Many teenagers have an "invincibility complex" – a belief that they are immune to the effects of danger or harm. They believe that "it won't happen to me". As a result, they may underestimate the risks associated with certain behaviors, believing that they cannot be harmed. This kind of "it won't happen to me" outlook on life can increase risk factors leading to injury, disability and even death. Take reasonable risks and avoid unreasonable ones. It can happen to you!

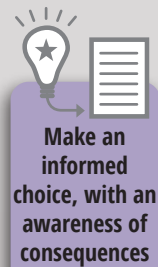


Never blame or shame the victim. Victim blaming and shaming occur when we assume that an individual did something to provoke the violence through actions, words or dress.



# Staying safe!

Our ability to cope with crises, and to protect ourselves from illness and accidents, can affect our wellbeing.



Make an informed choice, with an awareness of consequences

Nangani ni na ndivho na tsivhudzo nga masiandaitwa

## Accidents, crises and disasters

1. In groups, choose one scenario, answer the questions, and report back to the class.

### Group A: Accidents

- Predict what will happen next.
- Analyse what factors might influence Mpho to behave in such a dangerous way.
- Discuss what David can do to prevent an accident.

### Group B: Personal crisis

- Predict what will happen next.
- Identify what may make it difficult for Nomsa and Sammy to cope with the crisis of teenage pregnancy.
- Discuss what could help them.

### Group C: Disaster

- Predict what will happen next.
- Discuss what can help this family cope.
- Analyse what will make it harder.



### Did you know?

The National Disaster Management Centre (NDMC) is a government department that is responsible for responding to crises such as outbreaks of life-threatening diseases such as Covid-19 and cholera, as well as floods, drought and wildfires. The NDMC team also looks at how to reduce the risk of disasters. To find out about careers in Disaster Management, check out the NDMC website [www.ndmc.gov.za](http://www.ndmc.gov.za).

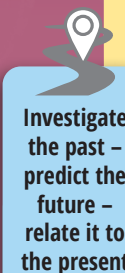


### HELPLINES

Childline: Call 116; [childline.org.za](http://childline.org.za) (open 24/7)  
SADAG (South African Depression and Anxiety Group): Call 0800 567 567; [sadag.org](http://sadag.org)  
Akeso Crisis Helpline: Call 0861 435 787; [akeso.co.za](http://akeso.co.za)  
Lifeline: Call 0861 322 322; [lifelinesa.co.za](http://lifelinesa.co.za)

### EMERGENCY NUMBERS

Ambulance and fire brigade: 10177  
Police: 10111  
Dialing 112 from a cellphone will link you to the cellphone company's emergency call centre.  
Using the free Namola app on your phone will link you to the Namola call centre: they will respond immediately, will note your location automatically, and will contact the above services on your behalf.



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

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

## Be prepared

### Prevention, treatment, care and support

It is useful to think about strategies and actions to protect ourselves.

Many institutions have regular fire drills to practise emergency procedures in case of a fire.

2. Discuss why it is important to have fire drills and what you can do to be prepared in the case of a house fire.

### A personal crisis

David's girlfriend, Sanna, wants to take the relationship to the next level by having sex. She is threatening to break up with him if they do not have sex. David wants to be in a relationship with Sanna. Although she is fun and caring and he finds her sexy, he does not feel ready to have sex yet. He knows that his friends will laugh at him for not wanting to have sex with her. Sanna's friends are also pressurising her to have sex. It is too much pressure for them both.

3. Discuss this situation:

- Analyse the possible impact on David and Sanna's physical, social, emotional, mental, financial and spiritual wellbeing.
- Explore what David and Sanna can do to solve this problem.
- Identify strategies David can use in future to prevent this kind of relationship pressure.
- Determine what help, care, support, resources and treatment they may need.
- Identify the services that can help someone in this (or a similar) situation.

### In groups, make up your own example of a personal accident, crisis or disaster:

- Imagine the possible physical, social, emotional, mental, financial or spiritual impact. Work together to solve the problem:
  - Suggest any protective actions or prevention strategies.
  - Discuss what help, care, support, resources and treatment are needed.
  - Identify the services that could help someone in this situation.
  - Share your ideas.



# Wellbeing = Feeling well

Matric is a stressful time. The pressure of studying and preparing for your exams can be overwhelming. Participating in regular physical activities will not only help you to stay focused now, it also establishes healthy habits early in life. These habits can significantly reduce the risk of lifestyle diseases like obesity, heart disease and diabetes in the long run.

Regular exercise keeps your body fit, strengthens muscles and bones and maintains a healthy weight. This reduces the risk of many lifestyle diseases. Physical activity also releases endorphins, which are natural mood boosters, thereby reducing stress, anxiety and depression, and enhancing your mental health. Team sports or group activities offer opportunities to make friends, build teamwork skills and contribute to a well-rounded social life. Exercise also helps you to manage your emotions and provides a healthy outlet for stress. Make exercise a lifelong habit for a healthier and happier future!



Pause, reflect and assess your emotions and thoughts

Imani, disedzuluse ni sedzuluse zwipfi na mihumbulo yaqu



Take better care of yourself

Dithogomeleni khwiye

## Reflecting on your physical activity

1. Spend five minutes reflecting on your attitude to physical activity.

Then, discuss your discoveries with your group:

- What do you enjoy doing?
- What can you improve?
- What will help you to push through a difficult activity?
- What will make you give up on a difficult activity?

## An exercise plan

Exercise relieves stress by bringing oxygen to our brain and boosting our feel-good hormones, called endorphins.

2. Draw up an exercise plan:

Health Goal	Barrier: What makes it hard to achieve?	What would make it easier to achieve?	What support do I need from others?	What actions can I take?

Adapted from EDC Lessons

## Start a walking or running group

- It is much easier to keep to your exercise plan if you do it with others.
- Ask others to join you. Find a safe place. Start with about 2km.
- Decide how often, where and when you want to meet.
- Encourage each other to show up.
- Remember to stretch before exercising, to warm up and prepare your muscles for physical exertion. Don't hold your breath while stretching. Take a deep breath in and exhale while you stretch.
- Support each other to the finish.



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

Sumbedzani mihumbulo kana data yaqu nga tshinepe kana tshifanyiso kana modele



## A vision of wellbeing and a healthy lifestyle

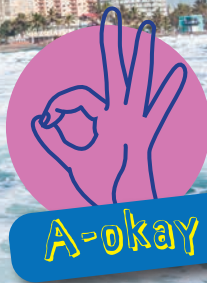
Wellbeing is about making responsible and healthy choices that advance our lives and improve our connections with people and the world around us. It is about more than just physical and mental wellbeing. We need to take care of ourselves in each of the following areas: **social, emotional, spiritual, environmental, occupational, intellectual and physical.**

3. Discuss the categories and think about examples for each.
4. What type of lifestyle would you like to have in future? Use words, drawings and/or media clippings to create a vision board illustrating the kind of lifestyle you would like to have.

Journal about how your current lifestyle is contributing to your future wellbeing. What makes you feel happy and good about yourself?

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

Your wellbeing is very closely connected to your lifestyle. Lifestyle is our way of living and the things that we do. Our lifestyle is linked to our habits and activities and to the people we choose to be with. We do not always have control over the factors that influence our feeling of wellbeing, but we do have control over our lifestyle choices.





# Job contracts and laws

**A job contract is a formal agreement between you and your employer that covers the rights and responsibilities of both parties and outlines the employment terms and conditions of service. Contracts provide clarity, fairness and protection, ensuring that everyone knows what to expect and how to resolve issues that may arise in the workplace.**

**Worker rights** refer to the entitlements and protections granted to employees under the employment contract and labour laws, including the right to fair treatment, freedom from discrimination, minimum wage, paid leave and safe working conditions.

**Worker obligations** include performing their duties competently and following company policies and procedures.

**Employer rights** include hiring employees of their choice and managing and protecting their business interests.

**Employer obligations** include providing a safe workplace and fair wages, preventing discrimination, respecting employee rights and accommodating disabilities.

See Info Page P  
(page 131)  
for more on  
workers' rights  
and obligations.



Make an  
informed  
choice, with an  
awareness of  
consequences

Dira kgetho  
e theilwego  
godimo ga  
tsebo ka  
temogo le  
ditlamorago

## Evaluating job contracts

1. Discuss:

- The main purpose of a job contract
- Your understanding of 'conditions of service'
- The rights and responsibilities covered in a job contract

### Case Study

Zanele has just finished school and is looking for work. Her aunt is a seamstress and she has taught her how to use a sewing machine. She sees an advertisement saying that a company called Sewn Up Clothing is looking for sewing machine operators. Zanele applied and Sewn Up Clothing offered Zanele employment as a Sewing Machine Operator.

2. Read the contract on Info Page O. Then, use the following questions, and the checklist on the right, to evaluate the employment contract critically:

- Discuss whether the contract is easy to understand.
- Determine if the contract includes all the necessary information.
- Identify Zanele's conditions of service.
- Analyse how the contract protects the employee and the employer respectively.
- Decide if you would agree to sign this contract. Explain why or why not.



### Checklist: The important parts of a contract

- Name and address of the employer
- Employee's name
- Job description (what duties need to be carried out)
- Employee's place of work
- Date of commencement of work
- Employee's workdays and work hours
- Remuneration (rate of pay, for example, weekly/monthly amount; any deductions, when will payment take place – Fridays/last day of every month)
- Benefits (annual bonus, pension and medical aid. These are not compulsory and are given at the discretion of the employer.)
- Types of leave and number of days for each type (sick leave, annual leave, family responsibility leave). Paid annual leave is set by law.
- Length of the contract (e.g., permanent or one year. Give start date and end date.)
- Period of notice (for both parties) if the contract is terminated.

## Three important laws

Before South Africa became a democracy, unjust labour laws exploited black people and denied them their right to participate fairly and equally in the workplace. After 1994, the Constitution enshrined the right to fair labour practices and to freedom of association, meaning that workers can form, join and participate in trade unions and exercise the right to strike. To implement these rights and to ensure that workers enjoy equal opportunities and fair treatment, South Africa adopted three important new labour laws.

Employment Equity Act (EEA) and the Employment Equity Amendment Bill (2020)	Labour Relations Act (LRA)	Basic Conditions of Employment Act (BCEA)
<ul style="list-style-type: none"> <li>• Aims to promote equity in the workplace and ensures equal opportunities and fair treatment for all employees.</li> <li>• Seeks to redress past inequalities through affirmative action. Affirmative action applies to designated groups, including Africans, coloureds, Indians, women and differently abled individuals of all races.</li> <li>• Mandates employers to conduct employment equity assessments, develop equity plans and report on their progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Governs collective labour relations and regulates relationships between employers, employees and trade unions.</li> <li>• Protects workers' rights to organise, bargain collectively and strike.</li> <li>• Provides mechanisms for resolving disputes.</li> </ul>	<ul style="list-style-type: none"> <li>• Sets out minimum employment standards and regulates various aspects of the employment relationship.</li> <li>• Covers essential terms and conditions of employment, including working hours, overtime pay, leave entitlements (annual, sick &amp; parental) and termination.</li> <li>• Applies to all employers and employees, except for certain categories of workers (e.g. independent contractors and members of the South African National Defence Force).</li> </ul>



Structure your  
argument

Beakanya  
kgopolo tša  
gago tša  
ngangišano

## Providing protection

3. Analyse the three disputes below (*Workplace Disputes*) using these questions:

- Discuss the main problems in each dispute.
- Discuss how the job contract could affect solving the issue.
- Discuss which labour laws might be relevant to this dispute, explaining with reference to employee and employer rights and obligations.

