



At the Crossroads

Life Orientation Textbook

Grade

7



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



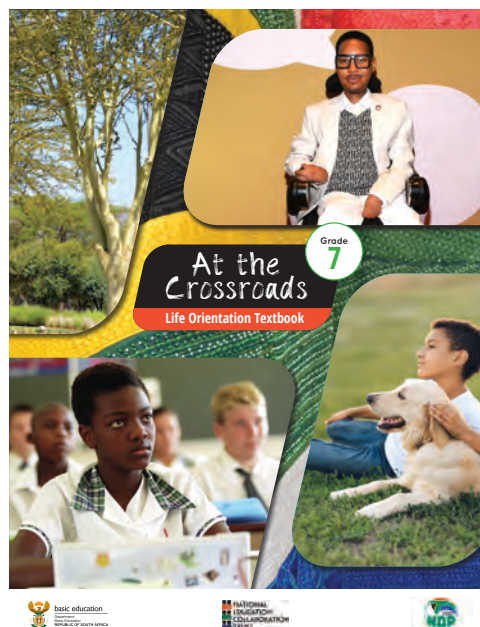




At the Crossroads

Life Orientation Textbook

Grade
7



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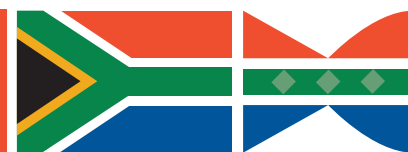
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***At the Crossroads* Grade 7 Life Orientation Textbook** ISBN 978-1-4315-3428-9 (Digital)

At the Crossroads: Life Orientation Grade 7

Contents



Contents	ii
Welcome to Grade 7 Life Skills	iv
Preamble to the Constitution of the Republic of South Africa	v
How to use this book	vi
Skills: Intermediate Phase	viii
Make your skills bookmark	xii

Term 1

Lesson set 1 Self-image

Skills in English and Afrikaans

Lesson 1.1	Value yourself	2
Info Page A	Sankara: Son of the African soil	4
Lesson 1.2	Friends: Choose wisely	6
Info Page B	Sahwira (Ritual friendship).....	8
Lesson 1.3	Show respect	10
Lesson 1.4	Be courageous	12

Lesson set 2 Changes in boys and girls

Skills in English and Sepedi

Lesson 2.1	Puberty: We are changing	14
Lesson 2.2	Coping with the changes	16
Lesson 2.3	We each grow in our own way	18
Lesson 2.4	Periods are part of our life cycle	20
Lesson 2.5	We can manage our feelings in relationships	22
Lesson 2.6	We choose who we want to be	24

Lesson set 3 Peer pressure

Skills in English and isiZulu

Lesson 3.1	Feeling the pressure	26
Lesson 3.2	Be aware of peer pressure	28
Lesson 3.3	Stand up for yourself	30
Lesson 3.4	Work it out	32
Lesson 3.5	Keep it respectful	34
Lesson 3.6	Ways to cope with too much pressure	36

Lesson set 4 Reading and studying

Skills in English and isiXhosa

Lesson 4.1	Reading takes us places	38
Info Page C	Reading club: Young African fiction	40
Lesson 4.2	Understanding the code	42
Lesson 4.3	We read with our senses	44
Lesson 4.4	Memory gym	46
Info Page D	Read instructions and learn simple sewing tasks	48

Physical Education

Generic stretches	50
Fitness circuit training	54

Term 2

Lesson set 5 Human rights

Skills in English and isiNdebele

Lesson 5.1	Rules as tools	62
Lesson 5.2	Your rights and the Constitution	64
Info Page E	A summary of the Bill of Rights	66
Lesson 5.3	Rights and responsibilities	68
Lesson 5.4	Fair play in sport	70

Lesson set 6 Dealing with abuse in different contexts

Skills in English and Sepedi

Lesson 6.1	Abuse hurts everyone	72
Lesson 6.2	Choose not to abuse one another	74
Lesson 6.3	How abuse can affect you	76
Lesson 6.4	Avoiding abuse	78
Lesson 6.5	How to protect myself	80
Lesson 6.6	Let's talk things through	82
Lesson 6.7	Let's build awareness	84
Info Page F	Gaslighting	86

Lesson set 7 Career fields

Skills in English and Xitsonga

Lesson 7.1	Taking the first step	88
Lesson 7.2	Finding my way	90
Lesson 7.3	So many kinds of work	92
Lesson 7.4	Consider your options	94
Lesson 7.5	Turn challenges into opportunities	96

Physical Education

Invasion games	98
----------------------	----



Teachers are advised to use the Teacher's Guide for At the Crossroads Grade 7 Life Orientation with the textbook. The Teacher's Guide includes helpful notes for strengthening the curriculum, facilitating activities and suggestions for assessment. The Teacher's Guide also assists with planning of progression from grade to grade.

Term 3

Lesson set 8 Substance abuse

Skills in English and Tshivenda

Lesson 8.1	Substance use	106
Lesson 8.2	Tobacco – no thanks	108
Lesson 8.3	Say no to alcohol.....	110
Lesson 8.4	Effects of alcohol abuse	112
Lesson 8.5	Risk and protective factors	114
Lesson 8.6	Recognising addiction	116
Lesson 8.7	How can we help each other?	118
Lesson 8.8	How can I help myself?.....	120
Info Page G	Healing addiction	122

Lesson set 9 Environmental health

Skills in English and siSwati

Lesson 9.1	Our environment, our home	124
Lesson 9.2	Trees are life	126
Lesson 9.3	Reduce waste	128
Info Page H	Recycling & How to make a compost heap	130
Lesson 9.4	Reduce the use of fossil fuels.....	132
Lesson 9.5	Look after our precious water.....	134
Lesson 9.6	Keep your hands clean.....	136
Lesson 9.7	Let's take better care of the Earth.....	138

Lesson set 10 Simulation of career-related activities; value of work

Skills in English and Sesotho

Lesson 10.1	Reach for the stars.....	140
Lesson 10.2	What will work for you?.....	142
Info Page I	The 10 Basic Human Values	144
Lesson 10.4	Taking a look into the future	146
Lesson 10.3	Work wear.....	148
Lesson 10.4	Prepare yourself	150

Physical Education

Movement activities	152
---------------------------	-----

Term 4

Lesson set 11 Personal diet and nutrition

Skills in English and Tshivenda

Lesson 11.1	We are the food we eat	160
Lesson 11.2	Make healthy food choices	162
Lesson 11.3	Eating disorders	164
Lesson 11.4	Vegans and vegetarians	166
Lesson 11.5	Check your diet	168
Info Page J	Food for thought.....	170

Lesson set 12 Common diseases

Skills in English and isiXhosa

Lesson 12.1	What causes diseases?	172
Lesson 12.2	The choices you make	174
Lesson 12.3	Living with a chronic disease	176
Lesson 12.4	Love your body.....	178
Lesson 12.5	Dealing with depression	180

Lesson set 13 Role of oral tradition and scriptures in religions

Skills in English and Setswana

Lesson 13.1	A tale of creation.....	182
Lesson 13.2	A tale of creation continued	184
Lesson 13.3	Connecting with the divine	186
Lesson 13.4	Myths – stories that contain truth	188
Lesson 13.5	Creation story from the Middle East	190
Lesson 13.6	Another creation story from the Middle East.....	192

Physical Education

Outdoor recreational activities	194
---------------------------------------	-----

It's a wrap 202

Acknowledgements..... 204



Welcome to Grade 7 Life Orientation

This book will help you explore many different issues and life experiences. Throughout the year, you will discuss a wide range of topics and learn more about yourself, your community, our country and the world.

In Physical Education, the activities will help you strengthen your body and develop your teamwork skills. You will also get to play lots of different games.

The activities in this book are designed to encourage you to think about your experiences, ideas and values, listen to others' experiences, ideas and values and to find a way to all work together.

In your Personal and Social Well-being lessons, each activity is linked to a particular skill. You will read about the skills with your teacher on pages vi to xi. Your skills will grow as you do the activities in Grade 7.

Your first activity of the year is to make a skills bookmark. You will find more about this on page xii.

Make the most of each experience – explore, learn and grow!

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

Preamble to the Constitution of the Republic of South Africa

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

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

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

May God protect our people.

Nkosi Sikelel' iAfrika. Morena boloka setjhaba sa heso.

God seën Suid-Afrika. God bless South Africa.

Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika.

How to use this book



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

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

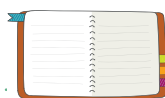
1. The title of the lesson.

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

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

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

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



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.

World of Work

Taking a look into the future

The world of work is changing fast. By the middle of the 21st century much of the work done by people now will be done by machines.

Machines already do some of the work of accountants, website designers, journalists, paralegals and pharmacists.

In the next few decades self-driving cars and trucks are likely to replace millions of drivers. Algorithms already do most financial transactions online. Automation is already threatening the jobs of cashiers, domestic workers, factory workers and miners. Artificial intelligence can already predict the spread of epidemics, scan crowds for wanted criminals and offer counselling to soldiers suffering from post-traumatic stress disorder. Let us imagine some other changes that may take place.

Don't choose a job a robot can do better!



Future jobs

1. Choose three members from your family tree and imagine how the work they do will change because of automation.
2. What kinds of jobs do you think humans will always do better than machines or robots? Are these jobs you might choose?

Step 1 Read these advertisements for possible future jobs.

Rewilder

Apply now >

The Department of Urban Development and Environment is seeking a consultant to plan and manage the redesign and reconstruction of urban environments with natural, indigenous elements.

- Qualification in wildlife management, agriculture or environment science is essential.
- A passion for nature, sustainable practices and spending time outdoors is recommended.
- Looking for a patient, creative, well-organised individual to work with environmental experts and town planners to reintroduce nature into our cities in a systematic sustainable way.



142 Term 3: World of work

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



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

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

Virtual-Journey Builder [Apply now >](#)

The Department of Education is seeking a creative individual to design and create personalised school field trips for all subjects using virtual reality.

- Qualification in film studies together with some experience in education and knowledge of learners' needs is essential.
- Looking for an individual with good interpersonal skills to work with teachers of various subjects to plan school trips to many different places on earth and all the planets in our solar system.
- This position will allow you to work from home and to have flexible working hours.

Urban Farm Planner [Apply now >](#)

The Departments of Urban Development and Agriculture are seeking a dynamic manager to introduce communities in cities to growing their own crops and herbs on undeveloped land in urban spaces.

- Qualification in agriculture or environmental science is essential.
- Experience in management, development & training and aquaponics is recommended.
- Looking for a positive, hard-working individual to consult with communities, find suitable sites and assist growers to provide sustainably for communities and create markets for excess produce.

The future sounds interesting

Step 2 Choose the job that interests you most and write up the answers to these questions.

3. What kind of work is offered in this advertisement?
4. What kind of activities are you likely to do each day?
5. Where would you work?
6. What school subjects and qualifications would you need for this work?

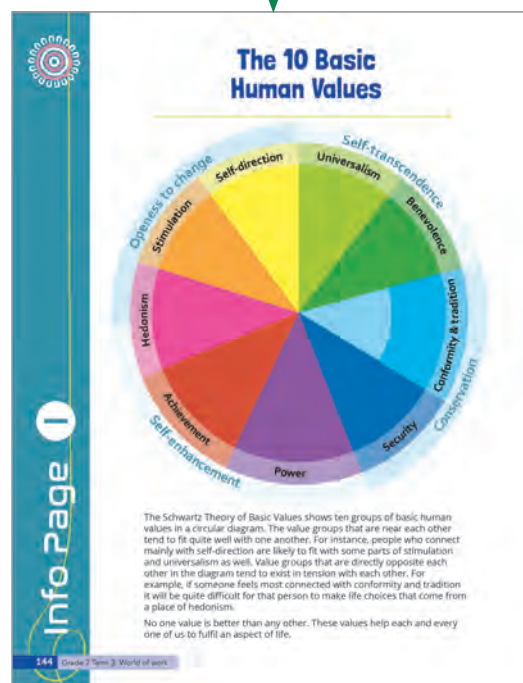
Good Job

Lesson 10.3: Simulation of career-related activities; value of work **143**

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

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

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



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

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

Skills: Senior Phase



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

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



Enjoy a healthy mind and body

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



Ask questions that will help you understand what is going on

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



Convince someone of your point of view

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



Listen, talk and work it out together

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



Test your
idea – change
your mind

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



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

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



Step back –
reflect and
rethink –
step back in

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



Work out what
is right and
wrong for you

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

Skills: Senior Phase continued



Explore and express your emotions

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



Tell a story based on the evidence

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



Find your own way to solve it

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



Search, record, compare

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



**Make a choice
and decide**

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



**Listen deeply
to someone's
feelings and
thoughts**

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



**How did this
happen?
What will
happen next?**

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

If you don't understand all the words or ideas in these skills boxes, don't worry for now. You will have plenty time in Grade 7 to practise these skills, become more familiar with them and get better at them. On the next page you will find out how to make your skills bookmark.

Make your skills bookmark



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

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

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

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

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

Your teacher will find the skills bookmark templates for photocopying in the Grade 7 Teacher's Guide.

Bookmarks in South African Official Languages

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

How to make your skills bookmark



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

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



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



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



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



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



Use your skills bookmark

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



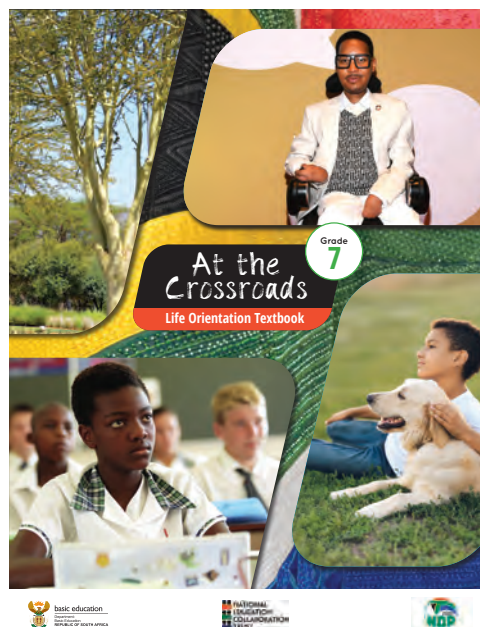
*Good luck to you!



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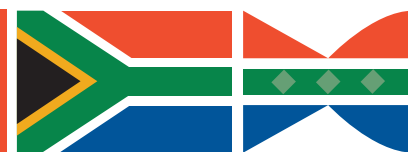
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Skills: Intermediate Phase	viii
Make your skills bookmark	xii

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Skills in English and Afrikaans

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Info Page B	Sahwira (Ritual friendship)	8
Lesson 1.3	Show respect	10
Lesson 1.4	Be courageous	12

Lesson set 2 Changes in boys and girls

Skills in English and Sepedi

Lesson 2.1	Puberty: We are changing	14
Lesson 2.2	Coping with the changes	16
Lesson 2.3	We each grow in our own way	18
Lesson 2.4	Periods are part of our life cycle	20
Lesson 2.5	We can manage our feelings in relationships	22
Lesson 2.6	We choose who we want to be	24

Lesson set 3 Peer pressure

Skills in English and isiZulu

Lesson 3.1	Feeling the pressure	26
Lesson 3.2	Be aware of peer pressure	28
Lesson 3.3	Stand up for yourself	30
Lesson 3.4	Work it out	32
Lesson 3.5	Keep it respectful	34
Lesson 3.6	Ways to cope with too much pressure	36

Lesson set 4 Reading and studying

Skills in English and isiXhosa

Lesson 4.1	Reading takes us places	38
Info Page C	Reading club: Young African fiction	40
Lesson 4.2	Understanding the code	42
Lesson 4.3	We read with our senses	44
Lesson 4.4	Memory gym	46
Info Page D	Read instructions and learn simple sewing tasks	48

Physical Education

Generic stretches	50
Fitness circuit training	54

Term 2

Lesson set 5 Human rights

Skills in English and isiNdebele

Lesson 5.1	Rules as tools	62
Lesson 5.2	Your rights and the Constitution	64
Info Page E	A summary of the Bill of Rights	66
Lesson 5.3	Rights and responsibilities	68
Lesson 5.4	Fair play in sport	70

Lesson set 6 Dealing with abuse in different contexts

Skills in English and Sepedi

Lesson 6.1	Abuse hurts everyone	72
Lesson 6.2	Choose not to abuse one another	74
Lesson 6.3	How abuse can affect you	76
Lesson 6.4	Avoiding abuse	78
Lesson 6.5	How to protect myself	80
Lesson 6.6	Let's talk things through	82
Lesson 6.7	Let's build awareness	84
Info Page F	Gaslighting	86

Lesson set 7 Career fields

Skills in English and Xitsonga

Lesson 7.1	Taking the first step	88
Lesson 7.2	Finding my way	90
Lesson 7.3	So many kinds of work	92
Lesson 7.4	Consider your options	94
Lesson 7.5	Turn challenges into opportunities	96

Physical Education

Invasion games	98
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Teachers are advised to use the Teacher's Guide for At the Crossroads Grade 7 Life Orientation with the textbook. The Teacher's Guide includes helpful notes for strengthening the curriculum, facilitating activities and suggestions for assessment. The Teacher's Guide also assists with planning of progression from grade to grade.

Term 3

Lesson set 8 Substance abuse

Skills in English and Tshivenda

Lesson 8.1	Substance use	106
Lesson 8.2	Tobacco – no thanks	108
Lesson 8.3	Say no to alcohol.....	110
Lesson 8.4	Effects of alcohol abuse	112
Lesson 8.5	Risk and protective factors	114
Lesson 8.6	Recognising addiction	116
Lesson 8.7	How can we help each other?	118
Lesson 8.8	How can I help myself?.....	120
Info Page G	Healing addiction	122

Lesson set 9 Environmental health

Skills in English and siSwati

Lesson 9.1	Our environment, our home	124
Lesson 9.2	Trees are life	126
Lesson 9.3	Reduce waste	128
Info Page H	Recycling & How to make a compost heap	130
Lesson 9.4	Reduce the use of fossil fuels.....	132
Lesson 9.5	Look after our precious water.....	134
Lesson 9.6	Keep your hands clean.....	136
Lesson 9.7	Let's take better care of the Earth.....	138

Lesson set 10 Simulation of career-related activities; value of work

Skills in English and Sesotho

Lesson 10.1	Reach for the stars.....	140
Lesson 10.2	What will work for you?.....	142
Info Page I	The 10 Basic Human Values	144
Lesson 10.4	Taking a look into the future	146
Lesson 10.3	Work wear.....	148
Lesson 10.4	Prepare yourself	150

Physical Education

Movement activities	152
---------------------------	-----

Term 4

Lesson set 11 Personal diet and nutrition

Skills in English and Tshivenda

Lesson 11.1	We are the food we eat	160
Lesson 11.2	Make healthy food choices	162
Lesson 11.3	Eating disorders	164
Lesson 11.4	Vegans and vegetarians	166
Lesson 11.5	Check your diet	168
Info Page J	Food for thought.....	170

Lesson set 12 Common diseases

Skills in English and isiXhosa

Lesson 12.1	What causes diseases?	172
Lesson 12.2	The choices you make	174
Lesson 12.3	Living with a chronic disease	176
Lesson 12.4	Love your body.....	178
Lesson 12.5	Dealing with depression	180

Lesson set 13 Role of oral tradition and scriptures in religions

Skills in English and Setswana

Lesson 13.1	A tale of creation.....	182
Lesson 13.2	A tale of creation continued	184
Lesson 13.3	Connecting with the divine	186
Lesson 13.4	Myths – stories that contain truth	188
Lesson 13.5	Creation story from the Middle East	190
Lesson 13.6	Another creation story from the Middle East.....	192

Physical Education

Outdoor recreational activities	194
---------------------------------------	-----

It's a wrap 202

Acknowledgements..... 204



Welcome to Grade 7 Life Orientation

This book will help you explore many different issues and life experiences. Throughout the year, you will discuss a wide range of topics and learn more about yourself, your community, our country and the world.

In Physical Education, the activities will help you strengthen your body and develop your teamwork skills. You will also get to play lots of different games.

The activities in this book are designed to encourage you to think about your experiences, ideas and values, listen to others' experiences, ideas and values and to find a way to all work together.

In your Personal and Social Well-being lessons, each activity is linked to a particular skill. You will read about the skills with your teacher on pages vi to xi. Your skills will grow as you do the activities in Grade 7.

Your first activity of the year is to make a skills bookmark. You will find more about this on page xii.

Make the most of each experience – explore, learn and grow!

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

Preamble to the Constitution of the Republic of South Africa

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

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

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

May God protect our people.

Nkosi Sikelel' iAfrika. Morena boloka setjhaba sa heso.

God seën Suid-Afrika. God bless South Africa.

Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika.

How to use this book



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

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

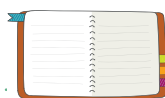
1. The title of the lesson.

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

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

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

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



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.

World of Work

Taking a look into the future

The world of work is changing fast. By the middle of the 21st century much of the work done by people now will be done by machines.

Machines already do some of the work of accountants, website designers, journalists, paralegals and pharmacists.

In the next few decades self-driving cars and trucks are likely to replace millions of drivers. Algorithms already do most financial transactions online. Automation is already threatening the jobs of cashiers, domestic workers, factory workers and miners. Artificial intelligence can already predict the spread of epidemics, scan crowds for wanted criminals and offer counselling to soldiers suffering from post-traumatic stress disorder. Let us imagine some other changes that may take place.