### Workplace Disputes

**Unfair dismissal:** An employee claims they were unfairly terminated from their job after raising concerns about workplace safety.

**Wage dispute:** Workers at a retail store go on strike demanding higher wages and better working conditions.

**Discrimination allegation:** An employee accuses their employer of discrimination based on gender, citing instances of unequal treatment in promotions and salary negotiations.



The organisation that handles labour disputes and makes recommendations for settlement is called the Commission for Conciliation, Mediation and Arbitration (CCMA).





# Sample employment contract

## 1. Parties to the Contract

- 1.1. Name of employer: Sewn Up Clothing (Pty) Ltd  
(herein after referred to as 'the employer')
- 1.2. Address: 21 Main Road, Troyeville, Johannesburg
- 1.3. Name of employee: Zanele Magubane  
(herein after referred to as 'the employee')

## 2. Commencement

This contract will commence on 1 February 2024 and continue until terminated as set out in Clause 5.

3. **Place of work:** 21 Main Road, Troyeville, Johannesburg

## 4. Job description

- 4.1. Job Title: Sewing Machine Operator
- 4.2. Duties:
- 4.2.1. Operating and maintaining sewing machine;
  - 4.2.2. Reading and interpreting work orders, including selecting fabric, thread and needles;
  - 4.2.3. Assembling pieces of garments according to work orders;
  - 4.2.4. Inspecting and repairing finished products;
  - 4.2.5. Attaching elastic, cord, zippers, hooks, buttons and other trimmings to sewn pieces according to instructions;
  - 4.2.6. Recording materials used, maintenance performed, and number of pieces completed during each shift;
  - 4.2.7. Troubleshooting basic machinery problems and requesting repairs as needed; and
  - 4.2.8. Meeting daily and weekly output and quality goals.

## 5. Termination of employment

Either party may terminate this agreement by providing the following written notice:

- 5.1. one week, if the employee has been employed for six months or less;
- 5.2. two weeks, if the employee has been employed for more than six months but not more than one year;  
or
- 5.3. four weeks, if the employee has been employed for one year or more.

## 6. Remuneration

- 6.1. The employee's total monthly remuneration will be R5 000.00, payable in arrears on the last working day of each month.
- 6.2. The following will be deducted from the employee's monthly remuneration:
- 6.2.1. PAYE
  - 6.2.2. UIF
- 6.3. The employer shall review the employee's remuneration annually.

## 7. Benefits

- 7.1. The employer does not provide medical aid benefits to the employee.
- 7.2. Payment of an annual bonus to the employee is entirely at the employer's discretion.



## 8. Hours of work

- 8.1. Working hours are from 08:00 to 16:30 on weekdays.
- 8.2. The employee is allowed a lunch break of 30 minutes from 13:00 to 13:30.
- 8.3. Overtime will only be worked if agreed upon between the parties.
- 8.4. The employee will be paid for overtime at the rate of one and a half times his/her total wage as set out in clause 6.
- 8.5. Daily overtime shall not exceed 3 hours a day and a total of 10 hours a week.

## 9. Public Holidays

The employee will be entitled to all official public holidays on full pay.

## 10. Annual Leave

The employee is entitled to 15 working days paid leave after every 12 months of continuous service.

## 11. Sick Leave

- 11.1. During every sick leave cycle of 36 months, the employee will be entitled to take paid sick leave equal to the number of days the employee would normally work during a period of six weeks.
- 11.2. The employee is to notify the employer as soon as possible in case of his/her absence from work through illness.

## 12. Maternity Leave

The employee will be entitled to 30 days maternity leave without pay.

## 13. Family Responsibility Leave

The employee will be entitled to 3 days family responsibility leave during each leave cycle.

## 14. General

Any changes to this agreement will only be valid if they are in writing and have been agreed and signed by both parties.

THUS DONE AND SIGNED AT \_\_\_\_\_ ON THIS \_\_\_\_\_ DAY OF \_\_\_\_\_

EMPLOYER \_\_\_\_\_ EMPLOYEE \_\_\_\_\_

WITNESSES: \_\_\_\_\_



# Fairness in the workplace

When South Africa became a democracy, it was important to ensure fairness and justice in the workplace. Hence, the principles of equity and redress are important components of the country's labour laws and policies. These principles help us to create inclusive workplaces and address historical imbalances.

Read Info Page P *Focus on trade unions*, as well as the information below, before completing the activities on page 129.

## Equity and redress

Equity in employment refers to the fair and just treatment of all individuals in the workplace, regardless of their race, gender, age, disability or other personal characteristics. Key aspects of equity include non-discrimination, equal opportunities, diversity and inclusion.

Redress aims to rectify the injustices and imbalances of the past by taking steps to address the historical disadvantages faced by black South Africans. These include affirmative action and employment equity (making sure that workplaces reflect the country's demographics\*).

In South Africa, trade unions and other organised labour organisations play a significant role in advocating for (promoting) equity and redress in the workplace. Trade unions represent the collective interests of workers and negotiate with employers to ensure fair treatment, non-discrimination and equal opportunities for all employees. They also promote equity and redress by advocating for fair and transparent recruitment (hiring) practices.

While employment equity ensures fair opportunities for all and advances diversity, some argue that it may lead to reverse discrimination and hiring based on quotas rather than merit.

## The recruitment process

Recruitment is the process of actively seeking, finding and hiring people ('candidates') for specific job positions. Understanding the recruitment process, and how it is changing, is important as you transition into employment or higher education.

Recruitment in South Africa is evolving (changing), with employers:

- using digital (online) tools to handle job applications and data (candidate qualifications, experience & assessments) to identify the most suitable candidates for a job.
- assessing whether candidates can work well from home.
- focusing more on what skills people have than just looking at degrees or work experience.
- increasingly committed to diversity, aiming to have a variety of people in the workforce.
- focusing on improving the experience for job applicants, making sure they feel positive throughout the recruitment process.

\*Demographics are characteristics of a population, such as age, gender, race, income and education level. They help understand who people are and how they live.



Do your research and present your ideas or hypothesis

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



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

Nyakišiša tša nako ye e fetilego – bolela se o se bonago nako ye e tšago – di amanye le tšeo di diregago gona bjale

## Equity, redress and trade unions

1. Analyse equity, redress and the role of trade unions:
  - Explain your understanding of 'equity' and 'redress'.
  - List the functions of trade unions.
  - Analyse why trade unions are an important part of a democracy.
  - Discuss how trade unions contribute to promoting equity and redress in the workplace.
2. Debate the importance of employment equity by discussing its benefits and challenges in promoting fairness and equality in the workplace.

## The recruitment process

3. Evaluate:
  - How each step in the recruitment process contributes to the overall goal of securing employment.
  - How recruitment is changing and how you think this may affect you when applying for a job.
  - What factors you should consider when assessing whether a job aligns with your skills, interests and career goals.
  - What considerations you should take into account when deciding whether to accept or reject a job offer.
  - Why it is important for employers to focus on your skills, in addition to your degrees or work experience, during the recruitment process.



## The recruitment process

**Suitability:** Read the job description, responsibilities and requirements and assess whether the job is suitable for you.

**Application:** Write a letter of introduction and send your CV.

**Invitation to interview:** If the company likes your application you will be invited for an interview (sometimes more than one).

**Follow up:** Follow up after the interview by email or phone call. Reiterate your interest in the position and thank the interviewers for their time.

**Checks:** The company checks your references and performs background checks.

**Offer:** If you are the person they are looking for the company will offer you a position.

**Assess:** Assess the offer, negotiate and accept or reject it.

**Paperwork:** Sign an employment contract and other forms.

**Start work**







# Focus on trade unions

Organised labour refers to the collective efforts of workers to come together in groups or unions to advocate for their rights and interests in the workplace. In South Africa, organised labour played a significant role in the struggle against apartheid; trade unions and federations continue to be active in advocating for the interests of South African workers.

## Trade unions

A trade union is an organisation of workers that promotes and protects the interests of its members, especially through collective bargaining negotiations with employers. Collective bargaining is a process of negotiation between employers and groups of employees to reach agreements and regulate working conditions, wages, benefits and rights for workers.

### Functions of trade unions:

- Facilitate dialogue and promote cooperation between employers and employees.
- Regulate labour relations and improve working conditions.
- Determine wages and benefits.
- Promote operating productivity, safety and fairness.
- Manage and settle disputes between employers and employees.
- Assist employees who have been unfairly dismissed or treated and provide legal assistance.

Examples of South African trade unions are the National Union of Mineworkers (NUM), the South African Democratic Teachers Union (SADTU) and the South African Transport and Allied Workers Union (SATAWU).

## Federations

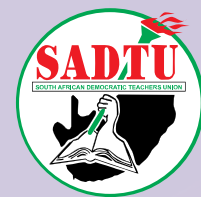
A federation is a collection of trade unions or employees' organisations. The three main trade union federations in South Africa are the Congress of South African Trade Unions (Cosatu), the Federation of Unions of South Africa (Fedusa) and the National Council of Trade Unions (Nactu).

Federations negotiate with government and represent their members on bodies such as the National Economic Development and Labour Council (Nedlac). Nedlac is the forum in which government, labour, business and community organisations cooperate and negotiate economic, labour and development issues.

## Employer organisations

These are groups or associations formed by employers to represent their collective interests and advocate for their rights and concerns in matters related to labour relations, workplace policies and legislation. Employer organisations often negotiate with trade unions and government bodies on behalf of employers to address issues such as wages, working conditions and employment regulations. They play a significant role in shaping labour policies and practices in South Africa. Examples include Business Unity South Africa (BUSA), the National African Federated Chamber of Commerce (NAFCOC) and the Afrikaanse Handelsinstituut (AHI).

In a gig economy, there are many freelance, flexible, on-demand work opportunities, rather than the more traditional permanent work opportunities.



## Pros and cons of trade unions

### Trade Unions: Pros

- Bargain for higher wages
- Help to create new working practices
- Bring workers and management closer
- Higher wages can motivate workers and increase productivity

### Trade Unions: Cons

- Higher wages can cause unemployment and push up inflation
- Strikes can result in lost productivity
- Can create a confrontational relationship between workers and management
- In a gig economy it is harder for unions to organise and have impact

Source: <https://econ.economicshelp.org/2007/04/advantages-and-disadvantages-of-trades.html>

## Worker rights and obligations

### Workers have the right to:

- fair treatment
- a safe workplace
- fair compensation
- rest and leave
- join a union

### Workers are obliged to:

- perform their work duties
- follow workplace rules
- be punctual and attend work
- be professional and respectful
- maintain confidentiality (of sensitive information related to the company or its clients)





# Ethics and expectations

Work is not just about what we do, but how we do it. This is called having a good work ethic. Honesty, respect and accountability are three important behaviours that display a good work ethic. When we are not ethical we behave dishonestly and disrespectfully. Stealing money and making racist or sexist jokes are examples of unethical behaviour.

Society expects you to show integrity, dedication and professionalism in the workplace. These expectations shape how you interact with colleagues, clients and the broader community. Meeting these expectations involves following workplace norms, being reliable and maintaining a positive attitude. By upholding high work ethics, you will be able to meet these expectations and contribute to a positive work environment.

**Integrity** means doing the right thing even when no one is watching!



Find, examine and weigh up the evidence

Hlaloša o  
be o kale  
bohlatse

## A good work ethic

You can split the two questions between the profiles of Zan + Justin.?