Don't choose a job a robot can do better!



Future jobs

1. Choose three members from your family tree and imagine how the work they do will change because of automation.
2. What kinds of jobs do you think humans will always do better than machines or robots? Are these jobs you might choose?

Step 1 Read these advertisements for possible future jobs.

Rewilder

Apply now >

The Department of Urban Development and Environment is seeking a consultant to plan and manage the redesign and reconstruction of urban environments with natural, indigenous elements.

- Qualification in wildlife management, agriculture or environment science is essential.
- A passion for nature, sustainable practices and spending time outdoors is recommended.
- Looking for a patient, creative, well-organised individual to work with environmental experts and town planners to reintroduce nature into our cities in a systematic sustainable way.



142 Term 3: World of work

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



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

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

Virtual-Journey Builder [Apply now >](#)

The Department of Education is seeking a creative individual to design and create personalised school field trips for all subjects using virtual reality.

- Qualification in film studies together with some experience in education and knowledge of learners' needs is essential.
- Looking for an individual with good interpersonal skills to work with teachers of various subjects to plan school trips to many different places on earth and all the planets in our solar system.
- This position will allow you to work from home and to have flexible working hours.

Urban Farm Planner [Apply now >](#)

The Departments of Urban Development and Agriculture are seeking a dynamic manager to introduce communities in cities to growing their own crops and herbs on undeveloped land in urban spaces.

- Qualification in agriculture or environmental science is essential.
- Experience in management, development & training and aquaponics is recommended.
- Looking for a positive, hard-working individual to consult with communities, find suitable sites and assist growers to provide sustainably for communities and create markets for excess produce.

The future sounds interesting

Step 2 Choose the job that interests you most and write up the answers to these questions.

3. What kind of work is offered in this advertisement?
4. What kind of activities are you likely to do each day?
5. Where would you work?
6. What school subjects and qualifications would you need for this work?

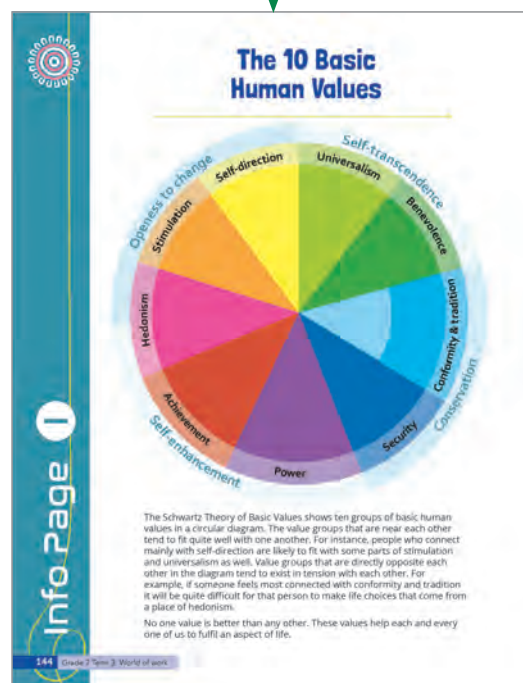
Good Job

Lesson 10.3: Simulation of career-related activities; value of work **143**

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

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

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



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

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

Skills: Senior Phase



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

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



Enjoy a healthy mind and body

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



Ask questions that will help you understand what is going on

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



Convince someone of your point of view

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



Listen, talk and work it out together

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



Test your
idea – change
your mind

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



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

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



Step back –
reflect and
rethink –
step back in

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



Work out what
is right and
wrong for you

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

Skills: Senior Phase continued



Explore and express your emotions

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



Tell a story based on the evidence

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



Find your own way to solve it

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



Search, record, compare

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



**Make a choice
and decide**

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



**Listen deeply
to someone's
feelings and
thoughts**

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



**How did this
happen?
What will
happen next?**

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

If you don't understand all the words or ideas in these skills boxes, don't worry for now. You will have plenty time in Grade 7 to practise these skills, become more familiar with them and get better at them. On the next page you will find out how to make your skills bookmark.

Make your skills bookmark



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

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

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

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

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

Your teacher will find the skills bookmark templates for photocopying in the Grade 7 Teacher's Guide.

Bookmarks in South African Official Languages

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

How to make your skills bookmark



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

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



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



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



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



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



Use your skills bookmark

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



*Good luck to you!

Rules as tools

Rules can help people to live, learn and work together in families, schools, places of work and in the country as a whole.



Step back –
reflect and
rethink –
step back in

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

A game without rules

Play a game of stones in groups of six. As soon as your group gets a pile of stones, try to collect them all as fast as you can. The person who gets the most stones is the winner.

What was it like playing without rules?

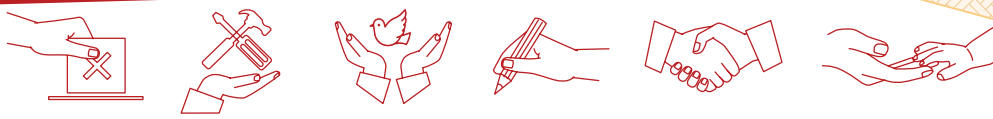
1. What strategy did the person who won the game use?
2. How could rules change the game?
3. Why do we have rules in games?
4. Apart from games, where do we find rules?
5. What would happen if we lived without any rules?
6. Write some rules for the game of stones.

Rules for the country

Nelson Mandela became the first president of a democratic South Africa. His government had the job of changing the rules for the country, so that we could build a new, united South Africa. The rules are all written in the **Constitution**. The three most important values in the Constitution are **Equality**, **Dignity** and **Freedom for All**.

Below: Nelson Mandela addresses South Africans for the first time after his release from prison on 11 February 1990. He was speaking from the balcony of the City Hall on the Grand Parade, Cape Town. With him on the balcony from left to right: Albertina Sisulu, Walter Sisulu, Winnie Madikizela Mandela (partly hidden) and Cyril Ramaphosa.



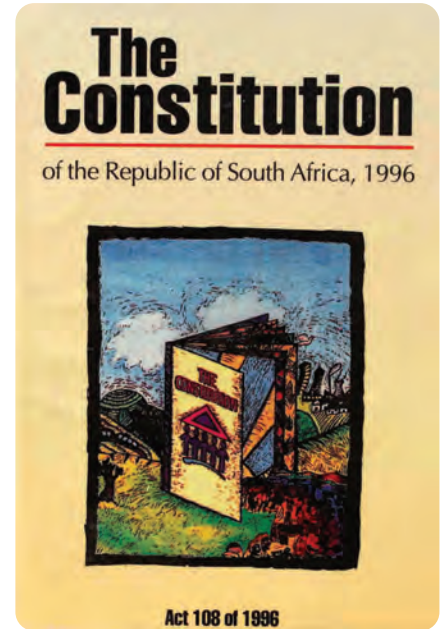


8 May 1996, six years later

The launch of the Constitution

"Today, we are a new country with a new Constitution. "These were the words of President Nelson Mandela when he spoke to a large crowd of people at the launch of the Constitution. He described the Constitution as the country's "national soul", a document that carried our dreams and hopes for a new, non-racial, democratic South Africa.

The Constitutional Assembly started the process of drafting the new Constitution in 1994. Its big public participation programme allowed the views and ideas of more than two million people and organisations to be heard. The Constitutional Assembly then took all the different views into account and agreed on a Constitution that is fair to all people. It includes a list of all of the most important rights. These rights are contained in our Bill of Rights, see pages 66 – 67.

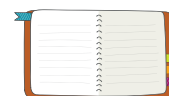


**Convince
someone of
your point
of view**

**Dosa umuntu
ngombono
wakho**

My vision for a democratic SA

7. Close your eyes and imagine a world that is at peace and where everyone is treated fairly, regardless of the colour of their skin, their sex or gender, their religion or beliefs. Describe your vision of a democratic South Africa.
8. Now, imagine that you were a member of the Constitutional Assembly and had to help write the Constitution.
 - a. Think of five rules that you believe would help to build a united, democratic, non-racial South Africa.
9. Turn to the person next to you and discuss what you think an Act of Parliament is.



In your journal

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

Write or draw what your democratic SA looks like.



Your rights and the Constitution

In his documentary project, *Broken Land*, through photographs and text, photographer Daylin Paul highlights issues of climate change, mining and human rights in Mpumalanga.

Mpumalanga has 46% of South Africa's best crop-growing soil and twelve coal-burning power stations. The power stations provide much-needed electricity, but they are also having a devastating impact on the environment and the health of local people.

Mining licences are granted by the South African government on condition that strict Environmental Rehabilitation and Social Development Plans are followed by the mines – plans aimed at protecting the ecology and allowing local people to benefit from the mineral wealth of the land. But these plans are not being followed and the health and economic well-being of both the land and its people are at risk.

Fertile land is being ripped up, the landscape scarred with the black pits of coal mines, while coal-burning power stations send poisonous gases into the atmosphere. Miners and residents alike suffer from numerous respiratory conditions and water meant for drinking and farming is contaminated with pollutants from the mines.

The majority of residents in the province remain poor as the mines and power stations have failed to deliver on the local employment policies they have agreed to.



Tell a story
based on the
evidence

Coca indaba
ngokuya
kobuFakazi




Understanding human rights

The Constitution, the highest law in our country, includes the Bill of Rights – rights the generations before us fought for and we need to look after.

1. List and discuss the issues highlighted by Daylin Paul in the text above and photos alongside.
2. Look at the Bill of Rights on the next page, pages 66 -67. What rights are being violated? Check the box below to find out what types of rights these are.
3. Whose responsibility is it to make sure these rights are protected?
4. What is the solution to these problems?

Know your rights

There are 27 rights listed in the Bill of Rights. There are three main types of rights:

-  **Individual rights** are rights we each have, like the freedom to express ourselves and the right to be safe from harm.
-  **Socio-economic rights** make sure we have a good quality of life, access to schools, housing and safe and fair workplaces, as well as food.
-  **Environmental and developmental rights** make sure that the environment we live in is protected for our well-being, and for the well-being of future generations.

We all need to know what our rights are and understand the protection they offer us and what we can do when they are not protected.





Daylin Paul captures the image of a student as she walks through Embalenhle township near Secunda with the Sasol Synfuels Plant in the background. Embalenhle, Mpumalanga.



Daylin Paul introduces us to (from left to right) Paulose Dlamini, William Mdanke, Paulose Maloyi and Joseph Makoti, who worked in coal mines in Secunda and contracted pnuemoconiosis. Many miners and locals suffer from respiratory diseases. Secunda, Mpumalanga.



Daylin Paul shows us the broken landscape near the Sasol Synfuels Plant. Secunda, Mpumalanga.





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.

Rights and responsibilities

If we want to enjoy the benefits of a society that agrees to respect human rights, we need to keep those ideas alive through the way we treat others.

Former Minister of Basic Education Angie Motshekga launched a Bill of Responsibilities for the Youth of South Africa campaign on 23 March 2011.

The Preamble begins:

I accept the call to responsibility that comes with the many rights and freedoms I have been privileged to inherit from the sacrifice and sufferings of those who have come before me. I appreciate that the rights enshrined in the Constitution of the Republic of South Africa are inseparable from my duties and responsibilities to others. Therefore, I accept that with every right comes a set of responsibilities.

The Bill covers the responsibilities for twelve human rights.

Every South African has the right to:



Equality



Work



Freedom and security of the person



Human dignity



Education



A safe environment



Citizenship



Family or parental care



Life



Freedom of religion, belief and opinion



Freedom of expression



Ownership of property



The right to human dignity

According to the Constitution, all who live in South Africa have the right to human dignity. To enjoy this right, we need to make sure that everybody's dignity is safeguarded, so we have the responsibility to:

- ✎ treat people with regard and respect.
- ✎ be kind, compassionate and sensitive to every human being, including greeting them warmly and speaking to them courteously.



Explore and express your emotions

Hlola begodu
zwakalisa
imizwa yakho




How do you feel?

1. Our Bill of Rights recognises your dignity, which means that you have worth. How do you feel about that? What can you do to make others feel you recognise their worth?



The right to live in a safe environment

Together with this right to live in a safe environment comes the responsibility of each and every one of us to:

-  promote sustainable development and the conservation and preservation of the natural environment.
-  protect animal and plant life, as well as to prevent pollution, to not litter and to ensure that our homes, schools, streets and other public places are kept neat and tidy.
-  in the context of climate change, we are also obliged to ensure we do not waste scarce resources like water and electricity.



Listen, talk
and work it
out together

Lalelani,
nikhulume
begodu
niyirarulule
ngokuhlang-
anyela

What do you think?

2. We cannot work together to protect our environment if we are not talking to each other about it. What kinds of discussions do we need to have?
3. Who are you going to talk to and work with to make a difference?



The right to education

Every child has the right to go to school and get an education.



Find your
own way
to solve it

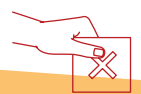
Thola indlela
yakho
yokuyirarulula

What are your responsibilities?

4. School education is the beginning of your journey as a life-long learner. Every effort you make will have an impact on your future. What can you do to make the most of this amazing opportunity?

The Bill of Responsibilities concludes:

I accept the call of this Bill of Responsibilities, and commit to taking my rightful place as an active, responsible citizen of South Africa. By assuming these responsibilities, I will contribute to building the kind of society which will make me proud to be a South African.



Fair play in sport

Just as we have the Constitution to help create fairness in our country, so all sports have rules that help the players play the game fairly.

Some rules, specific to each sport, tell us how the game is played, how many players make up a team, how you can move and what counts as a win. There are also general rules that encourage good practice: fair play, no cheating, team spirit and treating all players with respect. Both types of rules are important to keep things fair in sport.

In football, a **red card** given to a player by the referee means:

- the referee finds that player's behaviour unacceptable
- the player must leave the field immediately
- the player will not be allowed to play the next three games with the team.







A **yellow card** is not as serious, but it still serves as a warning that the referee is watching and the player must do better.



Work out what is right and wrong for you

Funisisa okulungileko kanye nokungakalungi kuwe

Red card / yellow card?

1. If you were the referee what kinds of behaviour would you give a red or yellow card for?
 -  A soccer player, trying to keep possession of the ball, pretends the ball did not go over the line.
 -  A hockey player hits a rival team member with a hockey stick.
 -  A rugby player pulls an opponent's pants down in the scrum.
 -  A basketball player swears at a teammate for taking possession of the ball.
 -  An athlete puts out a foot to trip another athlete in a race.
 -  A netball player refuses to accept a decision of the referee and walks off the court.
2. What important principles of fair play were not respected in the above scenarios, for which you gave a red or yellow card?





**Convince
someone of
your point
of view**

**Dosa umuntu
ngombono
wakho**

Your turn to play fair

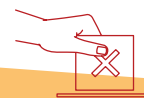
3. Look at each photo and decide what important values are shown by the sports people in that photo.
4. Make a list of all the things that you think would contribute to cheating in sport. Alongside this list, make a list of all the things you think contribute to fair play.
5. What does fair play in sport have in common with human rights in society?
6. Use the Bill of Rights in the Constitution to make one of the following arguments:
 - 👉 Fairness in sport is not the same as equal rights in a democratic society.
 - 👉 Fairness in sport is just like equal rights in a democratic society.

When making your argument, think about:

- 👉 team spirit and good sportsmanship.
- 👉 what makes winners and losers.
- 👉 playing by the same rules and avoiding cheating.
- 👉 how access to good nutrition, quality sports gear and a fantastic coach could give someone an unfair advantage.



The Purple Hearts, from Welkom in the Free State, hug the opposition as they celebrate their 10-7 win against the Welkom Police Women's team, at Kutloanong stadium in Odendaalsrus.



Abuse hurts everyone

Abuse can happen at home, in your family, at school, or even with your friends. No one, not even your elders, has the right to abuse you.

Sometimes people get so used to living in a harmful relationship they do not even realise that it is abusive. It is important to recognise the differences between healthy, unhealthy and abusive relationships.

In a healthy relationship, people...

- feel comfortable communicating their thoughts and feelings.
- respect and trust one another.
- are honest.
- support and encourage each other.

In an unhealthy relationship, people...

- don't always communicate their thoughts and feelings.
- put pressure on or withdraw from one another.
- are dishonest.
- don't care how their behaviour might affect the other person.

In an abusive relationship, people...

- control the abuse or become a victim of it.
- accuse and threaten, or withdraw in fear.
- get caught up in the roles of controller, victim and rescuer.
- withdraw from family and social activities.





Enjoy a
healthy mind
and body

Ipshine ka
mmele le
mogopolo wo
o phetšego
gabotse

Healthy, unhealthy or abusive?

Use the information on healthy, unhealthy and abusive relationships to help you decide whether these relationships are healthy, unhealthy or abusive:

- a. "My parents listen to my opinion if we argue. I'm allowed to talk openly about what is bothering me."
- b. "My boyfriend is so in love with me. He gets very jealous when I talk to other boys."
- c. "My girlfriend always looks through my phone and Facebook account. She says that's the only way she can trust me. She has given me the passwords to hers."
- d. "My friend's mother hits her. She says she is a disgrace to her family. She hits her and says it's the only way she will listen."
- e. "If I argue with my girlfriend she stops talking to me for days."
- f. "My father hits my mother if she is late preparing his food. He says he wouldn't have to do that if she just did what a wife should do."
- g. "My family always tells me how special and important I am to them."
- h. "My parents text me too often when I'm out with my friends, even though they agreed not to."

Healthy Unhealthy Abusive

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check your answers together as a class.



Healthy relationships with your family, friends and partners help you to feel good about yourself and allow you to feel safe and respected. If someone uses their power to control or mistreat you it is an abusive relationship.

Choose not to abuse one another

Abuse can affect you physically and emotionally, whether it is short term or long term. It can change the way you behave and how you relate to others.

Abuse takes different forms

Some people believe that abuse is only physical, but there are many different types of abuse:

Physical abuse: When someone is hit, burned, shaken, pushed, pulled, punched or beaten.

Emotional abuse: When someone is intimidated, harassed, insulted, ignored, isolated, threatened, stalked or bullied.

Sexual abuse: When someone is touched without wanting to be or is forced to have sex.

Financial abuse: When your money, or your ability to earn money, is controlled by someone who has power over you. It can also mean the illegal or unauthorised use of a person's property, money, pension book or other valuables.

Think back to the abusive relationships you identified on the previous page.

What types of abuse do these scenarios describe? Some might describe more than one type of abuse.



Convince someone of your point of view

Kgodiša
motho yo
mongwe ka
moo o bonago
dilo ka gona

Choose to be respectful

Young people who are exposed to acts of violence and abuse may start to believe that abusive behaviour is normal and something that happens in all relationships. This is why it is so important to understand what abuse is and how it affects people.

1. Share with a partner why you choose to be respectful of others and not to abuse anyone.



Sophie's Story

Sophie has a difficult relationship with her boyfriend, Trent.

"Trent can be really mean. Sometimes he calls me horrible names. My parents would freak if they heard how he speaks to me... they never use that kind of language with each other, even when they argue. He's also started getting into trouble at school. He arrives late, and he's been to the principal's office every day this week. He tries to convince me to misbehave as well. It makes me so anxious. My marks have dropped and I'm terrified I'll get disciplined. Trent says the principal will never be able to discipline him like his father does, so he doesn't care. I think I need to break up with him, but when I bring this up he says I better not leave him. I feel scared and don't know what to do."



How did this happen?
What will happen next?

Naa se se
diregile
bjang? Go
tlo diregang
morago ga
fao?

What kind of support does Sophie need?

2. What are the signs that Sophie is in an abusive relationship?
3. Describe how this abuse is affecting her:
 - a. Physically, emotionally and socially
 - b. In terms of her behaviour and school work.
4. Sophie is describing the short-term effects of this abuse. What could the long-term consequences be?
5. Trent is abusing Sophie, but there are signs that he is also being abused:
 - a. What type of abuse is he facing?
 - b. What does this tell you about abuse?



How abuse can affect you

Effects of abuse can be physical, psychological or emotional, or all three. Abused people often take their anger out on others and behave badly themselves.

Evidence of abuse

Behaviour

- Bullying others
- Withdrawing from social interactions
- Self-harming or attempting or thinking of suicide
- Violent outbursts
- High-risk sexual behaviour
- Substance abuse (alcohol or drugs)
- Developing an eating disorder
- Difficulty maintaining relationships
- Inability to trust others
- Criminal behaviour
- Problems with schoolwork

Body

- Bruises
- Burns
- Cuts
- Health problems such as headaches and tummy aches
- Broken bones

Emotions

- Stressed
- Feel overwhelmed
- Depressed
- Fearful
- Anxious
- Low self-esteem
- Feel numb

The effects of abuse can be very serious and long lasting, so it is important to find ways to protect yourself.



Enjoy a
healthy mind
and body

Ipshine ka
mmele le
mogopolo wo
o phetšego
gabotse

Find your own personal protection network

Many young people are scared to report abuse. There are laws that protect you and people who can help you, so talk to someone about the abuse. It is the only way to stop it.

Choose a network of people who will be able to give you support and protect you from abuse if you need help. You could choose a person who lives close by, a relative, a past or present educator, a friend, and so on. Make sure the people you choose are people who:

- you can trust
 - will listen to you
 - will believe you
 - will take action if necessary
1. Think about five people you would like to be part of your network. Keep their names and contact details in your schoolbag so you can get in touch with them easily if you need to.