1. Discuss:
  - Explain what having a good work ethic means to you.
  - Describe how societal expectations influence how you are perceived in your roles.
  - Identify how you can meet societal expectations in the workplace.
  - Analyse how upholding high work ethics can influence your success in the workplace.
2. Read the profiles of Zanele and Justin who both work as sewing machine operators for Sewn Up Clothing. Then discuss what their actions and behaviour tell you about who they are and how they value their work.

### Zanele:

- is always on time for work
- never misses work, even if she is feeling unwell
- is always appropriately dressed and groomed
- is always up to date with her work
- is happy to assist her co-workers
- is eager to work overtime, especially if it involves learning new skills

### Justin:

- often arrives late for work or pretends to be sick
- arrives looking shabby and ungroomed
- is lazy and always behind in his work
- is rude and bullies his co-workers into helping him complete his work
- refuses to work overtime
- is often on his cell phone
- calls his boss 'tjommie', as if he is his friend



Question the way you make moral judgements

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

## What would you do if...?

3. In groups, imagine you are a team of employees. Choose one of the following workplace dilemmas:
  - a. Joseph, who is a manager, often makes sexist jokes. Some of your colleagues just ignore him, saying he is a product of his culture. Others feel uncomfortable and want him to stop.
  - b. Nathan is pocketing money from the cash register. He is the only breadwinner in his family of six. A few of you have witnessed this.
  - c. When Anna receives her payment slip she realises that she has been paid more for overtime than she should have been. She tells you about the mistake and explains that it is divine justice for the raise she was recently refused. She asks you not to say anything.

[Ethical dilemmas adapted from: <http://connect.edgetrainingsystems.com/blog/5-workplace-ethics-training-activities-for-a-perfect-workplace>]
4. Now imagine you are engaging the character in your scenario.
  - Choose one person to stand in the centre as the character of your chosen situation (Joseph, Nathan, or Anna).
  - The others discuss how they will deal with the issue.
    - Each member of the group gets a turn to step into the circle to question and speak to the 'character' in the way they feel is most appropriate and respectful.
    - What will a fair response to their behaviour be?
5. Now discuss the following:
  - Analyse which approach was the most effective and explain why.
  - Explain why you think the character committed this act and whether the reason matters when deciding on the consequence.
  - Identify the problems that may be caused by the fact that Joseph is a manager.



Ethical behaviour applies equally to employers and employees. Regulations exist to protect employees whose managers behave illegally or unethically. A person who reports illegal or unethical behaviour is called a whistle-blower. South Africa has laws to protect whistle-blowers.



# The value and meaning of work

Work is not just about making money; it gives our lives purpose and meaning. It allows us to make a difference and contribute to society. When we have a sustainable livelihood, we are able to support ourselves and our families while also helping to build a stable future.



Persevere  
and work  
it out

Phegelela  
gomme o  
šomane le  
yona

## The Wheel of Work

The Wheel of Work illustrates the impact of work on many other areas of our lives. People spend most of their time at work, so it is important to understand the benefits of the work we choose to do.

1. Create a 'Value of Work' table with eight columns:

Financial; Emotional; Physical; Social; Cultural; Career; Spiritual; Intellectual

2. Make a list, in each category, of how work can have a positive impact on your life.

The more benefits you identify, the clearer the value of work will become.

3. Compare your table with those of your classmates. Were there any benefits you did not consider? Add these to your table.



A **job** is something you do for a period to earn money. A **career** is a journey that includes all your jobs, experience and training in the same field or career cluster.



Adapted: <https://ashleydavisfitness.wordpress.com/>

## Work gives meaning to life

Read these quotes from young South Africans about what work means to them before completing the activity below.



**Tebogo Malope**  
(Filmmaker and Director)

"It's not so much about filmmaking as it is about stories ... My aim is to take the local story and make it global and give the world an honest portrayal of where I come from ... I want to show the world how much we shine."

Source: <https://mg.co.za/article/2018-03-02-00-the-global-messenger-tebogo-malope/>



**Tracy Lee-Lynch**  
(Interior Designer)

"I'd like to continue taking South African design and creativity to the world; to help overturn outdated ideas about Africa and its place in the world. I want to share a different vision of ourselves – one that reflects our bold, unique, unexpected, authentic and resourceful creative responses to challenges."

Source: Marie Claire, July/Aug 2018



**Letlotlo Malope**  
(Credit Risk Analyst, Retail Bank)

"You will find yourself in the deep end a lot of times. I've had plenty of work assignments where even my managers did not know how to come up with solutions. I then have to own my work and come up with solutions. I've found these to be the moments when I learnt the most and created a brand for myself."

Source: <https://www.lexology.com/library/detail.aspx?g=e0265f39-31d6-4cfa-89c8-fc5465cf5f1b>



Use empathy  
to perceive  
emotions  
and explore  
perspectives

Šomiša  
kwelobohloko  
go kwešiša  
maikutlo le  
kgopolo tša  
bona

## Finding meaning in work

4. Discuss:

- What meaning does each person find in work? Motivate your answer.
- Identify which of these people you would most enjoy working with and explain why.

Journal about the impact you want your future work to have. How will it shape your life and influence others?

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



Nca





# Step aerobics

Step aerobics is a fun recreational group fitness activity where you follow a routine of stepping up and down on a rectangular platform to energetic music. Similar to freestyle aerobics, it is usually an instructor-led group activity.

## Basic step warm-up

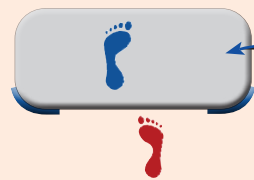
Do the basic left and right step until you are comfortable and sure of your footing. Add arm movements that will warm up your whole body.

### Safety tip

You don't need a proper aerobics step – any block or crate will do as long as it is sturdy and won't slip. You can even try doing this on the school steps.



## Basic step



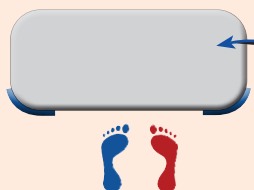
Step up on bench with **left** foot



Step up on bench with **right** foot

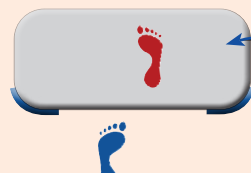


Step down backwards to the floor with **left** foot



Step down backwards to the floor with **right** foot

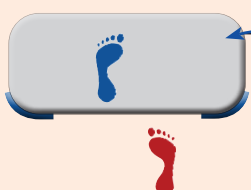
Basic left step



Step up on bench with **right** foot



Step up on bench with **left** foot



Step down backwards to the floor with **right** foot



Step down backwards to the floor with **left** foot

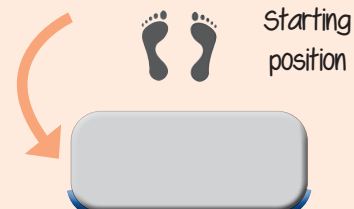
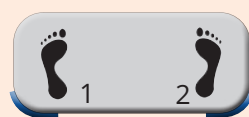
Basic right step

## The V step

The V step is similar to the basic step but you place your feet more widely apart when you go onto the step.

V step left

V step right



Repeat 5, 6, 7, 8

## Basic step routine

Now that you are familiar with all the basics steps it is time to put them into a routine. Start with a count of four. Make sure that the step is done four times before you change. Feel free to add your own arm movements to the sequence.

- Basic left four times
- Basic right four times
- V step left four times
- V step right four times

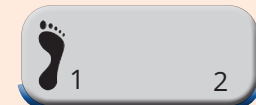


## More steps to add

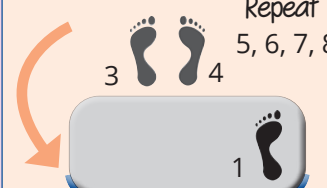
Now that you are familiar with all the basics steps it is time to add more steps.

### Kick out to the side

2 left leg kick-outs – the higher you kick, the harder you work.



Starting position



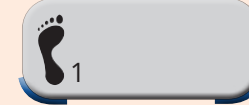
2 right leg kick-outs – the higher you kick the harder you work.



Repeat 5, 6, 7, 8

### Kick out to the back

2 right leg kick-outs out to the back



Starting position



2 left leg kicks out to the back



Do not forget to use your arms!

### Step on and step off



Starting position



This can be done to the right or to the front

### Twist step



2. Twist while on the box



Starting position



6. Twist while on the box



## Static stretches for the legs

Static stretches that focus mostly on the legs are very good for your body. Try these yoga stretches too:





# Aerobics class

Aerobics is a group workout to music that combines the rhythmic exercise of dance with basic strength training routines. If your goal is to have fun with friends and improve your fitness this is the recreational activity for you!



## Basic aerobics moves

Freestyle aerobics is an aerobics style in which you learn moves and add them to your sequence.

The steps are similar to those used in the stepping class but they are done without a stepping board.

## Basic aerobics routine

All exercises are done to four counts. This is the first sequence:

- Basic step forward to the left and back
- Basic step forward to the right and back
- V-step forward to the left and back
- V-step forward to the right and back

Now march – this is your resting period. Then do the second sequence:

- Step touch forward to the left
- Step touch forward to the right
- Box step to the left
- Box step to the right

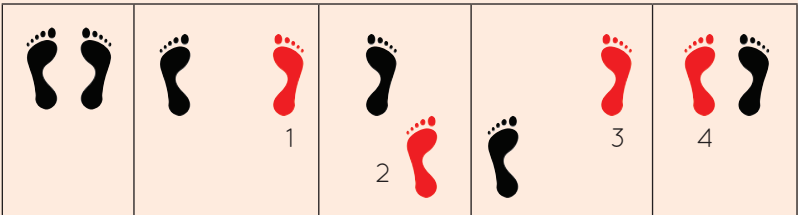
Now march – then it's time to put it all together. For the third sequence you repeat the first two and clap your hands on the fourth count.



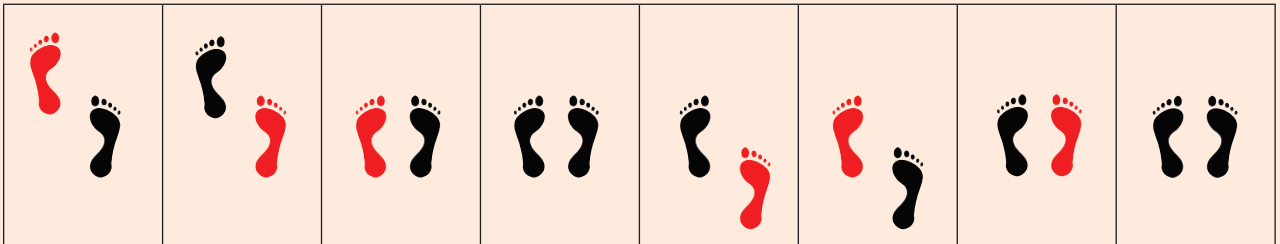
## More moves to add

Now that you are familiar with all the basics steps it is time to add some more:

### Grapevine



### Mambo



## Design your own aerobics routine

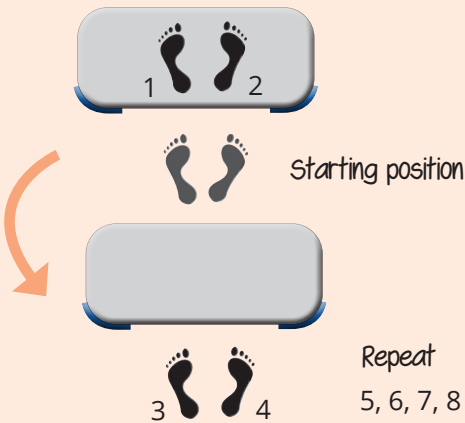
In groups, come up with a five-minute sequence to teach your class. Add arm movements to the basic leg moves. You can also add hops and jumps. The music you choose is vital. Make sure you choose a song that you can move to.

## Static stretches

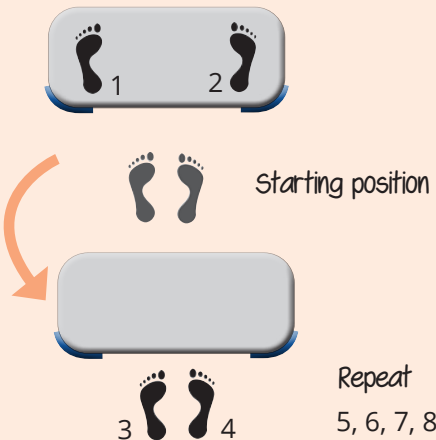
Static stretches are an important part of the cool-down after an aerobics class.



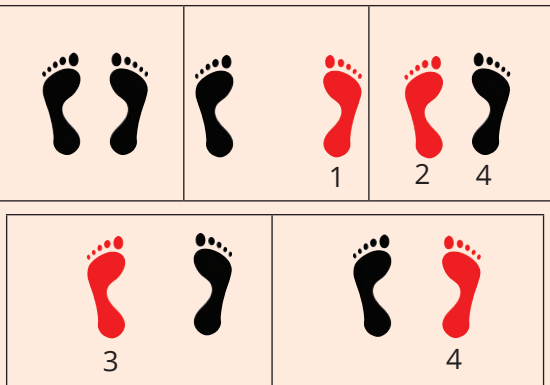
### Basic step



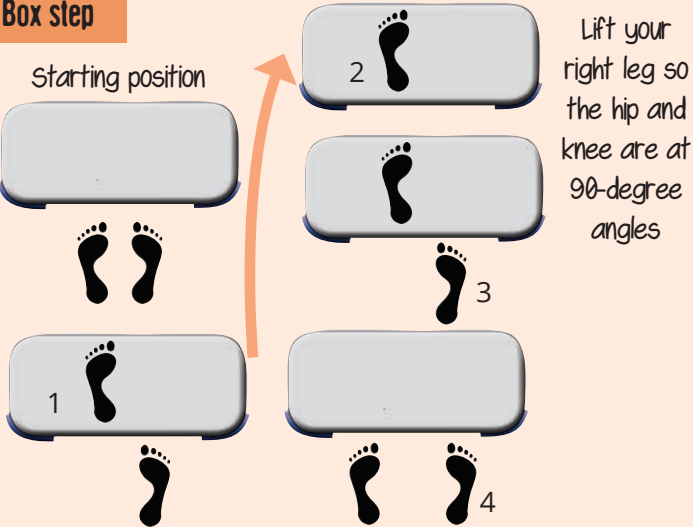
### V step



### Step touch



### Box step





# Recreational dancing 1

In the next few weeks you will take part in programmes that promote long-term engagement in relaxation and recreational activities. Dancing is a fun way to improve your fitness.



## Let's take it on

Every journey starts with the first step.



Let's start to step on the spot with the right foot and left foot. First singles, then double time.



Step right, bring your feet together, step right again, then close. Two steps right and two steps left. Do the same starting to the left.



Step with the left foot and right foot. First singles, then double time. Step left, bring your feet together, step left again, then close.

## Open jazz

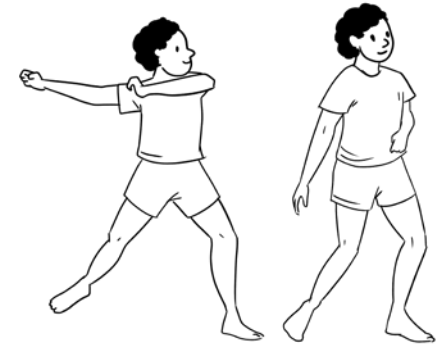
- 1 Start with your feet together. Put your weight on your left foot. Cross your right foot in front of your left foot. Knees must be slightly bent. Right foot touches the ground.
- 2 Transfer your weight onto your left foot.
- 3 Step to the side onto your right foot.
- 4 Step forward on the left foot, straightening your knees as the left foot touches the ground.



## Bart Simpson step

The Bart is a hip-hop dance named after Bart Simpson, a character in the popular TV show *The Simpsons*.

1. Step forward with left leg. Step close to the left leg's heel with the right. Transfer your weight onto the front leg then onto the back leg. Repeat.
2. Step quarter turn to the right and lift right leg.
3. Place right leg down to the right and step with left leg over right then step right and tap on left side with left foot.
4. Move to the left-hand side with left foot, Step left cross with right foot, Open with left foot and tap with right foot on right side.
5. Reverse to the back use right leg backwards then left and right again.
6. Start from the beginning and when you do the quarter turn make sure that when you repeat the sequence you face a different side until you have covered all four sides.



## Basic ballroom dancing

For ease of explanation, we refer to 'boys' and 'girls' below. Feel free to choose either a boy or girl as your partner.

1. This is how you do the basic step:

Step forward with right leg, close feet by sliding left leg towards right leg. Step forward with left leg, close feet by sliding right leg towards left leg.

Do the same with both legs to the back.

Double up basic step forwards and backwards.



2. This is the basic step plus a quarter turn, which opens up with a movement of the hip to the right or left:

Basic step plus quarter turn

(open up the right hip to the right)

Do basic step and do a quarter turn open up with axial movement to the left (open up the left hip to the left)

3. Boys and girls stand in lines facing each other. They move forward with the basic step, then back to their places. Boys take girls' hands in their palms and they practise the basic step together.

Girl's hand on boy's right shoulder and right hand in boy's left hand. Boy puts right hand in the middle of the girl's lower back.

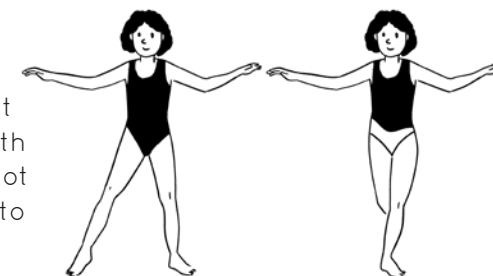
Then basic step with a quarter turn. Open up the hip to the right with an axial movement. Repeat to the left.

Try the basic step with a turn under your partner's arm to the right then to the left.

## Cool-down

Do you remember how to do the grapevine step? Let's try it.

1. Step to the right with right foot
2. Cross left behind right foot
3. Step right with right foot
4. Cross with left foot in front of right foot, Step right with right foot and close left foot next to right foot. Repeat to the left with the left foot



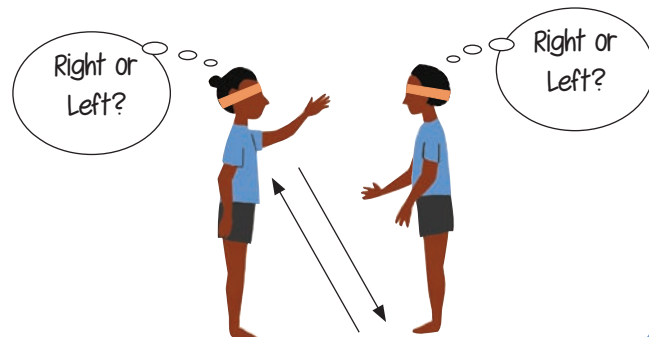


# Recreational dancing 2



## Let's go

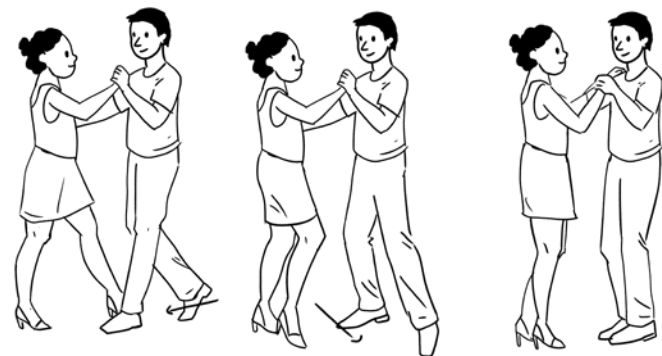
Start with **basic steps** right and left forward, backward and the side steps. Try this with your eyes closed.



## Cha-cha step

For ease of explanation, we refer to 'boys' and 'girls' below. Feel free to choose either a boy or girl as your partner.

Do the cha-cha step in lines with the boys facing the girls:



1. Male steps forward with left foot
2. Female steps back with right foot
3. Then shift weight onto right foot
4. Step to the left onto left foot
5. Close right foot to the left foot
6. Step left to the left with the left foot
7. Step back with the right foot
8. Step forward with left foot
9. Step right with the right foot
10. Close the left foot to the right foot
11. Step with right foot to the right

Repeat:

- Right leg in front of left leg. Transfer weight forwards and backwards. Step right with right, close with left leg to right leg
- Open the right leg, close with left leg to the right
- Open right leg to right
- Repeat to the left

## Waltz step

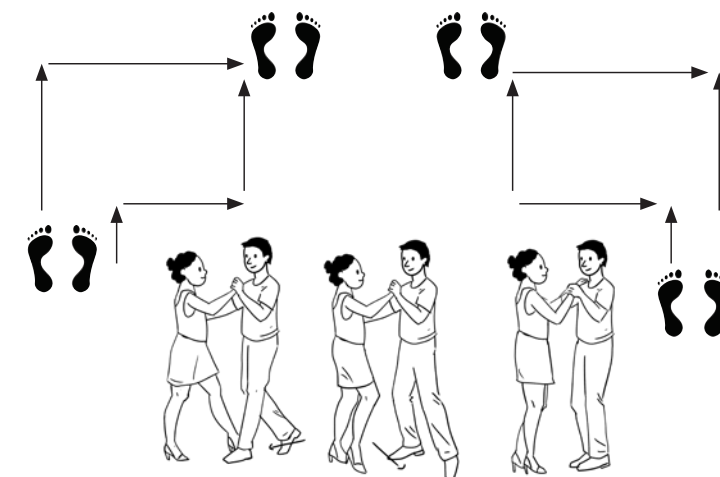
Step forward with left foot.  
Step right with right foot and bring left foot in towards the right foot.  
Now repeat the same step but step forward with the right foot.



## Box step

Let's go sideways. Partners stand opposite each other in lines. The one leads and the other follows.

1. The boy steps forward with left foot and the girl steps backwards with right foot.
2. Boy steps right with right foot and girl steps left with left foot.
3. The boy brings left foot to right foot and girl brings right foot to left foot
4. The boy steps forward with right foot. The girl steps back with left foot
5. Boy steps left with left foot and girl to right with right foot
6. The boy bring right foot to left foot and the girl brings left foot to right foot.



## African clock dance

A drawing of a clock is used to practise the dance steps.

### Repeat each step

Step on right  
12 o'clock and back to middle  
3 o'clock and back to middle  
6 o'clock and back to middle

### Bounce in middle

Step on left foot  
12 o'clock and back to middle  
9 o'clock and back to middle  
6 o'clock and back to middle

### Bounce in middle

Try all this in double time  
FORWARD - BACKWARD:

Step right on 12 o'clock, back to middle, then left on 6 o'clock

SIDE TO SIDE:

Step right on 3 o'clock, back to middle and left on 9 o'clock, back to middle, double time adding the arms alternately - left arm with left foot, then right arm with right foot, or lift both arms at the same time



## Cooldown

Static stretches to cool down





# If it's going to be, it's up to me

Approaching your Grade 12 exams with a growth mindset means trusting that your talents and intelligence can grow and develop with practice and hard work. But many of us are stuck in a fixed mindset, believing that there are certain things that we are simply not good at and that this will never change.