The Bill of Rights offers protection

The Bill of Rights in the Constitution says that children have the right to be protected from abuse and that they also have the right to be cared for, by their parents, family or a caregiver. The Constitution also says that everyone, not only children, has equal rights and has the right to feel safe and secure and be treated in a way that is not violent or cruel.



Convince
someone of
your point
of view

Kgodiša
motho yo
mongwe ka
moo o bonago
dilo ka gona

Your own Bill of Rights

2. Complete each sentence with a practical example.
The first one has been done for you.

- a. I have a right to be treated with respect.
This means that I am worth more than anyone can calculate and I have a right to be treated with dignity and to be heard when I don't want to do something.
- b. I have a right to say how I am feeling.
This means that...
- c. I have a right to be safe.
This means that...
- d. I have a right to be cared for.
This means that...
- e. I have a right to feel good about myself.
This means that...

3. Compare your sentences with a partner's.
4. Put all your rights together in a Grade 7 Bill of Rights with the heading: "No" to abuse. "Yes" to healthy relationships.

Avoiding abuse

Abuse can happen at home, at school or in the community. Identifying situations that could lead to abuse can be difficult, but look out for threatening behaviour and risky situations.



Explore and express your emotions

Lebelediša o
be o tsweletše
maikutlo a
gago

Feeling unsafe

Often your body is the first thing to tell you when a situation is risky or dangerous. Trust the early warning signs your body gives you and find safety as soon as you can.

1. Think about a time when you did not feel safe. Where in your body did you feel it?

- | | |
|---------------------------------|---|
| <input type="checkbox"/> breath | <input type="checkbox"/> body temperature |
| <input type="checkbox"/> skin | <input type="checkbox"/> heartbeat |
| <input type="checkbox"/> chest | <input type="checkbox"/> hands |
| <input type="checkbox"/> tummy | <input type="checkbox"/> bladder |

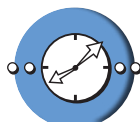


What should Mary do?

She has been chatting to Zakes online for a week. He told her he is 18 years old, he loves gaming and he lives nearby.



A week later...



How did this happen?
What will happen next?

Naa se se diregile bjang? Go tlo diregang morago ga fao?

Help Mary

- Discuss whether you think Mary should meet Zakes.
- What are the warning signs that this friendship is not at all what it seems?
- What could happen to Mary?
- What would you advise Mary to do?
- Describe any risky or threatening incidents you have come across online.

Be safe – online and offline

Being online, on your phone and computer, is a great way to play games, listen to music and find out more about what interests you. The internet can also be used to make new friends. But many people hide the truth about themselves online, so you should treat any new relationships with caution. Ensure that you are safe by following these guidelines:

- Do not trust any privacy settings.
- Do not share your personal contact details, including where you live, with anyone online.
- Do not be afraid to block, delete or reject someone who makes you feel uncomfortable.
- When you decide to meet someone offline, tell friends and family when and where the meeting is taking place. Meet in a public place or take someone you trust with you.

Risk check

- Are there people in your life (home, school or community) who you find threatening, or situations that you feel put you at risk?
- Think carefully about the risky situation/s: Where? When? With whom? How?
- Decide what steps you can take to keep yourself safe.

Be safe when using social media.

Make sure your Facebook, Instagram or TikTok account is private and only accept people that you know. People can use social media for bad things. Never share pictures of yourself. These can be saved and sent to many others. You never know who will get your pictures or what they may do with them.

How to protect myself

Under South African law every child under 18 years of age has the right to be kept safe and unharmed. Understanding these rights, and knowing who you can turn to for help, are important ways of safeguarding yourself against abuse.

1 in 4

children have received some form of corporal punishment at home.

1 in 5

boys is a victim of bullying.

1 in 6

children have received some form of corporal punishment at school.

1 in 6

girls is a victim of bullying.

1 in 5

incidents of sexual abuse takes place in schools.

1 in 3

children are a victim of cyber bullying.

Know your rights and the law

The South African Constitution says that no child may be abused. You may not be physically punished at school.

There are laws to back up this part of the Constitution:

- **The National Education Policy Act** (1996), which says that the Minister of Education must create a policy for discipline at school that does not include physical or psychological abuse.
- **The South African Schools Act** (No. 84 of 1996), which says that no-one can hit or physically discipline a learner.
- **The Children's Act** (No. 38 of 2005), which says that the well-being of children is most important, meaning they cannot be physically or emotionally abused. The people in charge have a responsibility to protect children from abuse.
- **The school governing body** (SGB), made up of parents, learners and teachers, is responsible for developing a code of conduct for the school, which should include non-abusive ways to discipline learners.



Reporting a case of physical punishment at school

All cases of corporal punishment must be reported to the principal. If it was the principal who carried out the punishment it must be reported to the circuit manager or district director. If you need help talk to your parents or caregivers or to teachers you trust.

The person to whom the incident has been reported to must:

- Get as much information as possible from the learner and write it in a statement.
- Give the report to the district manager.
- Inform the SGB and the learner's caregivers.

The district office must investigate the matter and suggest what should be done.

- If an educator is found guilty there must be a disciplinary hearing.

Jade's Story

Even though the law is in place to protect you, corporal or physical punishment is still being used in some schools. Jade's story is one example:

"My parents don't mind me getting caned when I am in the wrong. They say this is how they learnt to behave when they were young. Unfortunately, some of the teachers believe this too, so our school governing body made the decision to allow caning at school. When we told them it's against the law, they said the learners were just looking for ways to get out of trouble. But we're not saying 'no' to all discipline, we just really don't like being hit. I don't think we learn anything from it anyway. It hurts like hell, and we don't trust our teachers anymore. Some learners don't even come to school, they are so scared of the teachers."



Use the law to help Jade

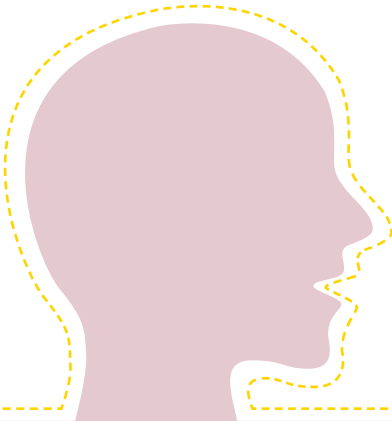
1. Do you think the 2013 Unicef statistics are still accurate now? Give reasons for your answer.
2. What are learners' rights?
3. What laws can help them protect their rights?
4. Discuss the steps learners can take to make sure their rights are protected.
5. Why does Jade think that corporal punishment is a problem?
6. Jade suggests that there are other ways to discipline learners. What kinds of discipline do you think would work for you?

Let's talk things through

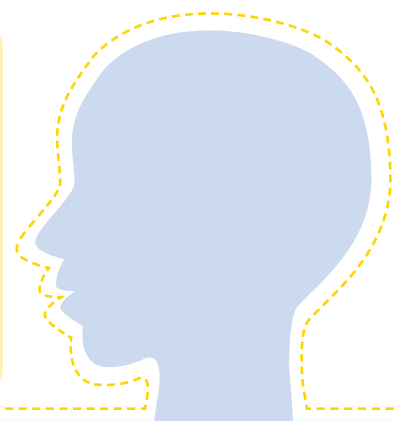
There is conflict and disagreement in even the healthiest of relationships. Resolving these problems with violence and abuse is not the solution. Talking and really listening to each other's feelings and needs is a good way to build healthy relationships.

Effective communication skills

Some tips on how to speak and listen to each other in a way that helps you to work things out:



- Face each other.
- Make eye contact.
- Try for a relaxed posture that shows you are open to talking and listening.
- If you are feeling really angry take some time to calm down.



When it is your turn to speak:

- Explain, as clearly as you can, how the situation affects you and what you need.
- Check your tone of voice – does it sound angry or mean? Try for a neutral tone.
- Use “I” statements, such as “I feel...” and “I need...”.

When it is your turn to listen:

- Do not interrupt.
- Check your body language: does it tell the speaker you are interested in what they have to say?
- Do your best to understand the other person's feelings and needs.

- Share positive feelings, like what you appreciate and how important the other person is to you.
- If what you are fighting about is not important, let it go. You do not always have to be right.



Listen, talk
and work it
out together

Theeletša,
bolela gomme
le šomane le
yona mmogo

Practise effective communication skills

- Step 1** Think back to a situation of conflict you experienced with a friend or family member.
- Step 2** In pairs, each give a detailed explanation of this conflict to your partner.
- Step 3** Choose one partner's situation and roleplay the conversation between yourself and the friend / family member using the effective communication skills above to sort out the conflict.

Put effective communication skills to use with your parents and caregivers

Parents or caregivers sometimes just do not seem to understand your need to become more independent and this can result in shouting and saying mean things. Speaking and listening to each other's points of view can help you to build and maintain a healthy relationship with them.

- **Share what is happening in your life:** Introduce them to your friends, tell them about school and let them know what your worries and fears are. This can bring you closer and will help to build trust. It is easier for parents or caregivers to allow you more independence when they trust you.
- **Part of being independent is being responsible.** Do the things that you say you will do. This will also help to build trust.
- **Appreciate what your parents or caregivers do for you** and share your gratitude with them.
- **Agree to disagree.** Your parents or caregivers are not always right, but screaming and saying mean things will not solve anything. Listen to what they have to say and, if you don't agree, disagree with them respectfully.



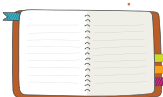
Explore and express your emotions

Lebeleliša o
be o tswelētše
maikutlo a
gago

Message to my caregivers

1. Write a letter, or a note, to your parents or caregivers.
 - Tell them what you value about them.
 - Explain what growing older means to you and how you feel about it.
 - Describe what you need from them as you become a teenager.
 - Make clear how you would like to handle disagreements in the future.

Note: These suggestions might not work for everyone. Sometimes you cannot change a bad relationship, so then walk away and remember your network is there to help you.



In your journal

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

Write or draw how you feel about your caregivers.

Let's build awareness

Putting an end to violence and abuse is not easy, but raising awareness by talking about it is a good place to start. If everyone commits to working together to end abuse we will all be better protected.



Search, record,
compare

Nyakišiša,
gatiša,
bapetša

Act against abuse

Plan a class campaign and help build awareness in your school and community.

1. Choose the most important message you want to share.

Everyone needs to know:

- The differences between healthy, unhealthy and abusive relationships.
- What forms abuse takes.
- How abuse hurts people.
- How to identify risky situations and threatening behaviour.

2. Choose a way to communicate your message.

- Design a banner or poster
- Use social media
- Write and perform a song or poem
- Create a play.

3. Research an organisation in your community that helps victims of abuse. Find out:

- Its name, address and contact number.
- What kind of support it offers victims?
- What it does to fight abuse?
- Include this organisation in your message.

4. Invite this organisation to talk to your School Safety Committee.

**"No excuse
for abuse"**

**should be heard
loud and clear!**



Stop abuse. Call if you need help.

Childline: 0800 055 555

Ambulance: 10177

South African Police

Services: 10111

Lifeline and Rape Crisis:

0861 322 322

AIDS helpline:

0861 322 322

Society's responsibilities in relation to children



NO DISCRIMINATION



**KEEPING FAMILIES
TOGETHER**



**RESPECT FOR
CHILDRENS VIEWS**



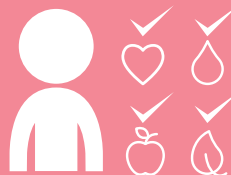
**PROTECTION
OF PRIVACY**



**ACCESS TO
INFORMATION**



**FOOD, CLOTHING,
A SAFE HOME**



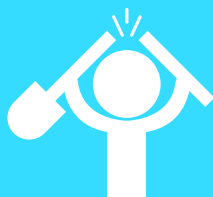
**HEALTH, WATER,
FOOD, ENVIRONMENT**



**ACCESS TO
EDUCATION**



**PROTECTION FROM
SEXUAL, EMOTIONAL
& PHYSICAL ABUSE**



**PROTECTION
FROM HARMFUL
WORK**



**PROTECTION
FROM HARMFUL
DRUGS**



**PREVENTION
FROM HUMAN
TRAFFICKING**



Gaslighting is a type of abuse!

Gaslighting is a form of emotional abuse that is seen in abusive relationships. It is the act of manipulating a person by forcing them to question their thoughts, memories, and the events occurring around them. A victim of gaslighting can be pushed so far that they question their own sanity.

Gaslighting was first shown in an American play that was made into a film. It is about a woman whose husband slowly manipulates her into believing that she is going insane.

Today gaslighting is accepted as a psychological term that describes a very dangerous form of mental and emotional abuse in which the abuser deliberately makes the victim feel that he or she is going crazy. The abuser gains power and control while the victim slowly becomes more insecure and dependant.

Over time gaslighting can destroy the victim's self-confidence, until they are left questioning whether what they experience, think and feel is real or something their mind has made up. The gaslighter's aim is clear: to confuse and disorient the victim so that they can gain total control over them.

Gaslighting in personal relationships

Parents can, and do, gaslight their children, or manipulate them into questioning their sanity, causing them to doubt their own thoughts, feelings and memories. Parents who engage in gaslighting often have narcissistic personality traits and/or suffer from alcohol/drug abuse. Parents may outright lie to their children, discredit their thoughts and cause them to feel self-conscious, anxious, weak and confused. If you suspect a parent is gaslighting you, you need to tell someone that you trust. You can tell a teacher, a family member or an adult that you can confide in.

It is hard to believe, but our closest friends are capable of manipulating us in ways we would prefer not to imagine. Even a friend can use gaslighting to manipulate someone into questioning what they know to be true. If this is your experience, remove yourself from this relationship or get help to get away.



Gaslighting in society at large

When Steve Biko said:

“The most powerful weapon in the hands of the oppressor... is the mind of the oppressed.”

He was speaking about how colonialism and apartheid took away the dignity of black people and made them the possessions and tools of white people. Every aspect of life under apartheid reinforced this experience and distorted black people's sense of self, creating an inferiority complex that allowed black people to oppress themselves.

When one group of people has been oppressed by another for a long time, gaining political freedom is not enough to end the years of oppression. Freedom is only really achieved when the people who have been oppressed are able to break through the inferiority complex and free their minds.



“Emancipate yourself from mental slavery, none but ourselves can free our mind.” — Bob Marley

If you value and believe in yourself, develop a positive self-image and grow your self-esteem you are in a better position to counter this kind of abuse and oppression.

Taking the first step

Ho tsamaya ke ho bona – Sesotho saying meaning *to journey is to discover*.

**You are starting on a journey into the world of work.
Every journey needs some preparation. The first step
is getting to know yourself better.**

Know yourself

- Do you share things you know about yourself with others or do you keep them to yourself?
- Do you know what others know about you? Sometimes your family, friends and classmates know or understand things about you that you have not thought about.

There are whole areas of yourself that you are yet to discover. This journey of discovery lasts your whole life.



**Step back –
reflect and
rethink –
step back in**

**Tlhelela
endzhaku
– anakanya
endzhaku
na ku tlhela
u ehleketa
nakambe
– tlhelela
endzeni**

Design your own Johari Window

You do not have to share your window with anyone. Be as creative as you want, using pictures and words.

Step 1 Draw four blocks, or windowpanes, and write the categories at the top and side of the four blocks.

Step 2 Start by filling in the **Open** and **Hidden** blocks. Use the descriptions in the windows (opposite) to help you.

Step 3 In the **Unknown** block, write what you want to learn about yourself: possible self-discoveries, new interests and abilities, relationships, and adventures that lie ahead for you.

Step 4 To fill in the **Blind** block, you need to ask others (your friends, family members, teacher or a classmate) to describe your personality or what they have noticed about you. Ask them to talk about your abilities, skills and personal qualities. Listen without interrupting. You may hear things that surprise you. You can decide to strengthen the positive and work on the weaker parts of your personality.



The Johari Window

The Johari Window is a useful tool to help you better understand your relationship with yourself and with others.

What I know

What I do not know

What others know

What others do not know



Open

Things I know and others know:

My name, age, where I go to school.
Some of my interests: I like to listen to music, my favourite sports team, and so on.
I enjoy daydreaming.
I am tall for my age.



Blind

Things about me that others see, but I don't:

Things I do really well.
Some of my habits, such as a hand gesture or facial expressions I often use.
Some things I do that are annoying to others.



Hidden

Things that only I know:

My thoughts.
Some things that are painful or hurtful.
Things I'm embarrassed or ashamed of.
Drug or alcohol use.



Unknown

Things I do not know and others do not know:

A talent I do not know I have.
The work I will do and where I will live.
The kind of family I will have.
The countries I will visit.



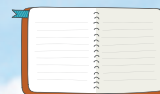
Find your own way to solve it

Kuma ndlela ya wena ya ku tlhantlha xirhalanganyi lexi

What did you learn from this exercise?

Write about how you felt doing this exercise.
Use these questions to guide you:

1. How easy was it for you to complete each block? Why?
2. What did you learn about yourself?
3. How has this helped you to think about your personal qualities, talents, abilities and skills?



In your journal

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

Write or draw how exploring who you are makes you feel.

Ingwe idla ngamabala - isiZulu proverb meaning *one thrives by one's natural talents*.

Take a quiz to help you begin your journey to your future career.

You may follow a single career all through your life or have many careers. You may be employed, work for yourself, or start a business and employ others. The journey begins with you exploring, discovering, developing and expressing different parts of yourself.



**Make a choice
and decide**

**Langa no
Teki Xiboho**

Thinking about the future

Use these questions to help you.

1. What would you like to spend every day doing?
2. What makes you feel excited, satisfied, proud or incredibly happy?
How can you use these feelings to help you think about the future?



**Step back –
reflect and
rethink –
step back in**

**Tihlela
endzhaku
– anakanya
endzhaku na ku
tshela u ehleketa
nakambe –
tshela endzeni**

Personality quiz

3. Write down the number and the letter that is the best choice for you.

1 Which word fits you best?

- | | |
|------------|------------|
| a. Maker | d. Manager |
| b. Thinker | e. Helper |
| c. Doer | f. Planner |

2 The thing you most like doing:

- | | |
|--|----------------------------|
| a. Performing or creating something | d. Interacting with people |
| b. Learning about things that interest you | e. Caring for others |
| c. Working with tools or machines | f. Being organised |

3 What would you choose to say?

- "I hate routine. I enjoy being free to explore things."
- "I enjoy finding ways to solve problems."
- "I don't want to talk about it, I want to get on with doing the job."
- "I want to be successful and recognised for my achievements."
- "Let me help you."
- "I enjoy sticking to routines and making schedules."

4 The people who know you best would describe you as someone who...

- Has their own way of doing things.
- Likes thinking about how things work.
- Likes to get things done.
- Is confident and competitive.
- Is kind and friendly.
- Is reliable and thinks ahead.

5 You enjoy...

- Beautiful things.
- Learning and doing research.
- Being outdoors.
- Power and status.
- Other people.
- Seeing a plan come together.

6 You like to...

- | | |
|--|---------------------------------|
| a. Play with new and interesting ideas. | d. Show others the way forward. |
| b. Make connections between things. | e. Get to know people. |
| c. Be out in the world with something to do. | f. Be prepared. |

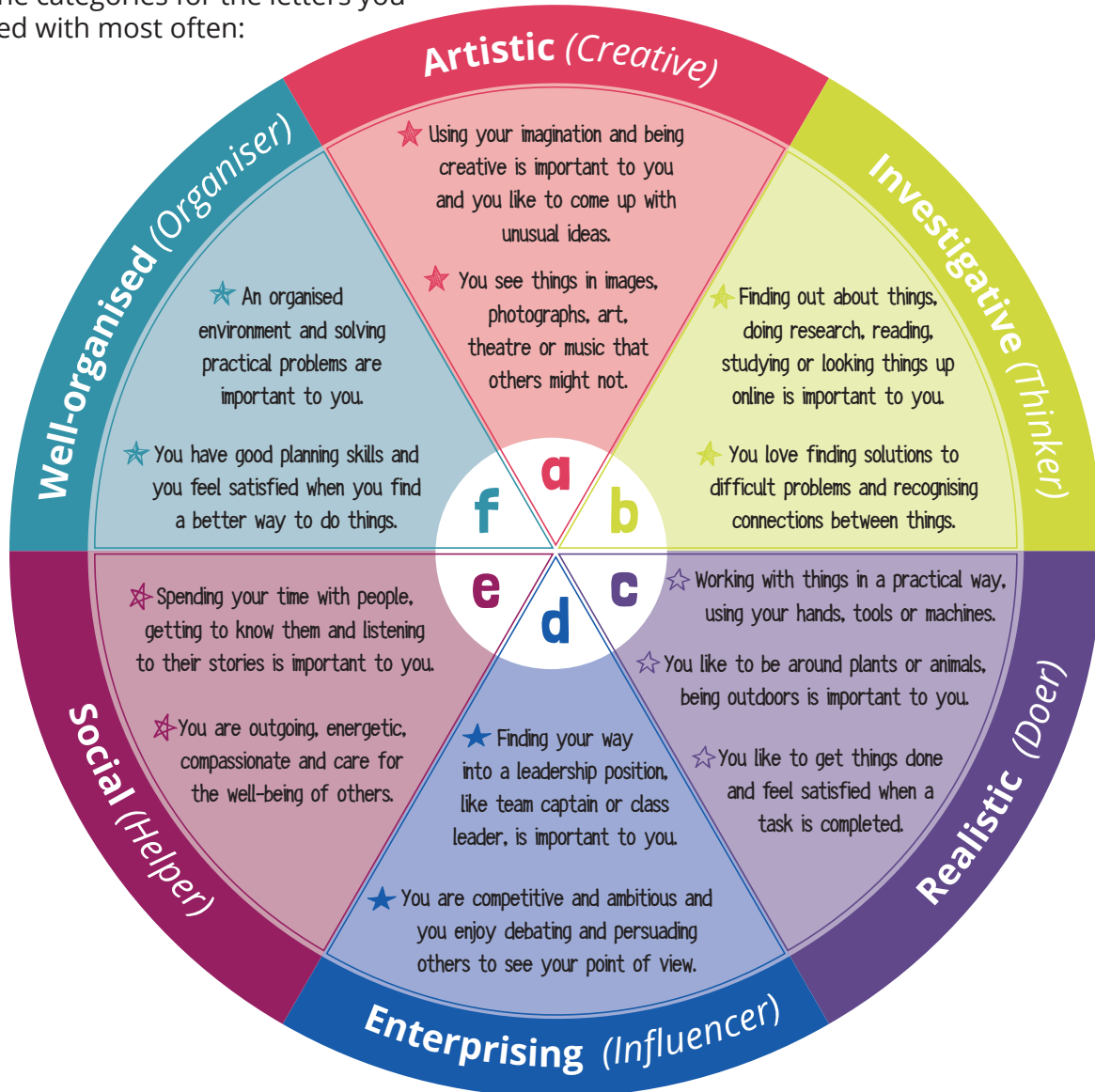
7 You are good at...

- | | |
|-------------------------------------|--------------------------|
| a. Trusting your "gut" or instinct. | d. Taking the lead. |
| b. Finding solutions to problems. | e. Being part of a team. |
| c. Finding things to keep you busy. | f. Planning events. |



Quiz Wheel

Read the categories for the letters you matched with most often:



Test your
idea – change
your mind

Ringa
muanakanyo
wa wena
– cinca
mavonelo/
ngqondo ya
wena

Quiz: useful or not?

- Which category did you match with most?
- Which other categories did some of your answers match with?
- When you read the categories you matched with did you recognise some of these things in yourself? Which ones?
- Did you find this quiz useful? Why? Why not?

Please note: We do not always have to be one kind of person. The more we learn about ourselves, the more we can develop ourselves. There are many tests like this one, which was created by John Holland, an American psychologist. Hopefully it gets you thinking about the kind of person you are and the kinds of careers you are considering.

So many kinds of work

Hi randza ntirho wa hina! – XiTsonga saying meaning *we love our work*.

There are work opportunities everywhere. Exploring your local environment and community can be a good place to start.



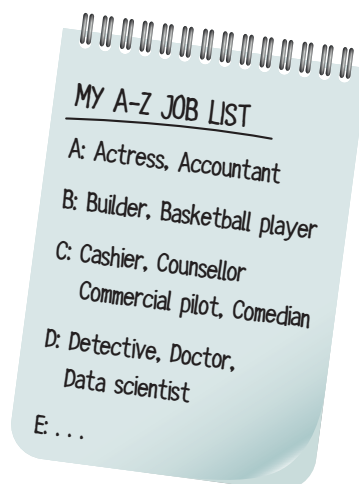
Ask questions that will help you understand what is going on

Vutisa swivutiso leswi swi nga ta ku pfuna leswo u twisisa hi leswi swi humelelaka

List of jobs – A to Z

What kinds of work did you see on your way to school today? See how many jobs you can find for each letter. (Do this in your home language if you like). Try to find more kinds of work on your way home, or add to the list kinds of work that you have heard about.

Compare your list with that of a partner.



Search, record, compare

Secha, rekhoda, pimanisa

Things to consider

Step 1 Copy the table below. The software developer has been done as an example. Complete for the sonographer and the motor technician.

Type of work	Environment	Activities	School subjects	Interests & qualities	Challenges
Software developer	Anywhere with an internet connection	Creates websites, apps and computer programmes	Mathematics and Information Technology	Fascination with computers and ability to meet deadlines	Long hours of hard work
Sonographer					
Motor technician					

Step 2 Complete the last row with the kind of work that you dream of doing. Do some research to find the answers you need.

Refer to **Consider your options**, page 94, to find more information, or you're A-Z list of jobs for more ideas.

Think about the different ways you could find out about the type of work you are interested in.

Finding work that fits with you

Faith, software developer

"I create websites, apps and computer programmes. Computers are fascinating and complex, like our own brains. My favourite subjects at school were Mathematics and Information Technology. I studied Computer Science at university for four years and learnt programming. The hours were long and the work was hard. I kept myself motivated by thinking how I would use my qualifications to build my career. I am so glad I did, because I love my work, even with the pressure of strict deadlines. My talents are in demand and there are exciting developments in this field."



Alwyn, sonographer

"I love to work with people and enjoy technology. My work helps me to combine both of these things. I work at a clinic where I do sonograms and ultrasounds. This means I am trained to record, read and photograph the ultrasound waves that bounce off various parts inside a human body. These images help a doctor find out what is wrong with a patient. I try to keep my patients comfortable and relaxed. I work long hours, but I enjoy learning new things and making a difference in people's lives. Mathematics and Life Science are the school subjects that prepared me for the work I do now."



Matshidiso, motor technician

"I have always loved cars, which is why I took Mechanical Technology as a subject at school. I used to help out at my uncle's garage in the school holidays, where I learnt about fixing cars. I got a bursary and studied at a community college so I could follow my passion. I worked as an apprentice for my uncle before opening my own garage. I'm a good automotive technician because I enjoy finding out what is wrong with a car and I love solving problems. People will always need to have their cars fixed."



Consider your options

There are so many different careers it can be overwhelming and difficult to make a decision.

You may already have some idea of the kind of field you would like to work in, or you may still be uncertain. You have plenty of time to explore your options.

Career fields can be categorised as follows:

Check out all the options in the infographic!

Management and Administration

Business Management and Administration

chief executive, IT manager, human resource assistant, receptionist

Marketing, Sales and Services

market research analyst, telemarketer, estate agent, website designer

Hospitality and Tourism

chef, housekeeper, travel agent, tour guide

Finance

auditor, loans officer, insurance claims investigator, bank manager

Arts and Information Systems

Arts and Communication

digital designer, performer, editor, broadcast technician, camera operator

Information Technology

information security architect, IT technician, software developer, video game designer

Engineering, Manufacturing & Technology

Manufacturing

chemical plant operator, electrical engineer, machine assembler, robotics technician

Science, Technology and Engineering

astronomer, environmental scientist, national park manager, biochemical engineer

Transport and Distribution

air traffic controller, pilot, courier, flight attendant

Architecture and Construction

landscaper, civil engineer, construction worker, architect, plumber, electrician

Career Fields

Health

Medicine and Health Sciences

surgeon, dentist, genetic advisor, laboratory technician, vet's assistant

Recreation, Fitness and Sport

instructor, nutritionist, agent, journalist, doctor

Human Services

Law, Public Safety and Security

legal secretary, attorney, magistrate, court reporter

Education and Training

instructional designer, educator, principal, educational psychologist, sports coach

Government and Public Administration

urban planner, transport inspector, occupational health and safety specialist

Agriculture, Food & Natural Resources

farmer, mechanic, forester, food scientist, botanist, zoologist, environmental manager, vet





Find your
own way
to solve it

Kuma ndlela
ya wena ya
ku tlhantlha
xirhalanganyi
lexi

Exploring all the options

Using the Infographic:

1. Name the six career fields.
2. Which field interests you most?
3. Which career in that field interests you most?
4. Can you think of other careers you are interested in that are not listed here?

Check how much you know about the career or careers you are interested in:

5. Where would you work?
6. What kind of tasks would you do?
7. What qualifications would you need?
8. What past experience would be valuable?
9. Would you need to study after school? For how long? Where?
10. What skills and talents would be useful in this work?
11. What school subjects would be useful/necessary?
12. What do you think you would enjoy about this work?
13. Do you know anyone working in this field who you could job shadow?

Where can you find the answers to the questions you could not answer?



Ask questions
that will help
you under-
stand what is
going on

Vutisa
swivutiso
leswi swi nga
ta ku pfuna
leswo u twisisa
hi leswi swi
humelelaka

Career fields quiz – guess the career?

Step 1 Divide the class into two teams.

Step 2 Each team thinks up ten questions about different careers to ask the other team.

Step 3 Teams take turns to ask each other the questions.

Step 4 For each question correctly answered the team gets a point.

Step 5 Which team knows the most about careers?



Uma u thatha uhambo, landela umkhondo

– IsiZulu saying meaning *when on a journey follow the signs.*

Making choices will be part of your journey to finding the best work for you. Sometimes the opportunities for work are right in front of you, presented as challenges.



Ask questions that will help you understand what is going on

Vutisa swivutiso leswi swi nga ta ku pfuna leswo u twisisa hi leswi swi humelelaka

Every challenge is an opportunity

There are challenges in all communities.

1. Find the challenge expressed in each picture.
2. Ask yourself, "How can I turn these challenges into a chance to find out what I'm good at and earn some money?"



Cleaning the streets

A group of young pupils from Diepsloot Combined School saw a challenge in their community and invented a way to solve it. They built a street-sweeping robot prototype that looks like a small truck and is able to sense when there is litter on the streets and to sweep it away.

"We created a street-sweeping robot to clear the rubbish. We want to make Diepsloot a safer, cleaner and more enjoyable place. We want to protect the children who play and walk in the streets."



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

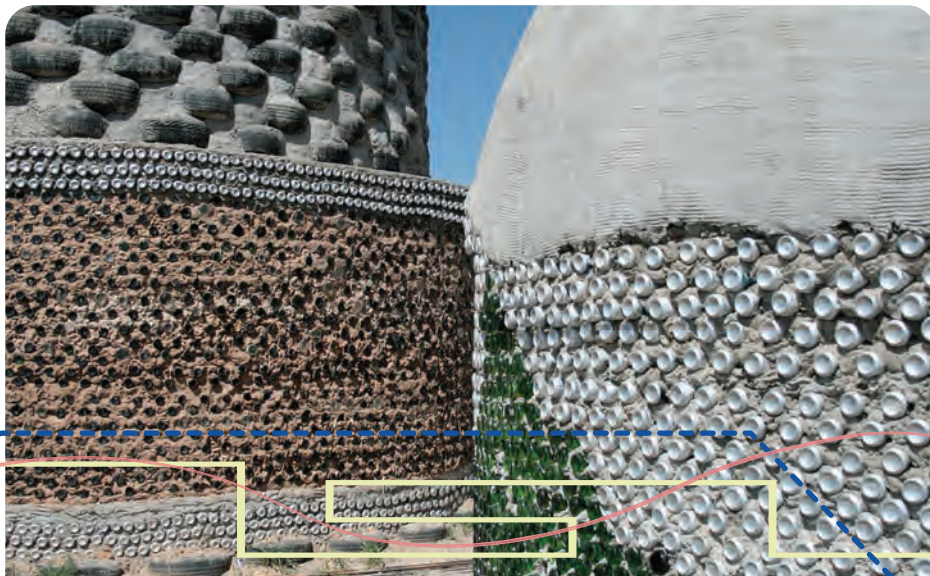
Vumba
xifaniso
kumbe xitori
ku kombisa
leswi xi nga hi
xiswona

Working with challenges

3. In small groups, choose one challenge in your community.
4. Close your eyes and try to think of a solution.
5. Open your eyes and quickly brainstorm the ways in which this challenge could be turned into an opportunity to create work. You can use a drawing or a mind map to help you.
6. Write a clear description of the challenge you chose. Then describe the solution your group found. Use both descriptions to create a digital or print advertisement that tells a story that appeals to members of your community. See the example in the pink box.

Challenge:

The materials needed to build a house are very expensive. Some innovative people have found a way to use materials that would otherwise have been thrown away, or recycled. They use the materials to make Ecobricks (research how to make Ecobricks using the internet) to build homes, walls, containers in which to grow vegetables, etc. In this way they are saving on the cost of building materials and helping keep the environment clean.



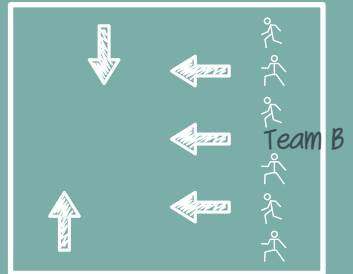
Dibeke fun

Do some movement drills and play dibeke to develop foot-eye coordination – this means the eyes and feet have to work together to do the movement.

Play 'bok in die hok'

Warm up with 'bok in die hok' – a kind of dodgeball. Half of Team A, each with a ball on one side of the play area, throw their balls to the other half of Team A on the opposite side of the play area. Members of Team B run across the play area without being hit. The goal of Team A is to try and hit Team B members while they are running. Team B players hit by the ball become part of Team A.

Half Team A with balls



Half Team A with ball

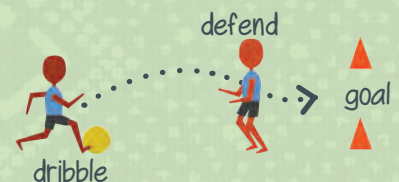
Indigenous games - dibeke

Dibeke is a running ball game in which two teams take turns to attack and defend. It is also known as nikkies, skaloulo, and Kimberley jim. Dibeke, translated into English, is 'weeks'. This describes how addictive the game is – young people want to play it week in and week out.

Learn dibeke skills

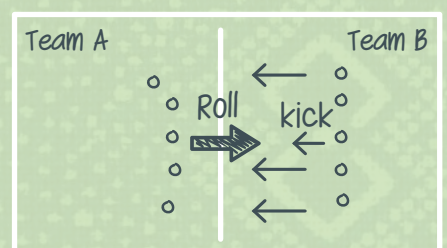
In pairs, stand about 10 metres apart. Do each activity about ten times, then it is your partner's turn.

- 1. PLAYER A ROLLS THE BALL UNDERARM TO PLAYER B WHO KICKS THE BALL BACK.**
- 2. PLAYER A THROWS THE BALL OVERARM TO PLAYER B WHO DUCKS OR AVOIDS BEING HIT.**
- 3. PLAYER A THROWS THE BALL HIGH OVERARM TO PLAYER B WHO TRIES TO HEADER THE BALL.**
- 4. PLAYER A DRIBBLES THE BALL AND TRIES TO SHOOT A GOAL, WHILE PLAYER B DEFENDS.**



Play modified dibeke

One player from Team A rolls the ball over the line to Team B. A player from Team B kicks the ball back over the line. A player from Team A picks up the ball and throws it at Team B while they run to get over the back line where they are 'safe'. If a player from Team B is tagged they join Team A.



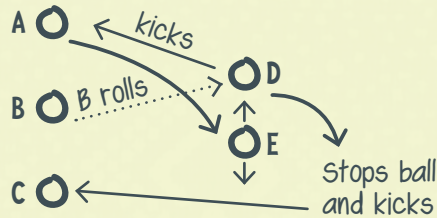


Dibeke and soccer drills

Divide the class into groups of five. Five players at a station and each station requires a ball.

1

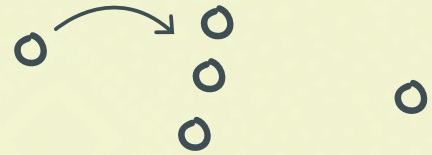
A Picks up and throws



Three players (A, B and C) stand in a line about a metre apart, with players D and E three metres in front of them, also a metre apart. B rolls the ball to D, who kicks the ball to A, who throws the ball overhand trying to hit E with the ball. E dodges the ball, while D runs, stops the ball and kicks the ball to C. C rolls the ball to E, and so the game continues.

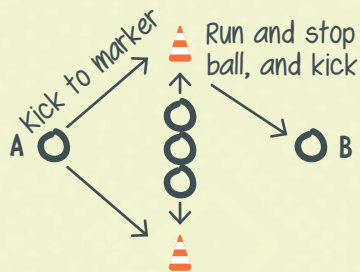
2

Overarm throw and ducking



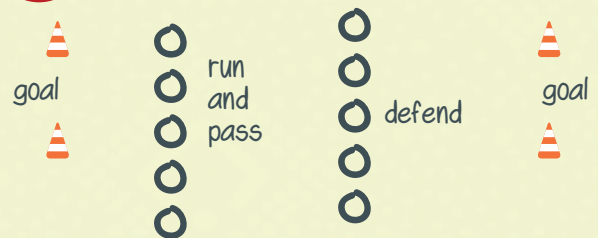
Three players stand in a line in the middle. The player in front of them tries to hit one of them with an underarm throw. Then the player behind them tries to hit one of them with an underarm throw. Anyone tagged joins the tagger. Continue until there is only one in the middle. Change places.

3



Three players stand in a line between two markers, with a player in front of them, A, and a player behind, B. A kicks the ball towards a marker. The player closest to the marker stops the ball, kicks it towards B and moves to stand in the middle between the other two players. B kicks the ball towards a marker and so the game continues.

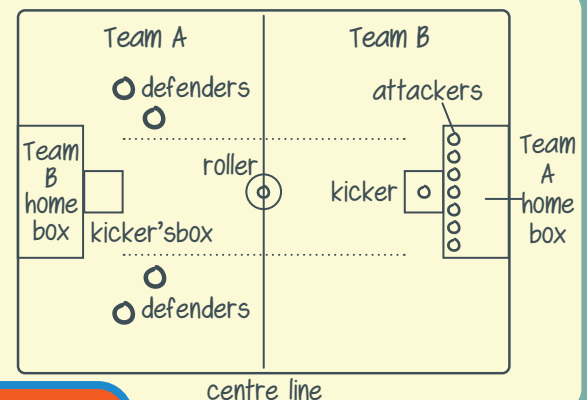
4



Play soccer with two teams of 5. Team A runs and passes the ball with their feet, trying to get past Team B defenders and score a goal between the markers. Then it is Team B's turn.

PLAY A GAME OF DIBEKE

A roller from Team A rolls the ball over the centre line. An attacker from Team B kicks the ball back over the centre line, then all of Team B try to run to their home box while members from Team A try to get them out by hitting them with the ball. Anyone from Team B who reaches the home box scores a run for their team. The team with the most runs wins.



Remember to cool down with a full body static stretch.

Diketo, netball and volleyball

Let's play diketo and practise some netball and volleyball skills to develop agility – the ability to change direction quickly. Diketo is an indigenous game that develops hand-eye coordination. What is hand-eye coordination?

Indigenous games - diketo

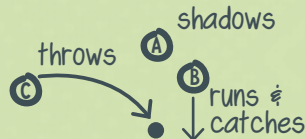
Diketo is a traditional Setswana and Sesotho game played with two players and pebbles/stones. One player throws the biggest stone (ghoen) up in the air with one hand and tries to grab as many stones in the circle with the other hand before catching the gohen in the same hand. Missing the gohen means it is the other player's turn. Ask two classmates to demonstrate how diketo works.

Dynamic stretches

Do your dynamic stretches with a partner. Stand five metres apart, move towards each other, high five each other in the middle, then move back to your spot. Do this three times, each with a different dynamic stretch.

Netball and diketo skills

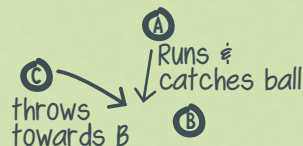
Three players at a station.



1

NETBALL SHADOWING

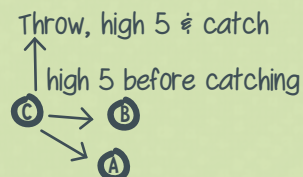
Shadowing is a defensive skill in netball where one player tries, at all times, to stay in front of another player who is trying to catch the ball. A shadows B who tries to get free and catch the ball from C. Players get to try out all the roles at the station before moving on to the next station.



2

NETBALL INTERCEPTION

The same as for station one except that at this station A tries to intercept the ball and catch it.



3

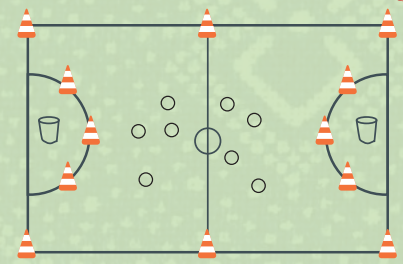
DIKETO CATCHING

C throws the ball up and quickly high fives B, then catches the ball again. C then does the same with A. Each player has a turn to be C, before moving on to the next station.



Modified netball

Two teams of 4 or 5 play on a small court, marked with drawn lines or cones. Buckets, hoops or baskets can be used as the goal ring in the middle of the goal circle. Player from Team A throws the ball in from the middle line. Team A tries to keep possession of the ball, passing the ball between team mates (using the correct foot work) and trying to score a goal from outside the goal circle. Team B tries to get the ball away from team A and score a goal. No positions or other rules from netball apply.



Diketo and volleyball training drills

Four players at a station.

Throw, high 5 and catch ball

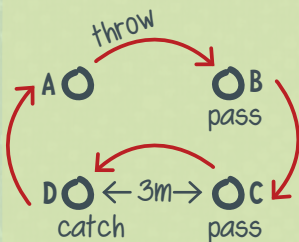


High 5 and run



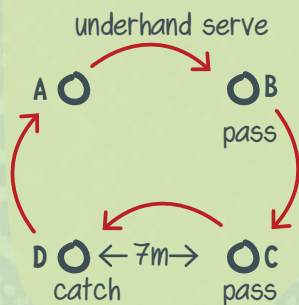
1 GROSS MOTOR DIKETO

Three players stand in a row, 4 metres away from the line. Player A, standing 2 metres away from the other players, throws the ball straight up, high fives one player in the row, then catches the ball. The high-fived player then runs across the line. Player A repeats this action with the other two players in the row. When all three players have crossed the line, player A chooses a player and throws up the ball. The chosen player catches the ball and becomes player A. Each player has a turn to be player A before moving on to the next station.