A growth mindset helps you see every challenge as a chance to learn and get better. By believing that you can improve with effort, good study skills, and help from others, you can really boost your chances of doing well. This mindset not only keeps you going when things get tough, but it also pushes you to use your time wisely and try out different ways to study effectively. Are you ready to tackle your exams with confidence and a plan to succeed?



Pause, reflect and assess your emotions and thoughts

Yimanyana, ehleketisisa no kambela hi tintwa ta wena na mianakanyo ya wena

## What's your approach?

1. Read through the statements below and decide which of them best describe you, currently.
  - Discuss whether you mainly approach life from a fixed or a growth mindset.
  - Identify examples of when you have a fixed mindset and what you say to yourself.
  - Identify examples of when you have a growth mindset and what you say to yourself.

### FIXED MINDSET

***I'm either good at it or I'm not***

***When I'm frustrated, I give up***

***I don't like to be challenged***

***If you succeed, I feel threatened***

***My abilities determine everything***

### GROWTH MINDSET

***I can learn anything I want to***

***When I'm frustrated, I persevere***

***I want to challenge myself***

***If you succeed, I feel inspired***

***My effort and attitude determine everything***

2. The Info Box, *Adapting to change*, explains what scientists say about your brain's ability to change.
  - Reflect on a study or revision habit that you find challenging or any changes in your study environment that make you feel uneasy.
  - Pick one of these scenarios and consider how you could address it using a growth mindset.
  - Discuss what difference this new approach might make to your studies.



## Adapting to change

We used to believe that the brain you were born with was the one you had to live with for the rest of your life. We now know that brains keep growing, and the patterns of connections between neurons (brain cells) keep changing as we experience new things. This is called neural plasticity (from the Greek word *plastikos*, which means easily shaped or moulded). By repeating growth mindset statements, you actually make new connections and change the structure of your brain. This is called self-directed neural plasticity.



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

Yati imivo, fundza kuyo, ngaphandle kwekutsi ube ngiyo

## Changing perspective

GRANT ME THE **SERENITY** TO ACCEPT THE THINGS I CANNOT CHANGE; THE **COURAGE** TO CHANGE THE THINGS I CAN; AND THE **WISDOM** TO KNOW THE DIFFERENCE

Use the Serenity Prayer as a reminder to focus your studies on what you can change and improve, i.e. your effort and strategies, rather than worrying about what you can't control, such as a difficult past exam. Sometimes, when we cannot change something, a solution is to try to change our perspectives of it and to move forward, if possible.

### 3. Discuss the Serenity Prayer:

- Explain what it means to you, what you need to accept and what you need to change.
  - Reflect on an study situation where you felt helpless and discuss how the prayer can guide you to identify aspects of the situation you can influence to turn it into a learning opportunity.
4. Create two-columns "Can Control" and "Cannot Control" regarding your exam preparation. Focus your revision efforts on items in the "Can Control" column, using growth mindset strategies to enhance your effectiveness.



Make an informed choice, with an awareness of consequences

Tsatsa sincumo lesisekelwe kulwati ngekucondza miphumela yakhona

## SLAM your revision

5. By making the most of each day between now and when your exams start, you can SLAM your studying and revision.

### S = Stop

- Stop and consider how well your revision of each subject is going.

### L = List

- List your subjects according to how well your revision of that subject is proceeding:
- Number 1 is the subject you are most confident about.
  - Number 6 is the subject that you think needs the most work and attention.\*
- (\*or 7/8 if you are doing more than 6 subjects)

### A = Assess

- Assess your study plan for the days that you have left before exams:
- Look at when you have planned to revise the subjects at the top of your list (numbers 1 and 2)
  - Do you still need all the time that you have allocated for those subjects?
  - Can some of your study time for those subjects be better used by allocating more hours to the subjects you are struggling with?

### M = Modify

- Modify your study plan to give yourself more hours to revise these tough subjects.
- Repeat SLAM at the start of each new week.
- Use a simple weekly study plan to decide how you will spend each hour.
- Schedule time for breaks and exercise.



# Boost your revision

In Grades 10 and 11 you learned about multiple intelligences, learning styles and study methods. Use what you have learned, and the techniques in this lesson, to help you revise.

## SQ3R

The SQ3R method is a great tool to use for studying and revision.

### S = Skim

Take five minutes to skim the section, paying attention to headings, sub-headings, diagrams, tables, formulas and summaries to give yourself a basic outline of the content.

### Q = Question

Write down your own questions about the content.

- Ask general questions, for example:
  - What is this section about?
  - What is this section teaching me?
  - How does this information help me?
- TIP: By now you should have used past exam papers to help you revise. You can also make up your own exam questions to answer or swap with a friend.

### R (1) = Read actively

Keep the first two steps in mind and read the whole section carefully. Remember that you are now looking for answers to your questions.

### R (2) = Recite

When you have finished reading, try to remember what the section was about, as if you were telling someone else about it.

- Use your own words, speaking aloud.
- Summarise the main points that answer your questions from step 'Q'.
- Sketch any diagrams that are important, talking about them while you are sketching.

### R (3) = Revise

Revise the section by repeating the main points, using your own words.



Be willing to challenge your thinking habits

Yiba nesifiso sekufaka insayeya kumikhuba yekucabanga kwakho

## Apply the SQ3R method

1. Apply the SQ3R method to a section that needs attention.

Adapted from: <https://en.wikipedia.org/wiki/SQ3R>



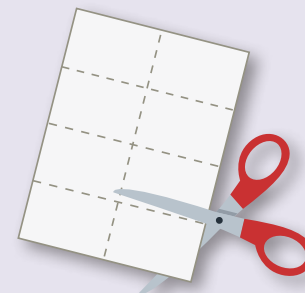
Persevere and work it out

Beketela uphindze uyisebente

## Make mobile notes

Mobile notes are an excellent revision tool and are easy to make.

2. Make mobile notes for the section you used for the SQ3R exercise.



Fold a piece of A4 paper in half. Fold it in half again. Fold it again to make eight parts. Cut or tear along the folded lines.



On one side, write the question or topic (e.g., 'What is a campaign?')



On the other side, write the basic definition of, or concept related to, the topic or question.

Carry these notes with you and read them often.

DBE Website

## Top 10 revision tips

- 1. Organise your study space**  
Ensure that you have stationery and a neat study space.
- 2. Create mobile notes, mind maps and mnemonics**  
These are great revision tools. Use them.
- 3. Stick your mnemonics, mind maps and formulas on your wall**  
The more you look at them, the more you will remember.
- 4. Summarise**  
Summaries are great for capturing the main points of a topic, especially for essay questions.
- 5. Complete as many past papers as you can**  
Access them here: <https://www.parent24.com/Learn/Matric-past-exam-papers>
- 6. Keep in contact with your study group and support network**  
Your friends and family are there to help and support you.
- 7. Eat right**  
Avoid food and drinks that are high in sugar and caffeine.
- 8. Exercise**  
Exercise to improve your blood flow, getting more oxygen to your brain.
- 9. Sleep**  
Sleep reduces anxiety. Rest.
- 10. Use social media**  
Chat rooms, learning channels, interactive social websites and instant messaging can link you to content experts. You can also access and discuss information quickly with your friends or teachers, without having to travel.

Info Page D: Revise the exam writing tips on page 31.



# Psych yourself up

You have worked so hard to get here it is important to prepare yourself physically and mentally for Grade 12 exams.



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

Phenya lokundlulile – cagela likusasa – lihlobanise nanyalo



Participate actively in productive dialogue

Hlanganyela ngekutimisela kutinkhulumiswano letakhako

## Preparing for exam day

### 1. Reflect:

- Identify what emotions and physical feelings arise when you think about writing your final exams.
- Determine the source of these feelings.
- Explore what you can do about them.
- Discuss what support you need.
- Decide who you will ask to support you.



Pack your school bag the night before. Take your ID document and examination admission letter and extra batteries if you need to use a calculator. Go to the toilet before the exam starts.

### 2. Prepare for each exam day:

- List the tools you will need for each exam.
- Determine how much sleep you should get.
- Discuss what is a healthy breakfast to eat before an exam.
- Identify what you should avoid doing before an exam.

## Exam day prep sheet

These are the Top 10 mistakes learners make when it comes to preparing for, and writing, exams:

- |  |  |
|--|--|
| • Spotting questions or cramming too much information.     | • Misinterpreting questions.                                 |
| • Arriving late or not bringing the necessary stationery.  | • Writing too much or too little.                            |
| • Panicking before or during the exam.                     | • Writing illegibly.   |
| • Failing to read instructions and scan through questions. | • Reading and writing too slowly.                            |
| • Failing to plan or allocate time for each question.      | • Forgetting to put your personal information on all papers. |

### 3. In your groups:

- Brainstorm a solution to each of the mistakes listed.
- Share your solutions with the other groups.

### 4. Use your solutions and the good ideas from other groups to create an Exam Day Prep Sheet.



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

Khombisa umbono wakho nobe idatha ngesitfombe nobe simo nobe umfanekiso

## See your success

When we learn how to visualise our success our brain stores that information as a victory. Our brain releases a neurotransmitter called dopamine. Dopamine enables us not only to see rewards but also to move towards them.

### 5. Try this visualisation technique:

When you wake up take five minutes to create a 'movie' in your head of you sitting down to write an exam. See yourself feeling relaxed, confident and focused as you begin reading the exam paper. Now, see yourself calmly working out how much time to spend on each question and selecting the easier questions to start with. Imagine yourself clearly remembering your mnemonics, mind maps, mobile notes and summaries. Then you smile to yourself, pick up your pen and start writing. You can do this!

Make this a daily ritual in the next few important weeks.

Reflect on how you feel after the visualisation and how this technique could help you achieve your other goals.

Visualisation may increase your belief in your ability to achieve your goals, but you still need to work hard to get there.



You're a star





# Paths to the future

**Not everyone is certain about what path to follow when they complete school. Use your uncertainty as a gift – an opportunity to explore different options. Even if your mind is set on a particular career or study path, examine your choice carefully. You are allowed to change your mind and adapt.**

You can explore different career paths by interviewing people in your network who are studying or working, volunteering in different places, researching online or in the library and attending career exhibitions. The types of knowledge and skills that are in demand are changing faster than ever before. Be curious and find out as much as you can about new career fields, and what you need to do to enter them.

## Where am I going?

Depending on what path you are taking next year there are important questions to answer and necessary information to confirm. During the past few years, you have explored the different pathways to life after school.

Review the *Checklist for life after school* before completing the activity on page 151.

**"May your choices reflect your hopes, not your fears."**  
— Nelson Mandela

## Checklist for life after school

### University or college

- Have you applied and been provisionally accepted?
- Have you submitted the required documentation?
- Where and when must you register?
- Check the date of the orientation week.
- Have you organised funding and paid your registration fees?
- Have you arranged accommodation?

### Learnership

- Is the learnership registered? (A list of all registered learnerships is available on the Department of Labour's website ( [www.labour.gov.za](http://www.labour.gov.za) ).
- Have you signed a learnership agreement and an employment contract with your employer?