2 VOLLEYBALL PASSING

Four players stand 3 metres apart from each other forming a square. A throws overarm to B. B passes (palms facing up) to C. C passes (palms facing up) to D. D throws overarm to A. Each player has a turn to throw and pass before moving on to the next station.



3 VOLLEYBALL SERVING

As for station 2, but players stand 7 metres apart. A serves the ball underarm to B. B passes to C, etc. Each player has a turn to serve before moving on to the next station.

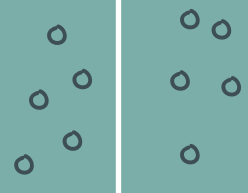
4 PLAY DIKETO

In pairs, play diketo with 10 stones.



MODIFIED VOLLEYBALL

Draw a line on the ground or play over a row of chairs. Teams of 5 players play against each other. Modified rule: A team does not have to serve to score a point.



Cool down with some partner static stretches.

Kho-kho and rugby



Kho-kho, like rugby, is a great game for developing speed, agility and teamwork. Let's focus on the team tactics of kho-kho.

Kho-kho and rugby skills training

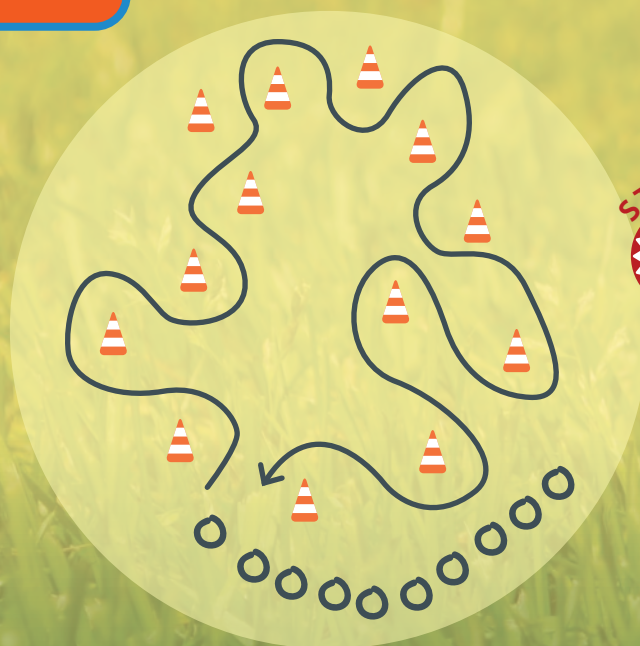
Each station will have two groups of five classmates.

Warm up with some dynamic stretches.

Indigenous games -

Kho-kho

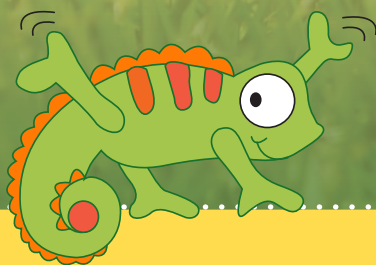
Kho-kho is a popular tag game that comes from India. An important tactic is that the team watches carefully to see when a teammate should take over the pursuit.



STATION
1

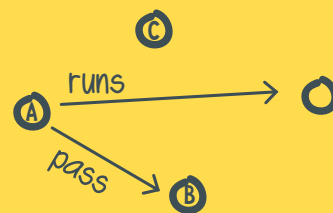
ZIGZAG RUNNING

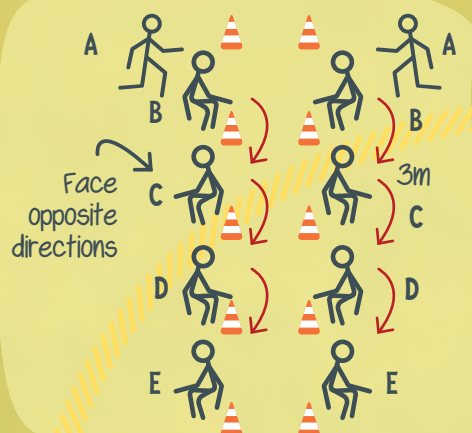
Players run zigzag between the markers, first forwards, then backwards.



Triangulate game

Player A passes the ball to player B, then runs between players B and C to make a new triangle. After a player passes the ball they must position themselves to keep the triangular shape of the drill.





STATION
2

KHO-KHO CHAIN TAG

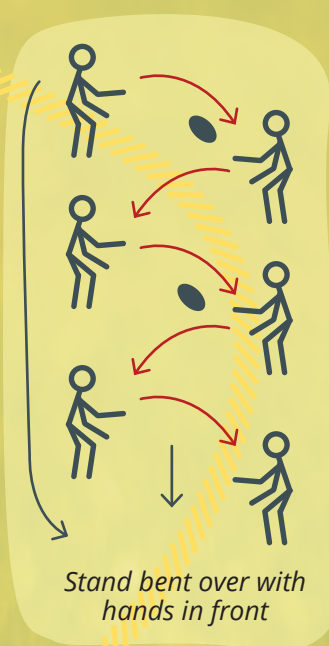
Place 10 markers in a line, 3 metres apart, for each team. All 5 players squat at the first 5 markers. At the signal, player A tags player B and takes their place. Then player B tags player C and takes their place. Continue until the teams reach the finishing marker. Which team will win?



STATION
3

ZIGZAG RUGBY DRILL

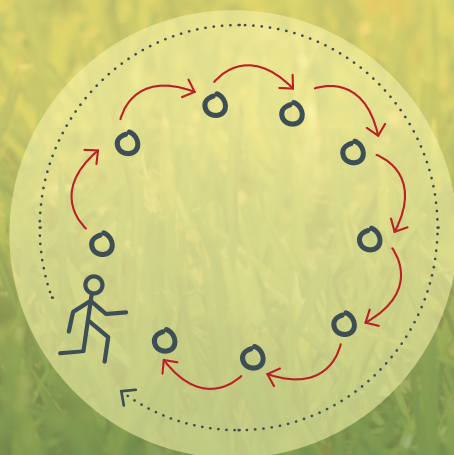
Two teams of five players stand in rows, 3 metres apart from each other, at markers placed 3 metres apart. Players pass two rugby balls zigzag between the lines. Once you have passed the ball, run to the end of the line to receive the ball again. For a variation, try three or four balls.



STATION
4

CIRCLE RUGBY PASSING

All players stand in a circle, facing outwards. First player passes the ball to the next player, then runs around the circle while the other players keep passing the ball on. The player tries to return to their place before the ball gets there. Carry on like this until everyone has had a chance to run. For a variation, try two or three balls.



PLAY TOUCH RUGBY

Divide into two teams, numbers in teams will depend on the number of available players. Each team tries to keep control of the ball and score a try by passing the ball between each other and scoring in the scoring zone (try area). If a player gets tagged or touched with the ball, the ball is turned over to the other team.

Jukskei, cricket and hockey

Let's focus on the underarm jukskei throw and cricket bowling. Both jukskei and hockey develop spatial awareness – being aware of your position in relation to objects around you.

Warm up with some dynamic stretches.

Jukskei and cricket drills

Station one has two teams of four competing against one another. There are four players each at stations two to four.

Use 500ml cooldrink bottles filled with sand or water as yoke pins (skeis) and pegs.

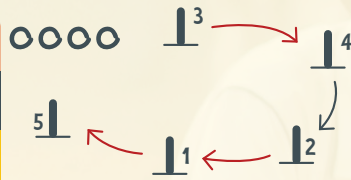


1 UNDERARM POISON BALL

Two teams of four, each player with a small ball, stand in two lines facing one another, with 3 big balls in line midway between them. The goal is for both teams to throw the small balls, underarm, at the big balls and get all 3 big balls over the opposing team's line.

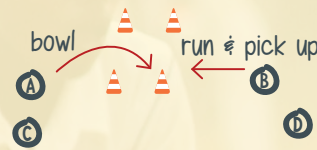
Indigenous games - Jukskei

Jukskei is a game that originated among the riders who travelled with ox-drawn wagons. It became a sport in the early 19th century. Players used the wooden pins from the yokes of the oxen (Afrikaans = skei) to throw at a stick that was stuck in the ground.



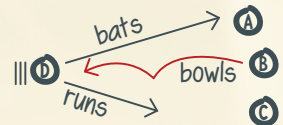
2 SKEI THROWING

Set up a circuit of pegs, with each peg counting for a different number of points when struck. Each player in your team of four has a turn to throw their skei at the first peg. If you hit the peg you get the point/s. Each player fetches their pegs and tries to hit the next peg. Carry on until you have all tried to hit all the pegs in the circuit. Count up your points from all the pegs you hit.



3 SPOT BOWLING

Four players stand on either side of the target area, marked off with four markers (A and C on one side and B and D on the other). Player A bowls the ball into the target area. Player B runs, picks up the ball and throws it to player C. Player C bowls the ball into the target area. Then player D runs, picks up the ball and throws it to player A. Make sure all players have a turn to bowl.



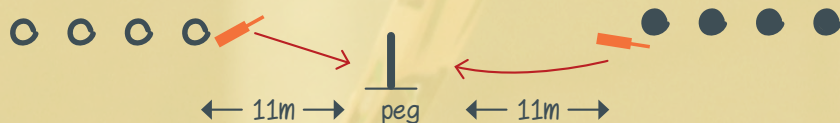
4 NOMINATE THE SPOT

Players A, B and C stand close to each other, and player D, the batter, stands 3 metres apart from them, at the stumps. Player B bowls to player D who chooses to hit to player A or C. After batting the ball, player D runs to take the place of the other fielder before the fielding player reaches the stumps. The player not chosen, fields the ball and becomes the batter.



Modified jukskei game

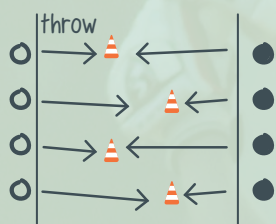
Played in teams of four, each player has two skeis and two turns to try to knock over a peg with an underarm throw from 11 metres away.



Rules and scoring: Each time a player knocks over a peg they score three points. If no player knocks over the peg the team with a skei closest to the peg scores points equal to the number of skeis they have closer to the peg than the other team. The team that gets to 24 points first wins the game. If you get more than 24 points, start again from 0!

Jukskei and hockey drills

Two teams of four players at a station.



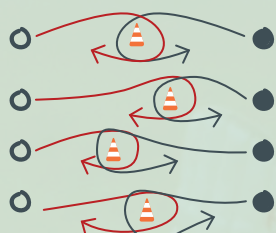
1

Two lines, 20 metres apart, with a team of 4 players behind each line and 4 cones placed randomly in the middle. Each player has one turn to hit each cone with their skei. After each turn, players run to retrieve their skei (and fix the cone if they hit it) and return to their place.



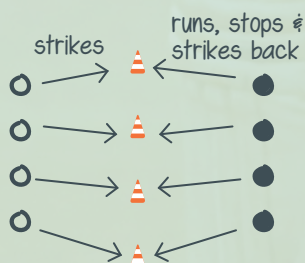
2

The same drill as for station one, except this station only has one cone. Play a game of Jukskei, keeping a record of which team gets the highest score.



3

Same placement as for station one, except each player has a hockey stick and a ball. Players opposite each other dribble the ball around the same cone without bumping into each other. Then players try dribbling their balls around the other cones without bumping into other players.

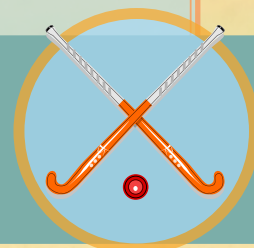


4

Same drill as for station three but, instead of dribbling, players on one side strike the ball towards the cone while players on the other side run, stop the ball close to the cone, then strike it back to the original striker. Take turns.

MODIFIED HOCKEY

Play a game of hockey in teams of eight. Use markers for the goals. Team with the ball, dribbles, passes and shoots for a goal, while the other team tries to intercept the ball.



Cool down with some partner static stretches.

Substance use

People around us use addictive substances – they smoke cigarettes, drink alcohol and use dagga or illegal drugs.

Nicotine, alcohol and drugs can be addictive

They can also poison the body, the mind and relationships. We can all choose what substances we put into our bodies. Knowing about the damage different substances can cause puts us in a better position to decide whether we are willing to take the risk of allowing a substance into our lives. In places where substance use and abuse is common it can be much harder to make the right decisions.

The best way to avoid addiction is never to try the first cigarette, first drink and always say 'no' to drugs.

Addiction

Addiction is a complex brain disease, that can change the way people think and behave and how their body functions. Changes in the brain can cause people to have intense cravings for the substance they are using and make it hard to stop. People with addiction (severe substance use disorder) focus on using a substance, to the point that it takes over their life. They keep using the substance even when they know it will cause problems. But there are effective treatments and people can recover from addiction and lead normal, productive lives.





Ask questions that will help you understand what is going on

Vhudzisani mbudziso dzine dza do ni thusa u pfesesa zwine zwa khou itea

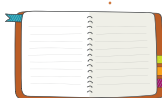
Survey your community

What kinds of questions can you ask about substance use and abuse in your community? Try these examples in small groups.

1. What substances are being used in your community?
2. Would you call what you see in your community substance use or substance abuse? Why?
3. Are the substances used legal or illegal? Are they easily available?
4. Has anyone been caught breaking the law? What has happened to them?
5. Are substances being used by adults only, or are they being used by teenagers or children as well?
6. Are any friends your age using substances? Why do you think they have chosen to do this?
7. List some possible reasons why people start to use substances.
8. Having read what addiction is, do you think there are people in your community who are addicted to the substances they are using? Give reasons for your answer.
9. Is there help available in your community for people who are abusing or are addicted to substances? What kind of assistance is offered?
10. Do you know any recovered addicts? What help did they receive to overcome their addiction?
11. When you read about the effects of these substances, how does it make you feel?

Neuroscience tells us...

People who experiment with substances that can be addictive before the brain has reached a certain level of development (before the age of 25) are much more likely to become addicted. The only way to protect yourself completely from addiction is abstinence – never using any substance. But waiting until you are 25 lowers the risk quite a lot. This is important information for people with an 'I'll try anything once' attitude.



In your journal

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

Write or draw how you feel about substance use in your community.

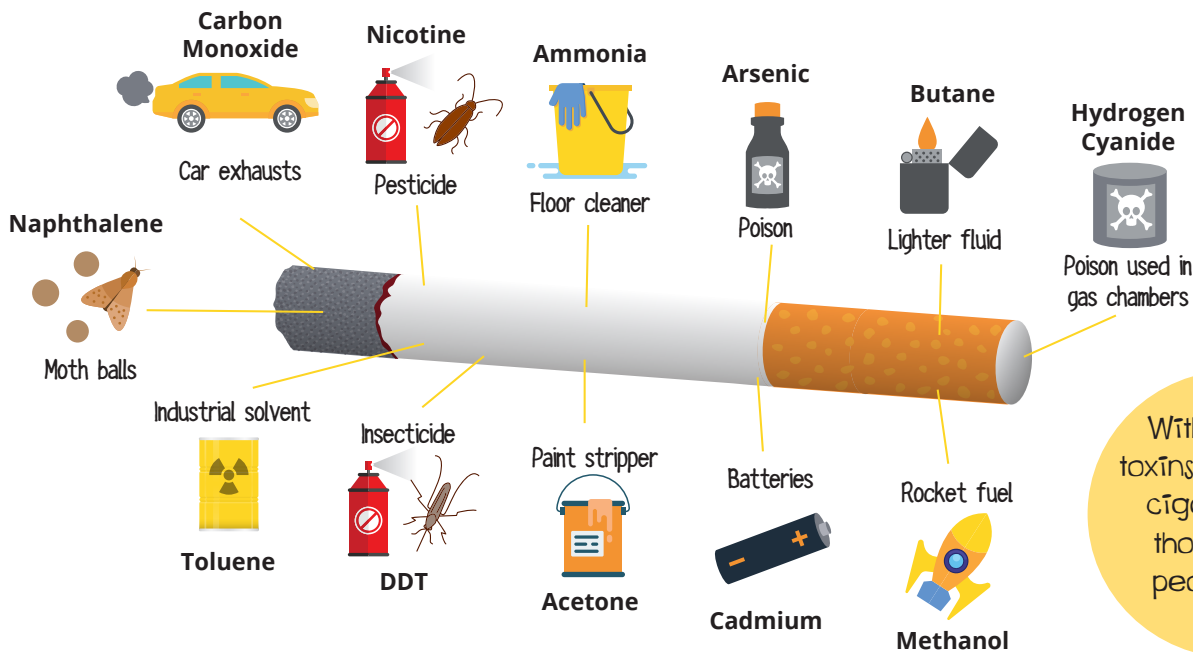
Tobacco – no thanks

Tobacco products are harmful. They contain nicotine, which makes them addictive, and other toxins, like tar, that can cause cancer, asthma and heart problems.

Why are cigarettes harmful?

Tobacco contains many harmful chemicals, so every year thousands of people die of smoking-related illnesses.

What is in a cigarette?



With all these toxins, no wonder cigarettes kill thousands of people each year.

Nicotine addiction

Nicotine is a drug found in the tobacco in a cigarette. When people smoke, nicotine enters the blood and increases the heart rate, making them feel more alert. The body gets used to this feeling. When the effect of the nicotine fades the person feels irritable, or angry, and continues to smoke to avoid feeling that way again. These feelings are called withdrawal symptoms.

Second-hand smoke

Cigarette smoke is harmful for both the person smoking and the people close by. Inhaling second-hand smoke can cause illnesses such as asthma and bronchitis, as well as heart and lung disease. Second-hand smoke is especially dangerous for pregnant women as it can affect the size of the baby and the development of its lungs.



Convince
someone of
your point
of view

Itani uri muiwe
muthu a pfesese
kuvhonele
kwaŋu

Why do people smoke?

Many people say their first cigarette tasted horrible and made them cough. Discuss with a partner.

1. Why do you think they carried on smoking?
2. What makes people want to smoke?
3. What is it about cigarettes that makes people feel good?
4. How is tobacco dangerous?
5. What are the long-term effects of smoking cigarettes?
6. Make an argument for why cigarette smoking should be banned from all public spaces.

Smoking laws

In order to protect people from the dangers of smoking South Africa has strict smoking laws. Tobacco products may not be advertised.

You are not allowed to smoke:

- in a car, if there is a passenger under 12 with you.
- in a place where children are cared for, including schools and crèches.
- at school. If you are caught smoking at school, there are serious consequences. Your parents will be informed. You could be suspended or even expelled. This information will go on your school record.

Did you know?

Hookahs and e-cigarettes are dangerous

Many people think that hookahs, e-cigarettes and vaping are less harmful than cigarettes, but they contain chemicals similar to those in cigarettes and can also be addictive. Another disadvantage is that hookah smoking can spread illness. Infections like colds and oral herpes can be spread when smokers share the same pipe. If you are tempted to try either a hookah or an e-cigarette, before doing so, do some research on the long term effects of using these items.

To stop smoking
visit your local
clinic, or call the
**National Tobacco
Quit Line** on
(011)7203145.



Say no to alcohol

It is legal for people 18 years and older to drink alcohol, but it can have damaging effects on the body and mind. It is especially dangerous for those who are under age.

Lissa's story

Last year I went to a party at my friend's house where some kids managed to sneak in alcohol even though most of us were 13 years old. Then I noticed Lissa had disappeared. About 20 minutes later, she was back and acting really strange. We thought she was just fooling around. But when she started falling all over this one guy we realised that something was wrong. She never usually behaved that way. Eventually she passed out. She woke up pale and cold and couldn't remember anything. We were shocked when she started vomiting a lot and called my friend's parents who took Lissa to the hospital. This incident made me see how dangerous alcohol can be, especially if you are young.



Listen deeply
to someone's
feelings and
thoughts

Thetsheshelesani
nga maanda
zwipfi na
mihumbulo zwa
muñwe muthu

Learn from Lissa

1. Discuss how you felt while reading Lissa's story.
2. How do you think Lissa feels about what happened?
3. Why do you think some people repeatedly drink until they get sick?
4. How can young people protect themselves from the dangers of alcohol?



Drink responsibly

Some young people choose to drink alcohol even though it is illegal for people under the age of 18. If you choose to drink, be responsible:

- Never drink on an empty stomach as the alcohol will have a stronger effect on your body and mind.
- Beware of tasty, sweet alcoholic drinks that disguise their high alcohol content. They can get you drunk very quickly.
- After each alcoholic drink, drink a glass of water to flush the alcohol through your body.
- Binge drinking (five units or more of alcohol in two hours) can lead to alcohol poisoning and your body will stop functioning as it is supposed to.



Tell a story
based on the
evidence

Ambani
mafhungo o
ditikaho nga
vhuṭanzi

The effects of alcohol

5. Have you ever been in a situation where someone had too much to drink? What happened?
6. What effect did the alcohol have on their brain and their thoughts?
7. How did it affect their body and their actions?
8. How did you feel when you saw what was happening?