### Apprenticeship

- Have you spoken to a qualified artisan to see if this career appeals to you?
- Have you signed a contract with the employer?
- Does the employer have workplace approval?

### Gap year

- Are there any gap- year courses you are interested in?
- What will you do to develop your skills?
- Have you set specific goals for your gap year?
- Consider starting a small social entrepreneurship initiative.

### Earn while you learn

- Have you joined online forums to find entry-level work opportunities?
- Have you posted your CV online?
- Have you found out about free Massive Open Online Courses (MOOCs), which you can take online? (<http://moocs.org.za/>)

### Entrepreneur or business owner

- What business idea do you have?
- Does it meet a particular need?
- Are people willing to pay for the product or service you will offer?
- Have you prepared a business plan to access funding?

### Are you undecided?

You may be experiencing a lot of pressure to make decisions that seem final and defining, but many people change their mind as their experience of study and the world of work unfolds.

- Ask a company if you can do a three-month internship. You will learn about the workplace and gain experience.
- Ask a company if you can job shadow different people. You will learn about different positions and can explore your options.
- Consider volunteering to learn new skills and gain valuable experience.
- Find a mentor – an older, experienced person with whom you can spend time and from whom you can learn.



Ask questions that guide, probe and produce useful information

Botsa dipotso tse tataisang, batlisa hape o fane ka tlhahiso le seding ye bohlokwa

## Applying the options

1. Work through the questions in the Checklist for life after school that apply to you, and share ideas with other learners:
  - Identify what you still need to do.
  - Set SMART goals.
2. Write a letter of application for one of the options you have explored above. If applicable, consider applying for alternative job or study opportunities. If you have applied for bursaries or employment, consider following up with a courtesy email or letter.

Refer to **Info Page Q** for an example of an application letter.



# My personal portfolio

A portfolio of plans for life after school is a collection of documents that outlines your goals, career plans, as well as important documentation, for personal and professional development for when you complete school. It is time to build your pathway to the future by getting organised and gathering the necessary documents and information.



Find, examine  
and weigh up  
the evidence

Hlahloba le  
ho lekola  
bopaki

## What do I need?

1. Create a personal portfolio that contains all your documents and information. Use the information in this lesson to make sure you have everything you need.

### Your CV

2. Now is the time to update your CV and collect all the evidence that will help to customise it for a specific position:
  - Your name should be clear.
  - Your Personal Statement should be between 100 and 200 words, stating who you are, what you can offer and what your goals are.
  - List key skills separated into hard and soft skills. Hard skills are specific knowledge and abilities, such as academic achievements, language/s

and computer skills. Soft skills are personal abilities and characteristics such as critical thinking, communication, leadership and self-management.

- Work experience: If you have no work experience state how you have demonstrated the skills you have listed.
- Life experience: List examples of things like sports coaching, fundraising and volunteering, and explain how these have provided you with skills.

Refer to **Info Page Q** for CV writing tips.

## Your Identity Document

You will not be able to do much without this important document. To get one, you will need:

- Your birth certificate (If you do not have one, contact Home Affairs.)
- Certified copy of your parents' or legal guardians' IDs and/or death certificate if they are deceased
- Proof of residence such as a utilities account. (If it is in your parents' name they will need to sign an affidavit.)

Keep a certified copy of your ID document in your portfolio.

## Learner's licence and then your driver's licence

At 17 you can apply for a learner's licence, which is valid for two years and gives you time to learn to drive.

You will need:

- Your ID document
- A fee to book your test, and an additional fee if you pass.

Keep a certified copy of your learner's licence (and then your driver's licence) in your portfolio.

## Bank account

If you can, save a small amount every month.

You will need:

- Your ID document
- Proof of residence

Ask your bank for a letter confirming your banking details and keep this in your portfolio.

It is useful to start building a credit record. This is evidence that you can commit to paying for something over time, such as a clothing account you pay each month. This will help if you need to apply for a bank loan.

## Grade 11 and 12 results

Keep certified copies of your final Grade 11 and June/September Grade 12 results in your portfolio.

## Letters of reference

Ask two adults (teachers, coaches, community leaders or employers) for letters of reference. Attach these when applying to study or work.

## Employment / HEI Tracking Sheet

Keep a tracking sheet of your correspondence with potential employers or higher education institutions. This should include the name/s, email address and telephone numbers of the contact person, details of the correspondence and the action required.

## Achievements

Make copies of any sporting, cultural or academic certificates you have received.

## Personal Mission Statement

Make a copy of your personal mission statement for your portfolio.



Take better  
care of  
yourself

Itlhoekemele  
hantle

## To do and don't

3. To care for yourself, and to avoid being overwhelmed, create a 'To Do' list to remind you of the things you need to do.
4. Now make a 'To Don't' list: What actions or behaviours should you avoid or minimise to enhance your academic performance, personal development and overall wellbeing?
5. Compare your lists with a friend. Find ways to support each other as you prepare for final exams and life after school.



Bošhoma

A portfolio is a collection of your important information, skills, experience, values and achievements. Having a portfolio is also useful for marketing yourself to employers, colleges and universities. It shows that you are organised and take your future seriously.







# Useful information for studying and working

## Letter of application and CV

New Message

To

Cc Bcc

Subject Job Position – Your Name

Dear .....

I would like to express my interest in the position of ..... that .....

I recently matriculated from ..... My subjects ..... I believe I am a strong candidate because .....

You specify that you are looking for someone with strong ..... skills. As a ..... I have developed skills in ..... during ..... I have also gained experience .....

My ..... and eagerness to enter the ..... industry will make me an excellent ..... I would love to begin my .....

I have attached my ..... to this ..... and will call within the next week to see if we might arrange a time to speak.

Thank you so much for your time and consideration.

Sincerely,

Your Name

Your Contact Details

Email:

Cell:

LinkedIn: LinkedIn...

Send

Name:

Email:

Address:

Phone:

Personal profile:

Experience:

Education:

Skills:

Referees:

Contact information allows potential employers to reach you. Include your full name, date of birth and address. Use a professional email address that includes your name, if possible. Make sure your cellphone message is also professional, in case they cannot reach you initially.

A short paragraph (between 50 and 100 words) that highlights your personal qualities or character. What can you offer the company / organisation? What are your career goals? What jobs would you like to do? Why does this particular job suit you?

This is your work history, including specific job titles, start and end dates and a brief description of your responsibilities. If you do not have employment experience yet, job shadowing, volunteer work and internships and even school initiatives can be included.

The education level you have achieved so far. Start with the most recent. Include the school / college you attended, the dates and educational level. If you are still studying towards a qualification, make it clear that you have not yet completed it.

Match your skills to those that are required for the job. Remember to include those 21st-century skills (the 4Cs) – creativity, critical thinking, communication and collaboration – that employers are looking for and that are important for all jobs.

Two people, such as a teacher or a mentor, who can vouch for you or give a testimonial. Have you sought permission from these referees? Are they contactable?



## Organisations that help youth to find work

- YC Connect is a network of young people talking about youth unemployment. You will be able to connect with other young people across the country. **You can find out more information from [info@youthcapital.co.za](mailto:info@youthcapital.co.za).**
- Youth Employment Service (YES) empowers young people to be co-creators of their futures. Register online for work experience placements and access work readiness modules to prepare you for the workplace. **Find out more here: <https://www.yes4youth.co.za/for-youth>**
- The Commonwealth Alliance of Young Entrepreneurs-Southern Africa (CAYE-SA) initiative helps young entrepreneurs create opportunities, build networks and share knowledge. **You can contact their Youth Division at [youth@commonwealth.int](mailto:youth@commonwealth.int)**
- The Black Business Supplier Development Programme (BBDSP) provides grants to small black-owned enterprises. **Find out more at [www.dsbd.gov.za](http://www.dsbd.gov.za)**
- The Small Enterprise Finance Agency (SEFA) offers loans, finance and services to SMMEs in the Services, Manufacturing, Agriculture, Construction, Mining and Green sectors. **Find out more here: [www.sefa.org.za](http://www.sefa.org.za)**
- The National Youth Development Agency (NYDA) offers services and training to people aged 14-35, including a grant to young entrepreneurs and training in how to conduct yourself when working. **Find out more here: [www.nyda.gov.za](http://www.nyda.gov.za)**



## Use social media to promote your chances of getting a job

Social media platforms will help you to find job opportunities faster, reducing the time spent searching for a suitable job.

Other advantages include:

- Instant connection with friends or family who may know of appropriate jobs, giving you quicker access to possible job opportunities
- Many employers use these platforms to find suitable candidates for jobs
- These employers will present your skills/knowledge/attributes to other prospective employers, making it more likely that you will get a response
- They offer access to information about companies, which may benefit you should you get an interview with one of those companies
- They give you the opportunity to join networks of employment-related groups, e.g., LinkedIn, which is a faster way for prospective employers to track you
- They offer an opportunity to write posts to all your social media contacts informing them that you are job hunting, and create a greater network of people who may help you to find a job.





# Dance aerobics 1

## Basic step warm-up

Do the basic left and right step until you are comfortable and sure of your footing. Add arm movements that will warm up your whole body.

## LINE DANCING

Line dancing is a form of synchronised dancing in which dancers stand in rows either facing each other or facing in the same direction. Dancers move in unison and do not come into physical contact with one another during the dance. Anyone can join a line dance just by knowing a few simple steps.



## Synchronised dynamic stretching

Line up in rows of four and follow the instructions given by your trainer. If the signal is to run forward everybody must run forward while maintaining the lines. This will be the same for any other instructions.

Here are some easy steps to learn.

## Grapevine

- 1 Stand with your feet together. Keep your arms relaxed at your sides.
- 2 Step out with your right foot. Your feet should be shoulder-width apart.
- 3 Step your left foot behind and to the right of your right foot. Your legs should now be crossing one another.
- 4 Step out with your right foot. Your feet should once again be a shoulder-width apart,
- 5 Place your left foot back in its original position so that you are now standing with your feet together.

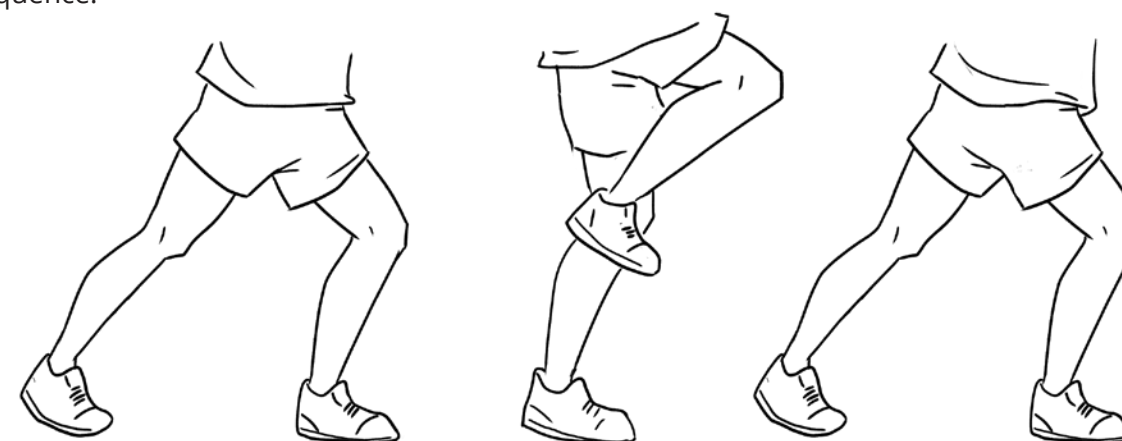


The speed of the steps will be based on the rhythm of the song you are dancing to.