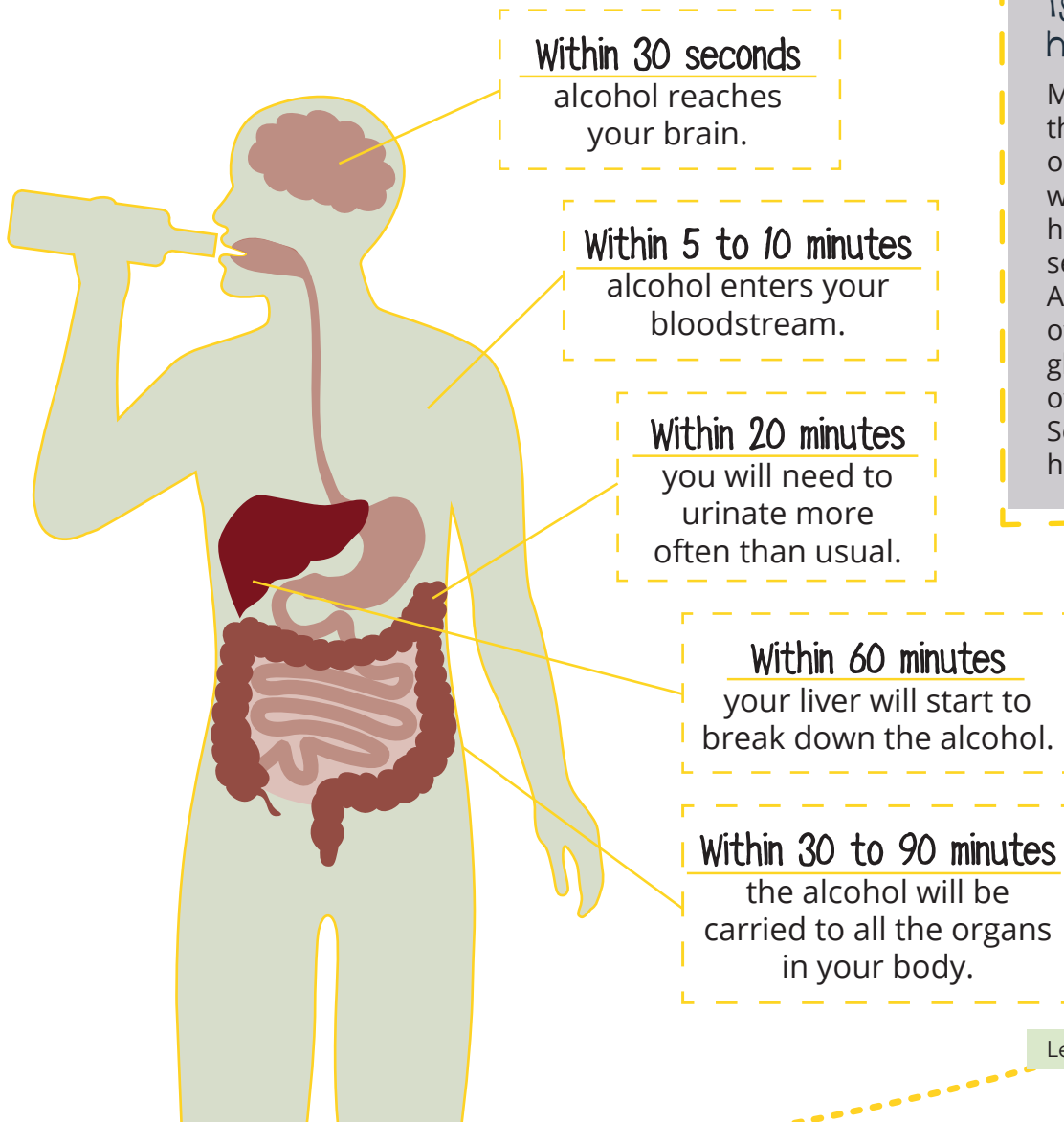
Create an
image or a
story to show
what it is like

Vhumbani
tshifanyiso
kana tshiṭori u
sumbedza uri
zwi hani

Fun without booze

9. You are planning a party. But you don't want it to turn out like the party Lissa went to. Discuss how you would discourage people from bringing alcohol. Then create a fun invitation that lets people know that it's an alcohol-free party.

How alcohol travels through your body



How much alcohol is considered heavy drinking?

More than two units three times a week, or three units twice a week is regarded as heavy drinking, with serious health effects. A unit is a tall glass of beer, an ordinary glass of wine or a shot of spirits. Most adult South Africans are heavy drinkers.

Effects of alcohol abuse

The use of alcohol, or alcohol addiction, can have far-reaching, life-long effects on the user, on those close to the user and on the broader community.

Consequences of alcohol use

- Driving drunk is a risk to everyone on the road and a criminal offence. It can result in your losing your licence, being fined or being jailed.
- Many teenagers have admitted they had unprotected sex when they were drunk.
- Domestic violence: 70% of people who assault their partners do so while under the influence of alcohol.
- Foetal Alcohol Syndrome (FAS) is when a baby is born with brain damage, heart or eye problems as a result of the mother drinking alcohol during pregnancy. Research tells us these children are likely to do badly at school, or abuse substances themselves.



Alcohol and road safety

The World Health Organization views the number of road traffic accidents around the world as an 'epidemic'. According to Arrive Alive, 50% of people who die on South African roads have high levels of alcohol in their blood.

How does alcohol affect driving?

- It slows brain function, affecting the driver's ability to react and make decisions, steer the vehicle, control its speed and pay attention to the surroundings.
- It reduces the ability to judge speed and distance from other vehicles and objects.
- It gives a false boost of confidence, often leading to dangerous and reckless driving.
- When alcohol is taken together with medication or drugs the effects can be much stronger.



Vusumuzi Malindi, 2023



Tell a story
based on the
evidence

Ambani
mafhungo o
ditikaho nga
vhuṭanzi

The dangers of alcohol

1. Why should friends not let friends who are drunk walk home or take a taxi alone?
2. What do you think about the fact that many teens admit to having had unprotected sex because they were drunk?
3. Why do you think the use of alcohol is often a factor in cases of domestic violence?
4. What other dangers of alcohol use do you know of?

The effects of alcohol abuse are far reaching, on the roads and in our homes.

Get the message out

5. What message would you like to tell others about the dangers of alcohol?
6. How can you best share your message and reach as many people as possible?
7. How can you help others:
 - Understand the dangers of alcohol?
 - Stay safe and informed in and around places where alcohol is used?
 - Get help if they are living with people who abuse alcohol?
8. Do some research into where to find help in your community.
9. Choose a group to present your class's ideas to the whole school at assembly, to parents at a parents' meeting or to the school governing body.

Alcoholism

An alcoholic is someone who has become addicted to alcohol. This means that they are not able to stop drinking alcohol even though they are harming themselves and those around them. Trained counsellors or support groups can help addicts overcome their addiction.

Alcoholics Anonymous (AA) is made up of support groups that help people living with alcoholism to stay sober.

Al-Anon and **Alateen** are support groups that help friends or family members of alcoholics to cope.

Risk and protective factors

Your personality, family and environment influence all the choices you make. Better understanding of these influences will help you make healthier decisions.



Find your own way to solve it

Diwaneleni
nđila ya u zwi
tandulula

Protective and risk factors

Coming from a loving family, or having an adult you can trust and talk to, can make it easier for you to resist making decisions that can be harmful to you. This is a protective factor.

Having family or friends who abuse substances can make it harder for you to resist doing so too. This is a risk factor.

1. Divide into five groups.
2. Each group gets one of the boxes below.
3. In your groups discuss and decide which statements are protective factors and which are risk factors for substance abuse. Explain why.
4. Arrange the risk factors from lowest risk to highest risk.



Box 1

Some of my relatives are always drinking beer.

My dad is fair with discipline.

I am shy and find it difficult to make friends. I often feel lonely.

My grandmother believes we all make mistakes; the most important thing is to learn from them.

I have at least one adult in my life who I trust and can talk to.

Many people in my community drink and drive.

Our library has amazing books and internet access.

The teachers at my school come to class late. They don't prepare lessons and they always take a long time to give us our marks.

Box 2

I live in a community with a high crime rate.

My choir is like another family to me.

People in my community see alcohol and drugs as a normal part of everyday life.

Some of my friends who like experimenting with drugs go out of their way to make me feel special.

At home everyone's opinions are important and we are all treated with respect.

I set my goals and manage to reach most of them.

Many people in my community are unemployed.

I do at least 30 minutes of exercise every day and that helps me to feel fit.

Box 3

My mother is a leader. She's involved in developing our community.

I have relatives and friends who abuse substances.

I find it hard to say, "No" to my friends when they want me to join them in doing something risky.

I'm struggling with my schoolwork and I'm often scared of failing.

I started smoking and drinking at a very young age.

My school has many different extra-curricular activities.

My community acts against illegal alcohol outlets, especially those near schools.

Our teachers encourage us to set goals and they support us in reaching these goals.

Box 4

It's easy to get illegal substances close to my school.

My chess club is my second family.

I never know what's expected of me because the rules in our home change from day to day.

Our local council keeps the park clean and safe.

My neighbourhood organises activities for young people.

At home we get beaten if we do something wrong.

I feel good about myself. If I make mistakes I can move past them quickly.

At home there's always someone drinking and smoking.

Box 5

I hang out with people who have dropped out of school.

In my family we don't believe in physical abuse.

Most of my favourite celebrities abuse substances.

I often feel anxious about my life.

I live in a peaceful community that practises Ubuntu.

When I've got a problem there's always someone I can talk to.

My father likes to control me. He doesn't let me do things for myself.

I'm so bored at weekends and during the school holidays.

Recognising addiction

Addiction is a serious medical disease that can be very difficult to recover from. Addicts struggle to stop using substances that have harmful effects.

Addiction will not go away if it is ignored.

Addiction is progressive. This means the effects keep getting worse. Unless steps are taken to change thought and behaviour patterns it will destroy a person's health and relationships. Rehabilitation centres are there to help.

It is a chronic condition that involves factors such as:

- chemical messages in the brain
- genetics
- the environment
- the user's life experiences.

Roy's story

My dad left us when I was 11. I felt lonely and found comfort in a new group of friends. They were doing drugs, so tried them too. I started bunking school and used drugs to escape the pain in my life. They introduced me to nyaope. When I ran out of cash I started stealing. I felt driven. I became violent and out of control. My family kicked me out of the house. I found my next fix by begging on the streets.

If my sister had not found me one day on the street I would have died. A social worker referred me to a rehabilitation centre. I spent six weeks there and then moved in with my sister at her new place.

Life isn't easy, but I try to focus on my goals. Every week I attend a support group to help me stay clean. It helps to talk about and have others understand what I am going through. Nice that they show an interest in my recovery. I am alive. Other guys on the street with me were not so lucky.



Roy's sister's story

When Dad left us Roy was devastated. He stopped playing soccer and hanging out with his friends. He stayed in his room with the door closed. Sometimes he missed school. Then he started hanging out with some bad boys. He ignored me when I tried to talk to him. Mom said to leave him alone because he was depressed.

One day Mom asked when he was going to cut his hair. He suddenly got angry and accused her of messing up his life. He slammed the front door so hard it nearly broke. I was shocked. Then he came back all cheerful and said he was going to get a weekend job to help with money. I was suspicious of this sudden mood change and I saw his eyes were red. I didn't say anything as I was glad he wasn't angry anymore.

Then I started noticing that money was missing from my bag. Soon it wasn't just my money, other things were disappearing from the house. Things got so tense and we fought often. One day Roy just disappeared.



Listen deeply
to someone's
feelings and
thoughts

Thetshesani
nga maanda
zwipfi na
mihumbulo zwa
muñwe muthu

Learn from Roy

1. How does Roy's story make you feel? Describe your feelings in detail.
2. What do you think made Roy open to substance abuse?
3. What risks did Roy take when he became addicted?
4. Look at the stages of drug addiction. Describe when each stage started for Roy.
5. What made it difficult for Roy's family to understand what was going on?

The stages of addiction

Stage 1 – first use:

Taking the first drink or smoking a cigarette in an attempt to deal with pain, fit in, feel better about yourself, prove you are not ordinary, etc. Temporary relief achieved.

Stage 2 – regular use:

A pattern emerges – only on the weekends, or just at night with friends, etc. Sign of addiction is that the substance becomes a part of your life.

Stage 3 – risky use:

You continue to use the substance even though it has started to cause problems, affecting your performance at school or work as well as your relationships with others. Risky behaviour while drunk or high.

Stage 4 – dependence:

You develop a tolerance for the substance and need a dangerous amount to feel good again. Going without it induces withdrawal symptoms – muscle cramps, vomiting or fevers. Cravings, both physical and psychological, can be intense.

Stage 5 – substance use disorder:

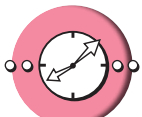
You cannot function without the substance and crave it all the time. Despite your life and relationships falling apart you continue to use the substance and take great risks to get it.

Rehabilitation centres provide medicine to help you sleep, so your body gets used to not having drugs in it. This is the first step to recovery. They also have counsellors who help you think about and plan a life without drugs.

See page 121 for more information about where to get help.

How can we help each other?

As we grow up we face many challenges – temptations, pressure and influences. Let us find ways to help each other.



How did this happen?
What will happen next?

Zwo itea hani?
Hu do iteani u bva afho?

How can we help Luthando?

Luthando is a member of your friendship group – you all live in the same area and go to the same school. Everyone knows that Luthando comes from a family of heavy drinkers.

Recently his older relatives have been putting pressure on him to drink with them, telling him it will make him 'a real man'. Luthando has seen, at first hand, the effect alcohol has on the health of his family members and that most of them are not able to keep their jobs.

He is smart and wants to study and have a decent job in the future, but he is starting to feel the pressure building.

Discuss in small groups:

1. What are Luthando's options?
2. What are the chances of Luthando always being able to say 'no' in this situation?
Give reasons for your answer.
3. As Luthando's friend, what advice would you give him?
4. What kind of assistance would help Luthando?

Be a good friend
by helping your
friend believe they
can change and do
something about
their problem.

How to help a friend who might have a problem

- Do not try to deal with it alone. Find an adult you can trust and talk to, or phone one of the helplines listed on page 121. Discuss the options that are available and pick the best one.
- Stand by your friend. Do not turn your back on them. It is very important for them to feel connected.
- You cannot reason with an addict. Do not threaten or bargain with them. Let them know that you are there when they are ready to talk.
- Be clear with them what kind of behaviour you will accept and what you won't. Give suggestions, but don't nag. They have to make their own decisions.
- Support your friend if they decide to get help. Offer to go with them or help them to make a phone call. Explore help options with them. Keep in contact with them.



Work out what
is right and
wrong for you

Diwaneleni zwo
ni lugelaho na
zwi songo ni
lugelaho

How can we help Lena?

Thato invited some classmates to her birthday party. Her parents made it clear they did not want alcohol at the party. An older cousin and his friends brought vodka in 2 litre cold-drink bottles. They shared this with some of the younger girls, who drank it to impress the older guys. Then a classmate, Lena, started falling around. Some of the boys were keen to take her to a room. She was in no position to object or walk away.

Discuss with a partner:

5. How would you feel if this happened to you?
6. How would you feel if Lena was your best friend? Why?
7. Would you:
 - a. Ignore Lena and what happened because Lena is not really one of your friends and she should have known better?
 - b. Find one of Lena's friends to take care of her?
 - c. Leave a friend to watch out for Lena while you find an adult to help sort out the situation?
 - d. Laugh and see it as a big joke and part of the fun of the party?
 - e. Feel concerned about how Lena will feel when she sobers up?
 - f. Look forward to telling those who weren't at the party what happened?
 - g. Feel concerned about how Lena is going to get home?
 - h. Offer to take Lena home if she lives near you?
8. What danger could Lena be in if someone does not step in to look after her in this situation?



How can I help myself?

To take care of ourselves we need to be aware of what is happening around us, face the challenges in the best way we can and find a way to achieve our goals.

We can all learn to be more assertive.

It is important to be assertive. Being assertive means standing up for your rights, your beliefs and your values. If you know that something is wrong, you should stand up for yourself and not put yourself in a dangerous situation.

How can we:

- Say “No” even if it makes us unpopular, or we are saying it to people we love?
- State our reasons confidently, so that friends who care for us can hear the argument we are making?
- Be strong enough to walk away in spite of the social consequences?
- Access all the information we need and ask useful questions about what we are choosing to do? This is especially important if what we are doing is against the law, like using an illegal substance.
- Avoid engaging in behaviour that could have serious consequences for the rest of our lives?



Step back –
reflect and
rethink –
step back in

Sendelani
murahu –
disedzuluseni ni
humbule hafhu
– ni dovhe ni
dzhene



Where do you stand?

1. Have you ever been curious about a substance or had people put pressure on you to try something? Describe the situation.
2. How did you feel?
3. What are your protective factors – the positive things in your life that make you stronger and help you to cope?
4. What are your risk factors – the parts of your life and surroundings that make you open to negative pressures and influences? By knowing these factors, you are better able to choose how you want to respond.

Help yourself to feel good naturally

Oxytocin, a hormone linked with empathy, trust and relationship building, is also known as the 'love' or 'cuddle' hormone. It is released as a chemical in your brain when you feel connected, snuggling up with someone or forming close social bonds.

You can release more oxytocin in your body, and feel good, by:

- Giving and receiving compliments.
- Feeling heard and accepted for who you are, and listening to and accepting others.
- Smiling and laughing.
- Meditating and praying.
- Exercising.
- Being creative.
- Helping someone.
- Playing with animals.



Enjoy a
healthy mind
and body

Difhelwani nga
muhumbulo na
muvhili zwi re na
mutakalo

Healthy ways I can feel better

5. Write down the things that make you feel satisfied.
6. What things would you like to do more of to help you feel satisfied?
7. What is stopping you from doing these things more often?
8. List the strategies you used when you did not feel satisfied enough, popular enough, beautiful enough, clever enough or successful enough.
9. What additional help would have been useful at these times? How can you make sure you get this help in the future?



In your journal

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

Write or draw how you feel about the ways you will try to help yourself feel better.

Ask for help

If, at times, you are overwhelmed by feelings of sadness or hopelessness it is a good idea to tell someone about it. Take out the list of your personal protection network of people you can trust and who will listen to you. Who is on the list that you could turn to? Do not be afraid to ask for help.

Sometimes people find it difficult to listen properly. If you need help you can speak to someone at one of these helplines.

Substance Abuse Helpline: 0800 121314 (SMS 32312)

Safe Schools: 0800 45 46 47

LifeLine: 0861 322 322

Alcoholics Anonymous SA National Helpline: 0861 435 722

Narconon South Africa: 011 622 3998

Childline: 0800 055 555



Stay safe

Healing addiction

Addiction is often a sign of mental and/or physical suffering, telling us that a person has gone through a traumatic experience at some point in their life. To heal addiction an addict needs to be in a safe space where their trauma can be caringly understood, processed and healed.

To heal addiction we need to understand that our mental health and central nervous system work together, and that we have three neural circuits:

- 1 **First neural circuit (parasympathetic)** starts to function when we are in safe spaces, when we are resting, relaxing, eating and relating to family or friends.
- 2 **Second neural circuit (sympathetic)** is triggered when we feel threatened in any way, at home, school, or anywhere in our social environment; when we feel we are in danger and become scared, upset or anxious.
- 3 **Third neural circuit** is the most important for understanding addiction. When this circuit is triggered it shuts down the nervous system and the person can become severely depressed and disconnected from their environment.



Healers and healing

Healers can be called by different names, such as izangoma, izinyanga, amagqirha, mmeluleki (therapists), ukholo umthandazi (faith healers), clinical psychologists, transpersonal psychologists, behavioural therapists and trauma counsellors. These healers can help addicts find their way past early traumatic events by bringing the nervous system back into balance. Through body awareness and meditation and breathing practices, addicts are able to uncover emotional states and talk about early traumatic experiences their minds might have tried to forget. They are encouraged to give more energy to self-expression and self-care and to integrate the body, mind and spirit in new positive ways.

Healer, Miriam Bangisa

Indigenous African plant medicines with natural healing properties can assist in healing trauma and addiction in our culturally diverse communities.



Modikaseope (seTswana), **Geneesblaarbossie** (Afrikaans), **Bofepha** (seSotho), **Ubuwuma** (isiXhosa), **Ubuvimbha** (isiZulu), **Withania somnifera** (Latin), **Winter Cherry** (English), **Ashwaganda** (Sanskrit)

The roots are an important general tonic used in African and Ayurvedic medicine to improve physical energy. Different parts of the plant are used for many ailments, including stress and fatigue. This plant heals emotional trauma and depression. It has a mild sedative effect on the central nervous system and helps reduce stress, anxiety and insomnia.

Slangkos (Afrikaans), **Snake's food** (English), **Limosella grandiflora** (Latin)

This plant, which is also used to treat many ailments, is known to draw the trauma away from the physically injured body 'where your flesh has suffered a shock'.



Dawidjie-wortel (Afrikaans), **David Root** (English), **Cissampelos capensis** (Latin)

The leaves are used as a smoke inhalation to help strengthen memory.

Mohlabaphala (Northern seSotho), **Motubane** (seTswana), **Mulanga** (tshiVenda), **Inhlisya enkulu** (isiZulu), **Wild Pear** (English), **Dombeya Rotundifolia** (Latin)

This plant can be put into a bath or can be inhaled in the form of steam, to release traumatic memories from the cells of the body and from the spirit of an individual. It 'washes the heart' of traumatic memories, experiences and relationships.



Our environment, our home

Our environment is not only our home, it is everything that keeps us alive. By taking care of it we are taking care of ourselves.

The Earth provides us with air, water, land and sunlight, for free! Not all people who have lived on the Earth have taken good enough care of it. Our planet has been abused. We need to work together to fix the damage.



**How did this happen?
What will happen next?**

**Kwenteke
Njani
Loku? Yini
Lokutawu-
landzela?**

Stop abusing our planet

Air

All living things need oxygen. Air consists mainly of nitrogen (78%) and oxygen (21%), with trace elements of argon, carbon dioxide, methane and water vapour.

1. What kinds of things pollute the air?
2. How can we reduce air pollution?
3. What will happen if we do not change our behaviour and start looking after the air?

Water

Without water there would be no life on earth.

4. What kinds of things contaminate our water sources?
5. How can we reduce contamination of our water sources?
6. What will happen if we do not start looking after our water sources?

Land

All living beings are nourished by the food we get from the earth, whether we live in villages, cities, farmlands, grasslands, deserts, forests or mountains.

7. How are people damaging the land we live on?
8. What can we do to help look after the land that feeds us?
9. What will happen if we do not look after the land?

We can learn from the Shona people:

The Shona have a saying, 'Simba rehove riri mumvura', translated into English, 'The strength of fish is in water'. If a fish is taken out of water it dies, and similarly, if the environment is taken away from human beings humanity will not survive. Water represents the environment and fish represent the communities that live in it. Human life would not be possible without the environment, as it supplies the air, water, food and warmth that are essential for survival. The Shona have found ways of keeping soil, water, forests and animals in ecological balance and we can learn from their example.

Important Dates

21
March
Earth Day

5
June
World Environment Day

28
July
World Nature Conservation Day

26
Sept
World Environmental Health Day

Four days observed around the world help us focus on caring for our environment.

The next few lessons deal with important environmental issues and suggest ways in which we can show we care about the earth. The last lesson calls for you to choose an environmental issue and take action. Each little thing we do adds up and can make a big difference.

The Earth is our only home, we have nowhere else to go.
We have no choice but to take care of it.

Trees are life

As the biggest plants on the planet, trees give life, in the form of oxygen, to all living creatures. They also store carbon and stabilise the soil.

Trees clean the air

Trees filter harmful pollutants like nitrogen oxides, ozone and carbon monoxide and they release oxygen for us to breathe. High levels of carbon dioxide, caused by burning fossil fuels, trap heat in the atmosphere. Healthy, strong trees act as carbon sinks, absorbing carbon dioxide and reducing the effects of climate change.

Did you know?

Trees need 15 years of nutrients from the soil, water, sunlight and oxygen to grow big enough to provide the paper for the schoolbooks you use. The trees your books are made from were probably planted before you were born.

Trees also provide us with:

- **Food** in the form of fruits, nuts, seeds and oil
- **Raw material** in the form of wood for building, carving and making tools and some musical instruments
- **Chemicals** like gum, rubber, latex and dyes
- **Medicines**, for instance, a natural form of aspirin and acne medication
- **Paper** products.

Trees contribute to the well-being of people and animals in so many ways. Are we doing enough to look after them?

21
March

**International Day
of Forests & World
Planting Day**

highlights the importance of
trees for all living things

Arbor week

In the first week of September every year South Africa celebrates Arbor Week. The Department of Agriculture, Forestry and Fisheries (DAFF) runs a campaign that focuses on one of the indigenous species that form part of our heritage, for example, the Sophiatown Oak Tree and the Sagole Baobab Tree in Limpopo.

National Arbor Week is a time to call on all South Africans to plant indigenous trees as a practical and symbolic gesture of caring for our environment.

The marula tree

There are many legends about the marula tree, a much-loved tree of the African veld and one of the continent's botanical treasures. It is found in countries from Ethiopia to South Africa, growing mostly in the savanna areas of Limpopo, North West, Mpumalanga and northern KwaZulu-Natal.

Archaeological evidence tells us people have been eating the fruit since ancient times, about 10 000 years BCE. The fruit is rich in minerals and vitamins and has four times more Vitamin C than an orange.

In Venda culture there is a belief that bark infusions from the marula tree can be used to determine the sex of a baby. Infusions from a female tree will result in a girl child and from a male tree in a boy child. Should the baby be born the opposite sex it is considered extra special as it is believed to have disobeyed the spirits.



Search, record,
compare

Phenya,
rekhoda,
chatsanisa

Traditional medicinal remedies from the marula tree

1. Do some research to find out what sicknesses the different parts of the marula tree have been used to treat.



Reduce waste

Everyone creates waste. Some countries manage their waste well, while others have created huge environmental problems for the people and animals living there.

Waste is harmful to our environment and to all who live in it! Littering is leaving rubbish on the ground or dumping it somewhere that isn't a rubbish bin. Currently, waste that cannot be recycled is either burned or heaped into landfill dumps. This generates greenhouse gases and is environmentally not sustainable.

What are our options?

Reduce, Re-use, Recycle – the 3 Rs of waste management

Firstly and most importantly, we need to **reduce** the amount of waste being dumped into landfills. We can **re-use** waste in different ways. We must make sure to recycle by buying things that can be **recycled** and then separating our waste properly.

REDUCE the amount of polluting materials being dumped in landfills by buying less and being careful not to buy goods with lots of packaging. Making a compost heap from food and garden waste (see page 131) will also reduce waste on landfills.

RE-USE as much as you can. Waste can be used to make new products (like Ecobricks), reducing the need for new raw materials.

RECYCLE as much as possible. Collect paper and send it for reprocessing. In this way fewer trees will be cut down to make new paper and less paper will be dumped in landfills.

18
March

Global
Recycling
Day

This day highlights the importance of recycling as much as we can. Check the Information page on Recycling (page 130).

Synthetic materials

Most plastics are made synthetically with chemicals (mostly from by-products of petroleum or natural gas) in factories. The problem with synthetic materials is that they do not break down in soil or water, they pollute our air when they are burned and they contain toxic chemicals that can pollute our food and water. Also, plastic can kill animals and sea creatures that mistake it for food or get it wrapped around their bodies. Scientists are trying to make plastics from plants that are biodegradable and less harmful to our environment.



How did this happen?
What will happen next?

Kwenteke
Njani
Loku? Yini
Lokutawu-
landzela?

How much plastic waste do we make?

In 2018 the Worldwide Fund for Nature (WWF) estimated that the average person in South Africa uses and throws away about 30 kg to 50 kg of plastic a year.

If each person throws away 40 kg of plastic a year:

1. How many kgs will you have thrown away by the time you are 60 years old?
2. How many kgs will your whole class throw away this year?



The Great Pacific Garbage Patch: Tons of tiny pieces of plastic above and below the surface of the ocean swirling in a vortex and destroying marine life



Search, record,
compare

Phenya,
rekhoda,
chatsanisa

Reduce the use of plastic

3. List the ways in which plastic harms our environment, our health and our well-being.
4. What are the biodegradable alternatives to plastic?
5. What could you do to live plastic free?
6. How would a plastic-free world change the experience of shopping?

The World Economic Forum has predicted that if we do not stop throwing away so much plastic by 2050 the amount of plastic in the oceans will outweigh the amount of fish.

How to make a compost heap

A compost heap helps get rid of waste and enriches the soil.

1 Choose a level, well-drained spot where excess water can drain away and worms can get in to break down the compost. A wooden frame can be used as the base.

2 Nature has given us the perfect waste disposal unit – worms. They eat the waste material in the compost heap and convert it into liquid feed and compost.

3 Good waste for composting is vegetable peelings, fruit waste, teabags and crushed egg shells. Plant and grass cuttings break down fast and provide important nitrogen and moisture. Cardboard egg boxes, scrunched up paper and fallen leaves rot more slowly, but provide vital fibre and carbon, and allow air pockets to form.

4 Do not put in meat or dairy products, cooked food, diseased plants, dog poo or cat litter, or babies' nappies. They will attract unwanted pests and make the heap smell bad. Weeds are also not a good idea.

5 Keep your 'greens' and 'browns' properly balanced. If the compost is too wet add more 'browns'; too dry, add some 'greens'.

6 Turn your compost to aerate and mix up the waste and cuttings. This will speed up the composting process.

7 A compost activator can be used to encourage the correct enzymes. Mix a small amount with water and pour it onto the heap. It speeds up the composting process and can be used to revive partially composted or dead heaps.

8 Autumn leaves are a good source of compost, but do not add too many or you will upset the balance.



“There is no such thing as ‘away’. When we throw anything away it must go somewhere.”

– Annie Leonard, Proponent of Sustainability

Put your waste to work

1. Do you have a compost heap at home or at school?
2. Make an argument to convince someone of the value of a compost heap.

Did you know?

Did you know that if you wee on the compost heap you add valuable nitrogen to it?

Reduce the use of fossil fuels

We use fossil fuels like coal, natural gas, petroleum and paraffin to generate energy. This results in severe air pollution and creates greenhouse gases.

Human activities contributing to greenhouse gases and global warming

There are more greenhouse gases, like carbon dioxide, in our atmosphere now than there have been in the last three million years. The warmest year recorded since scientists started measuring and recording temperatures was 2016 and 17 of the earth's warmest years have occurred since 2000. This is due to:

- **Burning fossil fuels** to create electricity.
- **Transportation** of goods and people by air, sea and land.
- **Deforestation** – cutting down forests for wood.

21
Sept

Zero
Emissions
Day

22
Sept

Car Free
Day

These days highlight the importance of looking after our atmosphere and preserving the air we breathe.

What can we do to help?

- Use less and/or cleaner energy for cooking, lighting and heating.
- Use energy-saving lightbulbs
- Drive less and use public transport.
- Use the 'off' switch for lights and appliances when you are done with them.
- Plant trees.
- Join the movement for the shift towards clean and renewable energy forms.



Deforestation has far-reaching effects on the soil, water tables, wildlife, climate and local communities



Tell a story
based on the
evidence

Coca indzaba
mayelana
neBufakazi

Check your energy use

1. Write up a list of the kinds of energy you use at home and what you use this energy for.
2. Where does this energy come from?
3. What could your household do to cut down on the amount of energy you use?
4. Would you do these things even if your neighbours were not doing them? Why?



A Wonderbag helps you save fuel

What is a Wonderbag? It is a bag made from recycled materials into which a pot of boiling food is placed. The bag helps to keep the heat in and continues the cooking process without the need to use more energy.

The Children's Movement in the Western Cape makes and promotes Wonderbags as one of its initiatives. It aims to make a bag for each of its more than 3 000 child members for use in their homes. In this way they are using up waste materials, saving on energy and creating a safer environment.

Biogas – a biofuel that is a natural form of waste-to-energy

Biogas is made when plant and animal waste, like food scraps, animal manure (dung), wastewater and sewage, ferment or break down in a space where there is no oxygen. They then release methane and carbon dioxide. The high level of methane in biogas produces a deep blue flame which can be used as an energy source. A Biogas Digester converts the waste into biogas, then channels it so that the energy can be used productively.

Biogas is an environmentally friendly energy source as it helps with two major environmental problems at the same time:

- By using up natural waste, it reduces the amount of methane generated from landfill sites.
- It provides an alternative to fossil-fuel energy.



Biogas installation on a farm processing cow dung



Search, record,
compare

Phenya,
rekhoda,
chatsanisa

Renewable forms of energy

Renewable forms of energy that do not harm our environment are the way of the future.

5. What kinds of renewable energy are there?
6. What can renewable energy be used for?



Sunlight and solar panels can provide households with the energy for cooking, lighting and heating

Look after our precious water

Without water nothing on Earth can live. We have to find ways to save water and keep our water sources clean.

The human body is made up of between 50% and 65% water. Water carries nutrients around the body and gets rid of waste. Water also helps break down our food and keeps us cool. It is important to drink a lot of clean water every day to help our bodies function properly.

Water treatment

We need water that is clean, clear and free of germs and chemicals – this is called potable water. Non-potable water is not safe to drink. Contaminated water, polluted with germs or chemicals, can make people very sick. Polluted water supplies have been known to kill thousands of people. Nowadays there are water treatment plants that check drinking water, and water that is unsafe is treated.

22
March

**World
Water
Day**

18
Sept

**World Water
Monitoring
Day**

These days highlight the need to look after a very precious resource.



**Tell a story
based on the
evidence**

**Coca indzaba
mayelana
neBufakazi**

Check water usage

1. Where does the water you use at home or school come from?
2. Estimate how much water you use and write up a list of what you use it for.
3. Do you have a water-saving system? If yes, what kind of system?
4. Do you use grey water? If yes, how?
5. What can you do, at home or at school, to save water?



**Work out what
is right and
wrong for you**

**Tfola kutsi
ngukuphi
lokulungile
nalokunga-
lungi kuwe**

Every drop counts!

6. With a partner, make a list of as many water-saving tips as you can think of. Include personal hygiene, water usage in the kitchen, laundry, car washing and watering plants. Try for 30 tips.
7. Would you describe wasting water as inconsiderate, irresponsible, immoral, unethical, or criminal? Explain why.

Ways to save water

We have a tank in which we collect water from the gutters and use it for hand washing and watering the vegetable garden. Two good rainstorms can fill the tank.



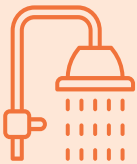
Drought in the Eastern Cape

Since 2015 the Eastern Cape has suffered one of the worst droughts in living memory. Five years of little to no rain has resulted in farmers losing large portions of their cattle herds. Lack of water is a huge problem facing the entire region. The South African government declared the region a 'disaster area' in October 2019.



People queue for water in drought-hit Cape Town in 2018

Severe drought in the Cape (2019) resulted in these guidelines:



Take shorter showers. Turn off the shower while soaping up, then back on to rinse. Do the same for brushing teeth.



Place a filled 2 litre plastic bottle in the toilet water tank (cistern) to reduce the amount of water flushed. You can save up to 7 300 litres per year.



Fix dripping taps. They can waste up to 30 litres an hour. That can add up to 10 000 litres a year.



When washing dishes do not leave the water running to rinse them.



Use washing machines or dishwashers only with a full load.

Most people in drought-affected areas have continued to follow these guidelines because the drought made them realise just how precious water is.



Convince someone of your point of view

Kholisa lomunye umuntfu ngembono wakho

What do you think?

The World Health Organization (WHO) says that each person needs 7.5 litres of water a day for drinking and cooking, and at least another 20 litres a day for basic personal hygiene.

- Do you agree with the WHO or not? Give reasons for your answer.

Keep your hands clean

To protect ourselves from the bacteria and viruses that give us diarrhoea, colds and flu we need clean water and soap to wash our hands.

When to wash your hands:

- After using the toilet or changing nappies.
- Before, during and after preparing food.
- Between handling raw and cooked food.
- Before eating.
- After using a tissue or handkerchief.
- Before and after attending to sick family members.
- After handling rubbish or working in the garden.
- After handling animals or playing with pets.



Use soap!

Most people around the world only use water to clean their hands, but washing hands with soap gets rid of germs much more effectively. Learning about handwashing early in life and having soap at school for learners can help improve school attendance and child development in some settings.



Enjoy a
healthy mind
and body

Tfokotela
ingcondvo
nemtimba
lophile kahle

Sing a 20-second song

The latest evidence tells us that we need to wash our hands for at least 20 seconds to fight viruses like Covid-19 effectively. To help you and others wash your hands for long enough not to get infected with a virus create a 20-second hand-washing jingle.

Did you know?

If someone with worms does not wash their hands after going to the toilet they can leave worm eggs from small bits of poo on objects or surfaces. You can get infected with worms by touching these things.

It is estimated that only 19% of the world's population wash their hands after going to the toilet. Are you one of the 81% that doesn't?

Handwashing helps communities stay healthy

Handwashing education reduces:

- The number of people who get diarrhoea by 23-40%.
- Diarrhoea in people with weak immune systems by 58%.
- The number of people with colds and flu by 16-21%.
- School absenteeism due to diarrhoea by 29-57%.

Hand washing could save millions of children

Each year about 1.8 million children under the age of five die from diarrhoea and pneumonia, the top two killers of young children around the world.

Handwashing with soap could protect:

- one out of every three young children with diarrhoea.
- one out of 5 young children with respiratory infections, like pneumonia.

Make a tippy-tap

Use the Unicef resources online to find out how to make your own tippy-tap – a low-tech solution for hand hygiene.



Find your
own way
to solve it

Tfola indlela
yakho
yekuyicatulula

Encourage handwashing

1. Does your school have water and soap for handwashing?
2. If not, who needs to sort this out?
3. What can you do to encourage younger learners in your school to wash their hands?
4. Look at the tippy-tap designs online. Do you think one of these ideas would work for your school?
 - a. If so, which design would you choose?
 - b. What would you change?
 - c. What would you need to get started?



Let's take better care of the Earth

It is now time to find ways to take action and show we care about our environment.

Let us work together

The enormity of environmental issues can be overwhelming and we might feel there is very little an individual can do. But there is always something we can do. We can:

Keep ourselves informed. Be part of the solution and not part of the problem.

Raise awareness in whatever way we can.

Make changes to how we do things. Reduce, re-use and recycle. If enough of us make small changes, collectively we can make a big difference.

We have found out about ways to reduce waste, use less fossil fuel, save water and encourage handwashing and care for trees. Now we need to join family, friends, schools and communities in taking better care of our environment.



Some ideas for action

- **We need green spaces**
Start a school food garden, adopt a local playground, hold a tree-planting ceremony, or any other ideas for greening your community.
- **Energy saving is the way to go**
Make Wonderbags or any other energy-saving objects.
- **Handwashing keeps us healthy**
Make tippy-taps or encourage handwashing in some fun way.
- **A school clean-up**
Pick up litter, start recycling, make Eco bricks, start a compost heap, or any other ideas you may have for reducing, re-using and recycling waste.
- **Water is our most precious resource**
What ideas do you have to help your community save water.

Record as much of your action as possible by keeping notes and taking photos. These can be posted on social media.



Listen, talk
and work it
out together

Lalela,
khuluma futsi
niyisebente
sikanye

Show you care for your environment

1. Together as a class, make a list of the ways in which you, as members of your community, can take better care of your environment. Learners, in groups of six, choose:
 - a. A **theme** for your campaign? Pick something from the class list. Decide how long your campaign will last for.
 - b. The **audience** you will focus your campaign at – a section of the school, the whole school or the wider community?
 - c. What your memorable **message** will be? Keep it simple.
 - d. What **action** you will take to convince others to take better care of your environment?
 - e. What **event** will you organise to kickstart your campaign? School assembly? A special day?



Make a choice
and decide

Khetsa futsi
utsatse
Sincumo

My commitment to caring for the environment

Write out your own personal pledge, committing yourself to looking after the environment in whatever way you can. Display these pledges prominently in the school.

Your pledge could look something like this:

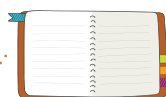
I,, from,
do hereby pledge to the best of my ability to:

- Reduce, re-use and recycle as much waste as I can.
- Engage in water-saving behaviour.
-
-
-

Signed:

Date:

Place:



In your journal

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

Write or draw how you feel
about being a planetary citizen.

“Being a planetary citizen does not need space travel. It means being conscious that we are part of the universe and of the earth. The most fundamental law is to recognise that we share the planet with other beings, and that we have a duty to care for our common home.”

– Vandana Shiva



Usebeuzile

Finding our way to doing work we love and enjoy is like winning first prize.

"Work gives you meaning and purpose and life is empty without it... Remember to look up at the stars and not down at your feet."

– Stephen Hawking



Against the odds

Professor Stephen Hawking (1942-2018) was a famous scientist and author. Many consider him to have been the greatest scientist since Albert Einstein. He was diagnosed with motor neuron disease when he was 21 years old and was given only a few years to live. But he beat the odds, lived a full life and changed the way we understand the universe.



Search, record, compare

Fuputsa, ngola fatshe, bapisa

Don't let your disabilities get you down

1. Have you heard of Stephen Hawking or Eddie Ndopu? What do you know about them?
2. Do you agree with what Stephen Hawking says about work? Why?
3. Rewrite Eddie Ndopu's quote in your own words.
4. Do some research on Stephen Hawking and Eddie Ndopu. What can you learn from them?
5. Everyone is challenged in some way. What are your challenges? How do you work with these challenges?
6. Imagine you are an activist. What issue or cause do you champion?



"I want people to be powerful, the very best versions of themselves, everything their imagination desires – beyond the ramp, beyond compliance. I want to open up talk about the emotional and personal, so we can experience the totality of our humanity."

– Eddie Ndopu



Eddie's dream

Eddie Ndopu, born in Namibia, has been in a wheelchair for most of his life. He moved to South Africa when he was nine and Hawking is an inspiration to him. Eddie, who studied at Oxford, is a human rights advocate. His life goal is to address the United Nations from a space shuttle.



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

Bopa
setshwanstho
kapa pale ho
bontsha hore
se tla ba
jwang

Grand-
father
farmer

Uncle
artist

Grand-
mother
housework and
parent

Father
shop owner

Sister
beauty
technician

Family tree at work

7. Draw a family tree (your own family, or a family you know well).
8. Fill in the work that each family member does or did. Include:
 - retired family members (if you do not know what work they did, ask them).
 - young family members have left school and the work they hope to do.
 - informal work, such as housework, parenting, volunteering, making art, growing vegetables, blogging, fixing things, inventing new recipes, etc.

Discuss with a partner.

9. What do you notice about the different kinds of work done by the people in your family tree?
10. Does gender play a role in the different kinds of work people do?
11. Does the work they do give them a special status in your family? How do you know this?
12. How do they support each other?