Physical fitness can be a lot of fun. Line dancing is a step-by-step dance-style workout. It strengthens your core, legs and hamstrings while you enjoy upbeat music. Line dancing even helps to relieve stress and tension.

## Shuffling steps

- 1 Stand with your feet together. Keep your arms relaxed at your sides. Step forward with your right foot.
- 2 Slide, or shuffle, your left foot up to meet your right foot. At least part of your foot should be touching the ground the entire time.
- 3 Step forward once again with your right foot. This is the last step of the sequence.
- 4 Repeat the move starting with your left foot. Step forward with your left foot. Slide your right foot up to meet your left foot. Step forward again with your left foot.
- 5 Practise doing this move to the front, to the back (stepping backwards), and side to side.



## Do the dance

In groups of six or more, come up with your own line dancing sequence that includes the two basic steps you have just learnt. Include a minimum of two dance moves of your own, plus the two you have learnt.

## Synchronised dynamic stretching (with music)

Line up in rows of four and follow the instructions given by your trainer. If the signal is to run forward everybody must run forward while maintaining the lines. This will be the same for any other instructions. This time, your movements will be to the rhythm of a song.





# Dance aerobics 2

In the next few weeks we will be adding to our line dancing sequences. Remember that line dancing is a fun way of getting fit. It is as important to enjoy it as it is to master the steps. Have fun!

## Basic step warm-up

Do you want to be fit? Do this warm-up sequence.

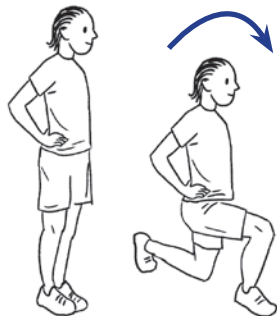
Go down in crouch position. Put your hands in front of your feet and stretch out both legs while keeping your forehead on both knees. Repeat.



In a standing position put your hands in the air and move them from side to side while moving your hips in the same direction.

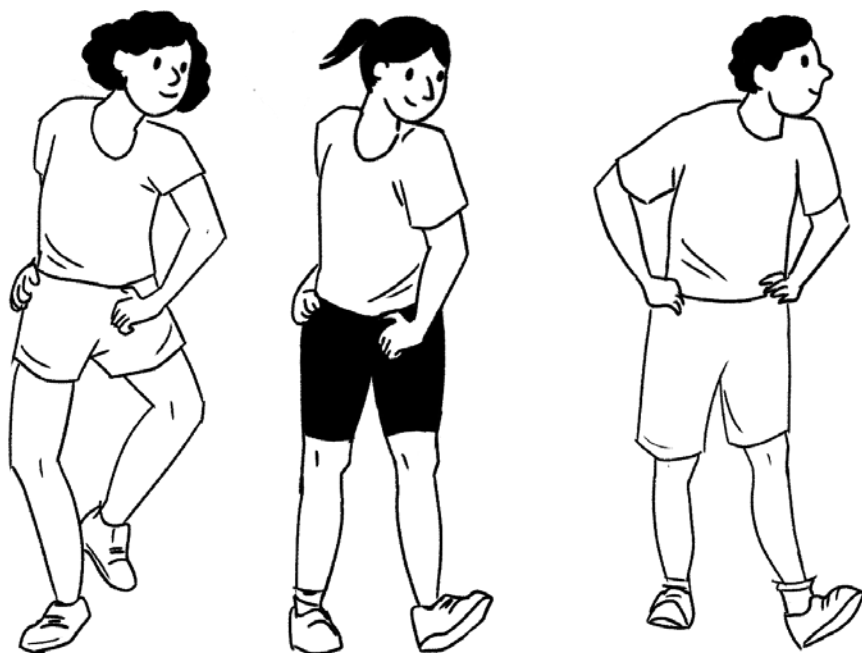


Move into a lunge to the right and then to the left, going back to a standing position after each lunge.



## LINE DANCING FOR ALL

Line dancing is one of the most popular dance genres in the world. It provides fun, laughter, high energy and fitness. It is performed at weddings, birthday celebrations, music events and work functions. It is popular because it can be done by people of all ages and physical abilities.



## JERUSALEMA

In 2020 a song called *Jerusalem*, performed by the South African artist Master KG, turned into a global phenomenon. People all over the world took part in the 'Jerusalem challenge', in which people performed a line dance to the song.

*Jerusalem* became so popular that in 2020 President Cyril Ramaphosa even challenged all South Africans, to come up with their own dances to celebrate Heritage Day.

Listen to *Jerusalem* and come up with your own line dance to accompany it.

Can you combine the line dance with a dance that celebrates your heritage?

Teach your classmates to do your version of a line dance.



## Partner cool-down sequence

Sit opposite a partner, back to back, and move your heads forward, touching your knees (moving in opposite directions).

Move together, still in the same position, in circular movements following each other to the right and then to the left (mirroring position).

Push up against each other's backs, into a standing position, making use of your quadriceps and gluteus muscle groups.

Remain back to back in a standing position and lunge to each other's opposite sides and back to the standing position.

Squat back to back and up on the toes, repeat twice.





# It's a wrap

Your school career is finally over – your future awaits you.

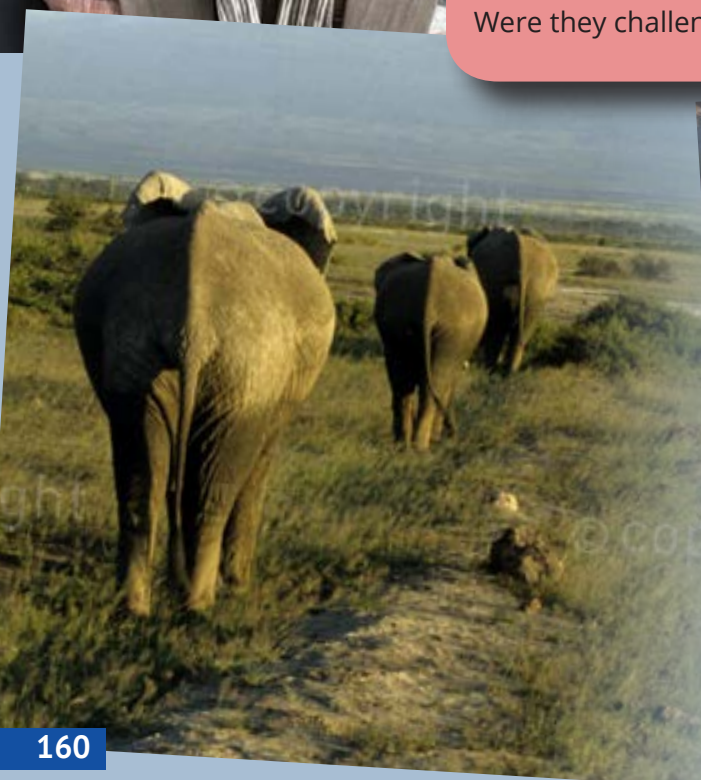
Now it is important to reflect on this year's Life Orientation journey.

- What was the most valuable thing you learnt?
- What did you learn about yourself?
- What did you need to 'unlearn'?
- Which new things sparked your curiosity?
- Which new skills did you pick up?
- What would you have liked to find out more about?

## Rate your lessons

On the page are some photographs from your Life Orientation journey. Do you know where they come from?

Think about these lessons. How did they make you feel? Happy? Sad? Curious? Bored? Angry? Were they challenging? Too easy?





# Acknowledgements



The development of the *At the Crossroads Life Skills* and *Life Orientation* textbooks and Teacher’s Guides (Grades 4 to 12) involved collaboration between many partners, writers, designers, reviewers, and coordinators. We thank all those who have been involved with the project.

**Series Editor** Patricia Watson, Department of Basic Education

**Phase Editors** Intermediate Phase: Rachel Adatia, Thulani Sibeko, Esther Ramani and Leah Marais; Senior Phase: Diane Favis, Leah Marais and Bhuti Nkosi; Further Education and Training Phase: Sally Clark, Una Seery and 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 and 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, Barbara Rodwell, Bhuti Nkosi, Catherine Alexander, Catherine Garson, Cheryl Minkley, Cyrilise Scholtz, Daniella Favis, Desmond Ntshalintshali, Diane Favis, Dorita Du Toit, Ernestina Mudau, Estelle Lawrence, Esther Ramani, Gillian Mcdowell, Illiska Crossley, Ismail Teladia, Jane Argall, Jennifer Button, Julia Raynham, Karen Hurt, Kekeletso Mbombo, Kent De Klerk, Khulekani Kanye, Lausanne Olivitt, Leah Marais, Lloyd Leach, Lesedi Mogoathle, Maia Marie, Makganwana Mokgalong, Makhosazane Mngadi, Mamotha Rathhankana, Maren Bodenstein, Marion Drew, Marta Heri, Maylani Louw, Michelle Petersen, Nandipha Mbangula, Neville Josie, Nico van der Merwe, Nicole Levin, Nomagugu Mukadah, Nombuso Makhathu, Ntombi Qoyi, Ntombikayise Mota, Patricia Dianne Tucker, Priya Vallabh, Rachel Adatia, Refiloe Mofelehetsi, Rosalee Telela, Sally Clark, Samuel Maraba, Shamim Meer, Shamin Chibba, Sharon Cort, Shanu Misser, Thabile Mangele, Thandile Ntshwanti, Thulani Sibeko, Trevor Waller, Una Seery, Vanishree Naamdhehew, Wendy Rodseth, Yvonne Shapiro, Zintle Tyuku, Zonke Mpotulo

**Reviewers & Specialists**

Andile Dube, André Croucamp, Andreas Beutal, Andrew Ingram, Andrew Simpson, Annamarie Murray, Carina Muller, David Mendes, Didi Chokwe, Dineo Molatedi, Elmari Briedenhann, Finn Reygan, Grandville Whittle, Hayley Walker, Jacqui Makowem, Joanne Newton, Joanne Potterton, Johanna Moolman, Judy Connors, Kekeletso Mbombo, Krishni Perumal, Kwanele Mabuza, Lesedi Mogoathle, Letha Ukuthula Makhanga, Lucy Matini, Maude de Hoop, Mike Townsend, Mmoloki Legodi, Mpho Mkhonto, Nanjani Lungu, Nicolette Prea Naidoo, Noluthando Mvabaza, Nomfundo Somhlahlo, Nwabisa Tsengiwe, Preeya Seetal, Ravi Pillay, Rebone Ntsie, Renet Strehlau, Saadhna Panday, Sibongiseni Henna, Sijabule Behane, Susan Naude, Timothy Fish Hodgson, Tshikovhi Madidimalo, Wycliffe Otieno

**Life Orientation Subject specialists**

**Intermediate and Senior Phase:** Boitumelo Keebine, Christabel Jabulile Mkhathswa, Dinah Mosia, Eliza Thokozani Vilakazi, Gloria Ntombikazi Dekeza-Tsomo, Ismail Teladia, KG Modiba, Mangoma Hulisani Mulweli, Margie Clarke, Mark Antonels, Millicent Smith, Phillip Molala, Pumla Pretty Zimema, Rachel Kika, Reggy Mashego, Sibongile Moloko, Simon Mandewo, SV Moodley

**FET Phase:** Betty Twala, Disemelo Maphate-Mrubata, Fairouz Cassiem, June Darries, Marilyn Villaflores, Moses Nsimbini, Peace 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, Bie Venter, Claudine Rambau, Ismael Stene, Khanyisile Mndebele, Kubeka Prinscilla Nelisiwe, Lusanda Goli, Marcel Devos, Maureen Wilson, Michael Louw, Nombulelo Sambo,

Noma-Gcina Mtshontshi, Ntombikayise Zulu, Risuna Wisdom Nkolele, Themba Mahlangu, Thompho Rambuda

**Design & Images**

Adam Rumball, Alicia Arntzen, Arline Stoffberg, Brian Switala, Candice Turvey-Green, Emma Bosman, Francis Burger, Jenny Hattingh, Keabetswe Makgoane, Landi Terblanche, Melinda Bosch, Michele Dean, Nkosinathi Khumalo, Rita Potenza, Rizelle Haartmeier, Robert Machiri, Sally Whines, Sarie Potter, Tatjana Godoy

**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**

Boitumelo Madie, Cynthia Manamela, Eric Richardson, Mantsha Maponya, Quanita Buys, Shalette Bester, Thabo Motshweni, Tsitsi Magwiro

**Steering committee members**

**Road Traffic Management Corporation:** Mpho Mokhantso, Ntsoaki Tsokolibane, Refilwe Mongale **Railway Safety Regulator:** Keatlegile Godwill Maletle **Eskom:** Mike Townsend **Class Act:** Lorraine Marneweck **Road Accident Fund:** Siphamandla Gumbi **SASA:** Priya Seetal **UNICEF:** Andile Dube **DBE:** Boitumelo Madie, Patricia Watson **NECT:** Peter Kimingi, Sandile Mkhonto **Nestlé:** Conny Sethaelo, Nkululeko Dhlamini **Momentum:** Charlene Lackay, Thabo Qoako, Bernadene de Clercq **Project Management Team:** Kanyisa Diamond, Russel Mulamula

**Special thanks to:**

The curriculum strengthening team that supported the DBE to develop the Competency Framework led by Cheryl Weston: Shirley Eadie, Cathryn Moodley James, Sharon Grussendorff, Leketi Makalela, Andre Croucamp, Lauren Tracey Temba, Shafika Isaac who cocreated the Competency Framework for DBE

Gauteng Department of Basic Education officials and teachers who attended workshops and shared their experience of Life Orientation in the classroom and ideas to inform the textbooks

Schools that took part in photo shoots and illustrations: Emadwaleni High School, Greenside High School, Pretoria Tech High School, Queens High School, Thatha Ezakho Primary School, Vista Nova School

Kara Heritage Institute and the houses of traditional leadership that informed the indigenous knowledge priority

MindBurst Workshop for sharing their experience of developing and facilitating critical thinking skills with schools. The skills scaffold and the project lenses are based on their work

The South African Human Rights Commission (SAHRC), particularly Commissioner Ameermia and the Access to Justice Programme

Discovery Vitality who hosted the Physical Education ‘Big Ideas’ specialist workshop

Soul City for permission to draw on their extensive archive of Soul Buddyz materials

The European Union for funding the initial phase of the project

The National Collaboration Trust, particularly Godwin Khosa, Peter Kimingi, Sandile Mkhonto, Kanyisa Diamond, Tsitsi Magwiro, Hlayisani Mabutana and Thabo Motshweni

The senior managers of Basic Education, particularly Dr Granville Whittle, Mamiki Maboya, Patricia Watson, Moses Simelane, Rufus Poliah, Seliki Tlhabane, Cheryl Weston, Mark Chetty, Bulara Monyaki, Pule Rakgoathe, Martha Bernard-Phera, Jerry Zitha, Likho Bottoman, Sifiso Ngobese, Given Mabena, Neo Sediti, Muzi Ndlovu, Sibongile Monareng

**Organisations** who have contributed to the project, including those who participated in workshops and provided resource materials to inform the textbooks:

Adopt-a-School Foundation  
African Centre of Excellence for Information Ethics  
African Storybook Project  
Aids Accountability International  
Altus Sport  
Amnesty International  
ASSITEJ  
British Council  
Cape Peninsula University of Technology: Centre for International Teacher Education  
Class Act  
Constitution Hill: Education Outreach  
Constitutional Literacy and Service Initiative (CLASI)  
Cool to Be Me  
Department of Arts and Culture  
Department of Cooperative Governance and Traditional Affairs  
Department of Basic Education: Life Orientation Education Specialists across the nine provinces  
Department of Health  
Department of Higher Education and Training  
Department of Justice and Constitutional Development  
Department of Social Development  
Department of Sport and Recreation South Africa  
Department of Transport  
Discovery Vitality  
Durban Gay Centre  
Durban University of Technology: International Centre of Nonviolence  
ENSAfrica  
Equal Education Law Centre  
Eskom  
Facing History and Ourselves  
Flemish Association for Development Cooperation and Technical Assistance (VVOB)  
Foundation for Human Rights (FHR)  
GALA (Gay and Lesbian Memory in Action)  
Gauteng Department of Education  
Gay and Lesbian Network (GLN)  
Gender Dynamix  
GIZ – Deutsche Gesellschaft  
Grassroot Soccer  
Higher Education and Training HIV/AIDS Programme (heaids)  
Human Sciences Research Council (HSRC)  
I.B.I ART  
Inclusive Education South Africa  
Institute for Security Studies  
Intel South Africa Corporation  
Iranti-org  
Kara Heritage Institute  
Kenya Institute of Education  
King David High School

Know Your Constitution Campaign (KYC)  
Learning Matters  
Lifesaving South Africa  
Macsteel Maestros  
Mapungubwe Institute for Strategic Reflection  
Media in Education Trust Africa (MIET Africa)  
Mindset TV Network  
Motsepe Foundation  
Move-It Moving Matters  
Nal’ibali Reading Clubs  
Namibia Ministry of Education  
National Education Collaboration Trust (NECT)  
National Sea Rescue Institute (NSRI)  
Masihlangane Communications CC  
Milk SA  
Momentum Metropolitan Holdings Limited  
Nelson Mandela Children’s Fund  
Nelson Mandela Children’s Hospital  
Mandela University  
Nestlé  
North-West University  
Phaphama Initiatives  
Phoenix College of Johannesburg  
Physical Education Institute of South Africa (PEISA)  
Railway Safety Regulator (RSR)  
Regional Psychosocial Support Initiative (REPSSI)  
Road Accident Fund (RAF)  
Road Traffic Management Corporation (RTMC)  
Save the Children South Africa  
SCORE  
Section27  
SGS Consulting  
Shanduka Foundation  
Shikaya  
Socio-Economic Rights Institute  
Soul City Institute  
South African Human Rights Commission  
South African Institute for Drug Free Sports  
South African Local Government Association (SALGA)  
South African Medical Research Council  
South African National Roads Agency Ltd (SANRAL)  
South African Sugar Association  
South African Universities Physical Education Association (SAUPEA)  
Special Olympics South Africa  
Sport for Social Change Network (SSCN)  
Sports Science Institute of South Africa (SSISA)  
Street Law  
Swiss Agency for Development and Cooperation  
The Global Hope: The Chicago School of Professional Psychology

The Institute for Justice and Reconciliation  
The Other Foundation  
Triangle Project  
Tshwane University of Technology  
United Nations Educational, Scientific and Cultural Organization (UNESCO): Quality Physical Education  
United Nations Children’s Fund (UNICEF)  
United Nations Human Rights: Office of the High Commissioner  
Unity Actions  
University of Cape Town: Children’s Institute of South Africa  
University of Cape Town: Exercise Science and Sports Medicine  
University of Johannesburg School of Education  
University of KwaZulu-Natal: DST-NRF Centre in Indigenous Knowledge Systems (CIKS)  
University of Kwa Zulu-Natal: School of Education  
University of Pretoria: Centre for Sexualities, AIDS and Gender  
University of Pretoria: TUKS AIDS Reference Group  
University of South Africa (UNISA): Department of Inclusive Education  
University of Stellenbosch  
University of the Free State  
University of the Western Cape: School of Education  
University of the Witwatersrand: Centre for Diversity Studies  
University of the Witwatersrand: School of Education  
University of the Witwatersrand: School of Law  
University of Zululand  
USAID: Education Development Centre  
Valued Citizens Initiative  
Violence Prevention Forum  
Woolworths  
World Health Organization (WHO)



Visual and text permissions



Photographic and illustration credits:

Cover |  
Prelim pages Adil Bradlow | Michael Turner | Hansueli Krapf

Term 1:  
Lesson set 1 Pixabay | Timeslive | Museum Africa | Gallo/Getty | milkos | Pixabay | Antony Kaminju | Photo Memories  
Lesson set 2 Wiki Commons | rido | budabar | Dmitry Kalinovsky | TORWAI Suebsri | AMO | Alamy/Afripics | Damien Schumann  
Lesson set 3 Leon Swart | Sihle Ndlela | Gallo/Getty | Busi Skenjana | Sandile Mngadi | Ed Suter | Lisa Garson | Brownies&downieS | Pixabay | Gallo/Getty  
Physical Education

Term 2:  
Lesson set 4 Adil Bradlow | Ed Stein | David Franklin | scanrail | Pixabay | Gallo/Getty | Alamy/ Afripics | Michael Turner  
Lesson set 5 Kingkongphoto | Canva | Richard Human | Pixabay  
Physical Education  
Volodymyr Melnyk | Michael Turner

Term 3:  
Lesson set 6 Katarzyna Białasiewicz | beats1 | Clare Thomas| Pippa Hetherington | Ildar Galeev | Andrey Kokidko | Fabio Formaggio | Michael Turner | chrisvanlennephoto  
Lesson set 7 romsvetnik | Moeletsi Mabe | Unsplash | Oupa Bopape | Tracy Lee Lynch | Letlotlo Malope  
Physical Education  
dolgachov | Thoermer | Iakov Filimonov | tarczas | Dzmitry Marhun

Term 4:  
Lesson set 8 delcreations  
Lesson set 9 Pexels | Gallo/Getty | balabolka | Anthony Shkraba | Pexels | rawpixel | Juan Pablo Correa  
Physical Education  
ILAM Photographer | luckybusiness

Text permissions and credits:

Lesson 1.2  
Adapted from: <https://instinctmagazine.com/>  
Info Page A  
Taking Risks Wisely, National Responsible Gaming Programme  
Lesson 1.4  
David W. Johnson, *Reaching Out*, Pearson, 2014, p.260–263  
Info Page C  
Kikongo Cosmogram - ©Nettrice R. Gaskins (2016) *The African Cosmogram Matrix in Contemporary Art and Culture*, Black Theology, 14-1, 28–42  
Lesson 2.3  
Adapted from: <https://www.news24.com/news24/community-newspaper/pe-express/preparing-for-final-exams-a-five-month-guide-for-matric-students-20240524>  
Lesson 3.4  
Allon Raiz, *Lose the Business Plan*, Bookstorm, Johannesburg, 2010, p.13  
Info Page J  
Adapted from Edward Lucie-Smith in *Albert Paley, Sculptural Adornment*, University of Washington Press, 1991; <https://tfgmedia.co.za/life-style/fashion/sanele-xaba-changing-face-fashion/>  
Lesson 7.3  
Ethical dilemmas adapted from: <http://connect.edgetrainingsystems.com/blog/5-workplace-ethics-trainingactivities-for-a-perfect-workplace>

Disclaimer

Every effort has been made to trace and obtain permission from the copyright holders. The publisher apologises for any errors or omissions, and invite copyright holders to contact us if any have occurred, so that they can be rectified. The URLs were correct at the time of the publication, but they may have been updated or changed since.