Living your values through the work you do can help you find happiness and enable you to reach your full potential.



Tell a story based on the evidence

Pheta pale e nang le Bopaki

Help these people decide

1. Imagine you are a career counsellor. Read through these comments from different young people looking for your advice.
2. Suggest a career for each one. Think of the values and interests each person is expressing. To help you, read through the list of values on the Human Values Information page (pages 144 - 145). Remember each person may be expressing more than one value.

a I'm curious about the world. I get bored easily and I like to be challenged. My favourite thing to do is play video games.

b My faith is important to me and I enjoy a challenge. I want to help improve the lives of people in my community.

c Social status and control matter to me. I want a well-paid job and an important position in a company. How I look and dress is important, too.

d I'm a team player. I enjoy working in a group to create something beautiful. I'm artistic and I love to express myself this way.

e I want security, so a regular income is important to me. I'm interested in money and I love working with numbers.

f I love luxury. My office will be elegant and modern and inspire me to give of my best.

g The most important things to me are my relationships with others and helping people. I'd love to work where I can ensure equality and justice for all.

h I'm ambitious and think things through carefully. I work hard to achieve my ambitions. I enjoy recognition of my achievements.

i Protecting the environment is my main concern. I'm an outdoor person; I couldn't sit in an office all day.

j I love people and I enjoy learning about different cultures. I want a job where I meet new people every day. Helping other people to enjoy themselves is important to me.





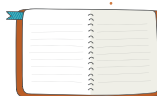
Step back –
reflect and
rethink –
step back in

Ikgule – lekola
botjha hape o
nahanisise –
kgutlela hape

My values and interests

3. What are your values?
4. What are your interests?
5. Are there any comments that you connect with? Which ones? Why do you think you connect with these comments?

It is unrealistic for people to expect their work to satisfy all their needs but it should satisfy a lot of them. It is important for people to find leisure activities to express the other parts of themselves.



In your journal

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

Write or draw the interest that means the most to you.

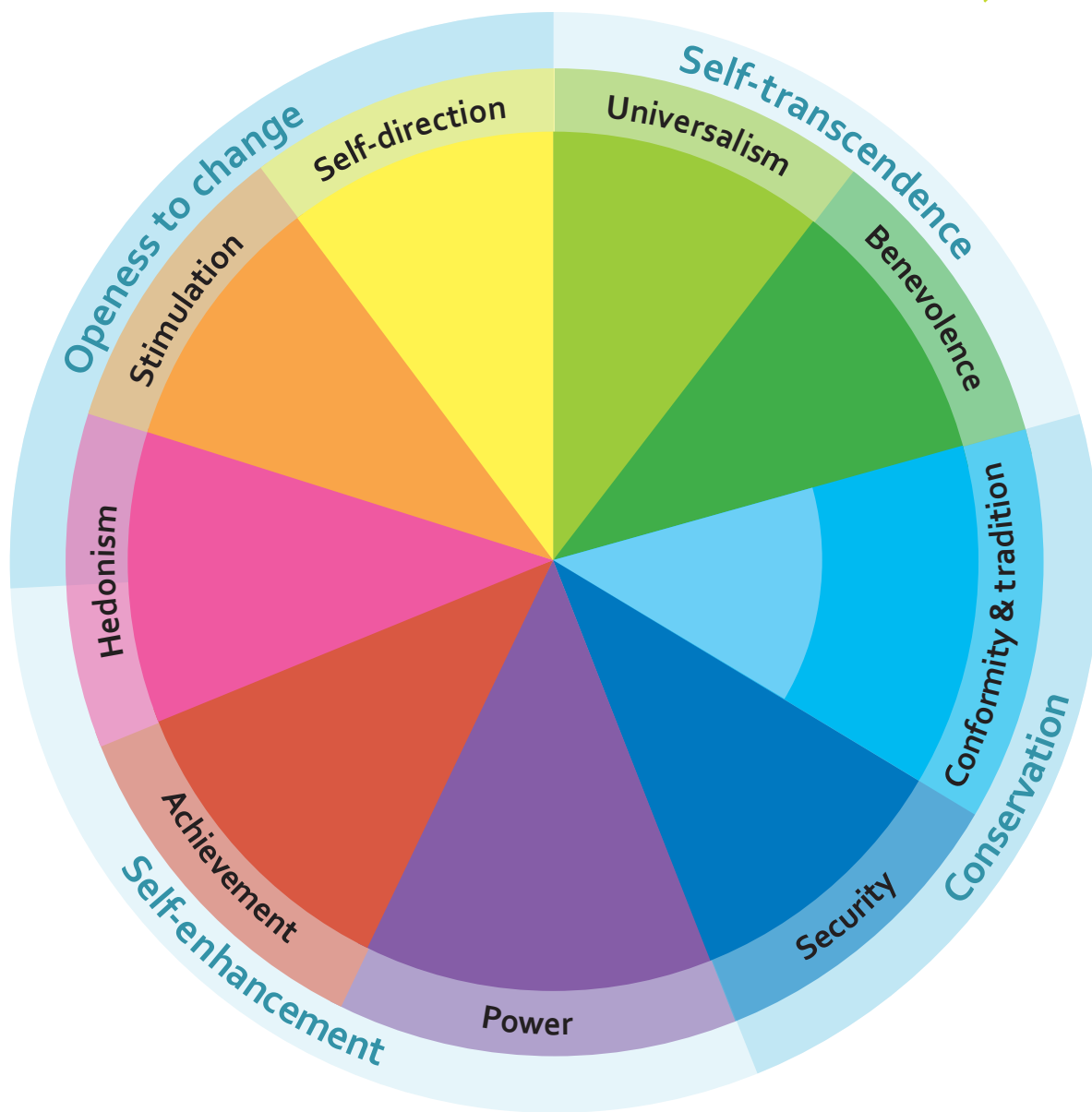
It is always a good idea to start planning and preparing for your future. Look at these websites to see the courses that are available at different learning institutions. Take note of the length of the courses, and the requirements that you need to be accepted to study that course.

<https://www.wits.ac.za/study-at-wits/>
<https://www.uj.ac.za/admissions-aid/>
<https://www.up.ac.za/programmes>
<https://www.mandela.ac.za/Study-at-Mandela>
<https://www.ufs.ac.za/>
<https://www.dut.ac.za/>
<https://www.unisa.ac.za/sites/corporate/default>
<http://www.technicola.co.za/>
<https://artschool.co.za/>





The 10 Basic Human Values



The Schwartz Theory of Basic Values shows ten groups of basic human values in a circular diagram. The value groups that are near each other tend to fit quite well with one another. For instance, people who connect mainly with self-direction are likely to fit with some parts of stimulation and universalism as well. Value groups that are directly opposite each other in the diagram tend to exist in tension with each other. For example, if someone feels most connected with conformity and tradition it will be quite difficult for that person to make life choices that come from a place of hedonism.

No one value is better than any other. These values help each and every one of us to fulfil an aspect of life.

Universalism

I care about all people and about our natural environment. I want to make sure that all rights are protected.

social justice
a world of beauty

Benevolence

I am helpful and responsible and I like to take care of others and help them to have a better life.

forgiving
responsible

Tradition

It makes sense to me when people have faith in and honour the customs and traditions of their culture and religion.

humble
accepting my
portion in life

Conformity

I am polite, I try to behave myself at all times and I don't like to upset others. I think it is important to honour my elders.

self-discipline
honouring of elders

Security

I like being part of my family and community. I like to feel safe and I get uncomfortable when things around me don't work well.

family security
social order

Power

I want others to look up to me and I want to be respected. I like to take control of people and things.

wealth
authority

Achievement

I am good at the things I do, I like to show other people what I'm capable of and I like to be recognised for what I have done.

influential
successful

Hedonism

I like to enjoy life, do things and go places that give me pleasure.

enjoying life
self-indulgent

Stimulation

I like each day to be different from the day before. I look for excitement and adventure in the things that I do and I really enjoy a challenge.

daring
a varied life

Self-direction

I like to think about how things work. I don't mind if others don't see things the way I do and I love finding new ways of thinking about things.

creative
independent

The world of work is changing fast. By the middle of the 21st century much of the work done by people now will be done by machines.

Machines already do some of the work of accountants, website designers, journalists, paralegals and pharmacists.

In the next few decades self-driving cars and trucks are likely to replace millions of drivers. Algorithms already do most financial transactions online. Automation is already threatening the jobs of cashiers, domestic workers, factory workers and miners. Artificial intelligence can already predict the spread of epidemics, scan crowds for wanted criminals and offer counselling to soldiers suffering from post-traumatic stress disorder.

Let us imagine some other changes that may take place.

Don't choose a job a robot can do better!



Test your idea – change your mind

Leka mohopolo wa hao – fetola monahano wa hao

Future jobs

1. Choose three members from your family tree and imagine how the work they do will change because of automation.
2. What kinds of jobs do humans do better than machines? Does this include what you want to do, or will you have to change your mind?

Step 1 Read these advertisements for possible future jobs.

Rewilder

[Apply now >](#)

The Department of Urban Development and Environment is seeking a consultant to plan and manage the redesign and reconstruction of urban environments with natural, indigenous elements.

- Qualification in wildlife management, agriculture or environment science is essential.
- A passion for nature, sustainable practices and spending time outdoors is recommended.
- Looking for a patient, creative, well-organised individual to work with environmental experts and town planners to reintroduce nature into our cities in a systematic sustainable way.





Virtual-Journey Builder

[Apply now >](#)

The Department of Education is seeking a creative individual to design and create personalised school field trips for all subjects using virtual reality.

- Qualification in film studies together with some experience in education and knowledge of learners' needs is essential.
- Looking for an individual with good interpersonal skills to work with teachers of various subjects to plan school trips to many different places on earth and all the planets in our solar system.
- This position will allow you to work from home and to have flexible working hours.

Urban Farm Planner

[Apply now >](#)

The Departments of Urban Development and Agriculture are seeking a dynamic manager to introduce communities in cities to growing their own crops and herbs on undeveloped land in urban spaces.

- Qualification in agriculture or environmental science is essential.
- Experience in management, development & training and aquaponics is recommended.
- Looking for a positive, hard-working individual to consult with communities, find suitable sites and assist growers to provide sustainably for communities and create markets for excess produce.



Find your
own way
to solve it

Fumana tsela
ya hao ya ho e
rarolla

The future sounds interesting

Step 2 Choose the job that interests you most and write up the answers to these questions.

3. What kind of work is offered in this advertisement?
4. What kind of activities are you likely to do each day?
5. Where would you work?
6. What school subjects and qualifications would you need for this work?
7. What other kinds of jobs do you think will be available in the future?
8. Which of these future jobs do you think you would enjoy?



Workplaces have dress codes – a guide to what to wear to work. Sometimes companies provide protective wear for some jobs.

Choosing what to wear at work

Some companies have a written dress code and require you to dress in a certain way. Others choose not to tell their employees what to wear, instead they encourage them to express their own identities through the clothes, hairstyles and accessories they choose. This is a trend in many design and tech companies all over the world.

Dress codes should not violate your human rights. A code that requires you to dress in a way that goes against your cultural practices or discriminates against you because of your gender, race or religion is unacceptable.



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

Bopa
setshwanstho
kapa pale ho
bontsha hore
se tla ba
jwang

Future work clothing

1. In small groups, design future work clothing for both men and women.

Your group could choose to design:

- A business suit for mostly indoor work.
- Something for mostly outdoor work.
- Something suitable for both indoor and outdoor work.

Your design must be:

- Practical, comfortable and not harmful to the environment.
- Easy to keep neat and clean.

2. Two different groups share their design ideas with each other.

- Explain why your group chose the design you did.
- Explain the kind of work or career you think this clothing is best suited for.





Tell a story
based on the
evidence

Pheta pale
e nang le
Bopaki

Protective work wear

In pairs, look at the different types of protective work wear.

3. What does this kind of protective wear protect you from?
4. What kind of work would this protection be necessary for?



Prepare yourself

"No one saves us but ourselves. No one can and no one may. We ourselves must walk the path."

- Gautama Buddha, sayings of Buddha.

Start with what you know, dream where you want to go and make sure to learn lots of things along the way.



Make a choice and decide

Kgetha mme o etse Qeto

What kind of work do you dream of doing one day?

Brainstorm the career of your dreams, using these questions to guide you.

What is your dream career?

Why does this work interest you?

Where could you find more information about this work?

Where is this kind of work done? Describe your workplace.

What institutions offer these qualifications?

What tasks would you do?

What qualifications might you need to do the work?

What special clothes would you wear when doing this?

What school subjects would prepare you for this work?

What tools or instruments would you use?

My dream work is...



Convince someone of your point of view

Kgodisa motho e mong ka maikutlo a hao

Promote yourself for your dream job

Create a radio, TV or social media advertisement for yourself.

Step 1 What medium will you choose for your advertisement? Why?

Step 2 In what ways are you well suited for the tasks you'll be performing? Think about your personality, values and (imagined) qualifications.

Step 3 Promote yourself and your skills to show that you are the perfect person for your dream job.

KUMI NAIDOO

SOUTH AFRICAN HUMAN RIGHTS AND ENVIRONMENTAL ACTIVIST

ACTIVIST, LEADER, PROFESSOR

KUMI STARTED OUT AS A CHILD ACTIVIST AND THE CO-FOUNDER OF 'HELPING HANDS YOUTH ORGANISATION'. HE WAS THE FIRST AFRICAN HEAD OF GREENPEACE AND THE FIRST GLOBAL AMBASSADOR FOR AFRICANS RISING FOR JUSTICE, PEACE & DIGNITY.



Unemployment

Unemployment is a huge problem in South Africa and around the world. It leaves many people without a roof over their head, food, and the ability to provide for their families. It can lead to depression and substance abuse. While at school, learn to do as many things as possible, so as to be able include these activities in your CV one day. For example, help at charities, take part in sports, and do creative activities. Doing these things will benefit you in the future.

EDUARDO GALEANO

"MANY LITTLE PEOPLE,
IN LITTLE PLACES,
DOING LITTLE THINGS,
CAN CHANGE THE WORLD."



MARIA DA PENHA

BRAZILIAN BIOPHARMACIST, DEFENDER OF HUMAN RIGHTS FOR WOMEN

HER WORK PROTECTING THE
RIGHTS OF WOMEN WHO
HAVE SUFFERED
DOMESTIC ABUSE LED
TO THE CREATION OF
THE MARIA DA PENHA
LAW WHICH HAS
HELPED MILLIONS
OF WOMEN IN BRAZIL



Think about what you want for yourself

Write notes and list the things you love to do, where you see yourself going and what you would like to learn.

Daydream. Share your plans with someone you are close to. This will help your brain start figuring out the journey.

Surround yourself with people you want to be like someday. You can learn from them. They can set you straight when you feel like giving up.

Do your research. Find out about people who have done inspirational things, such as the people in these posters.

MALCOLM X

"EDUCATION IS THE PASSPORT TO
THE FUTURE, FOR TOMORROW
BELONGS TO THOSE WHO
PREPARED FOR IT TODAY"



WANGARI MAATHAI

"IN THE COURSE OF HISTORY,
THERE COMES A TIME WHEN
HUMANITY IS CALLED TO
SHIFT TO A NEW LEVEL
OF CONSCIOUSNESS,
TO REACH A HIGHER
MORAL GROUND.
A TIME WHEN WE
HAVE TO SHED OUR
FEAR AND GIVE HOPE
TO EACH OTHER.
THAT TIME IS NOW."



Oberekile

Movement activities 1

Perform sequences of activities that include forward rolls, balances, elevations and rhythmic movements.

Question: How many times do our hands touch the floor in a forward roll?

Answer: Once.

Warm up with some dynamic stretches.

Stand up straight. Take a deep breath through your nose, filling your lungs with air. Exhale loudly through your mouth. Reach your arms above your head and hold your elbows with your hands. First, lean to the right for 15 seconds, then lean to the left for 15 seconds. Bring your arms back to your sides. Bend forward and try reach your fingers to your toes. Hold this forward bend for 30 seconds. Slowly stand up straight. Then jog on the spot for one minute.



Sequences of physical activities

These sequences of movements can improve your coordination and control. Start by practising the gymnastics starting and finishing position.

- Stand up tall with your feet together, legs straight and arms up straight against your head.

STATION 1

ROCK AND ROLL

- Tuck sit with your chin against your chest.
- Roll onto your back with knees bent and hands on knees.
- Come back up to tuck sit.
- Repeat 10 times.



tuck sit



rock back

STATION 2

LOG ROLL AND BALANCE WALK

- Keeping your body straight, with arms against your ears, roll 4 times to the right, then 4 times to the left.
- Walk along a rope on the floor, keeping your balance.



roll



STATION 3

FORWARD ROLLS

- Stand up straight.
- Crouch down with arms forward.
- Look at your belly button and tuck chin in.
- Put your hands on the floor.
- Round your back and roll forward.
- Tuck heels under your hips.
- Keep your arms forward and stand up tall.



STATION 4

ELEPHANT WALK

- On your hands and feet, with arms and legs straight, walk forward, moving first your right hand and left foot together, then your left hand and right foot together.
- Try for 10 – 12 steps.



STATION 5

SUPERMAN SWIM

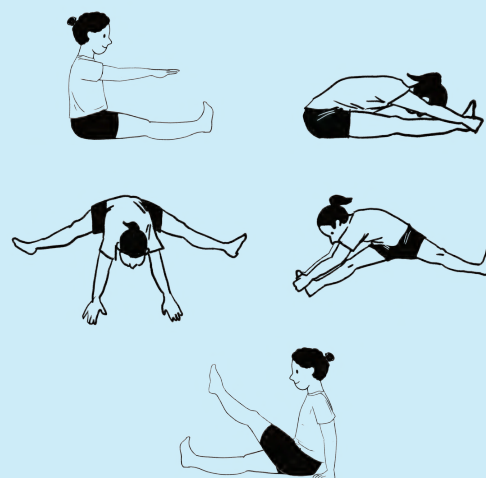
- Lying on your stomach, hold your legs and arms out straight.
- Lift both arms and legs off the floor and hold for 10 seconds.
- Then lower your arms and legs to the floor.
- Repeat 10 times.



STRETCH ROUTINE

Let's stretch to improve flexibility.
Hold each position for 10 seconds.

1. L-sit with your arms out in front of you.
2. Forward fold.
3. Open legs and stretch forward with your arms.
4. With legs open, stretch to the right and hold, then to the left and hold.
5. With your hands on the floor next to your hips, lift your left leg and hold. Then repeat with your right leg.



Movement activities 2

Perform sequences of activities that include backward rolls, cartwheels and handstands.

Neck warm-up

Lie on your back, arms above your head in an 'L' position.

- Lift your head off the ground, tucking your chin against your chest and hold for 10 seconds, then lower your head. Repeat 5 times.
- Lift your head pushing your chin towards the sky. While looking up, turn your head to the left, then to the right, 5 times each side.

STATION
1

ROLL TO BACKWARD BEND

1. On your back, with your hands on the floor, close to your ears, roll backwards.
2. Touch the ground behind your head with your feet, keeping your knees straight.



STATION
2

PIZZA HANDS FOR FORWARD ROLLS

- Start with your hands next to your ears, palms facing up, as if you are carrying two plates.
- Keep your elbows close together and your fingers above your shoulders.
- With feet together, bend your knees until you are in a squat position.
- Place your hands on the floor in front of you shoulder-width apart and elbows bent.
- Be sure to tuck in your chin and look at your belly button as you lift your hips over your head and roll forwards.
- Keep your back curved as you roll and your legs tucked in.
- Bend your legs only when it is time to stand up.



Long rope skipping

Have you ever skipped with a long rope? You need two turners to turn the rope at the same speed. The skipper waits next to one of the turners until the rope is at the top of its turn, then moves to the centre to skip. The skipper has three turns before taking over from one of the turners. Variation: Try 2 skippers at a time.



How many skips can you do without making a mistake?



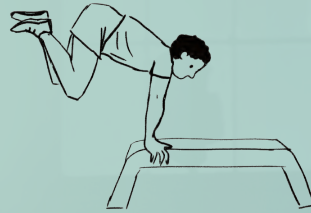
Practise tumbling and elevating skills

Practise these individual movements a few times before combining them into a sequence of your own design.

STATION 1

CARTWHEELS

- Know someone who is good at doing cartwheels? Let them demonstrate. If not, do some research or watch a video demonstration.
- Try to bunny hop sideways over a bench or chair.
- Do a mini cartwheel over a block.
- Cartwheel on a line.



bunny hops sideways



STATION 3

BACKWARD ROLLS

- Backward roll from a height.
- Backward fold with a ball between your feet.
- Backward roll – use your arms to push your body over and protect your neck.
- In a squat position, with your hands at shoulder height, palms facing up, drop your butt down as though you are sitting.
- Keep your chin tucked in, kick your toes over your head to roll yourself, keeping knees tucked into your chest.
- Roll quickly enough so that you get some momentum. Your weight needs to shift from your lower back to your upper back then to your hands.
- As the knees and legs start to go over your head, push with your arms and shoulders.



backward roll from height



backward roll

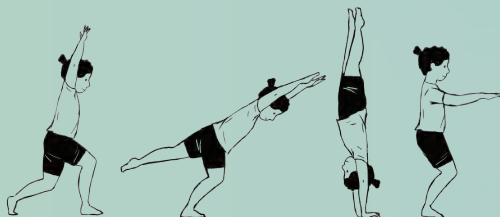


backward roll with ball

STATION 2

HANDSTANDS

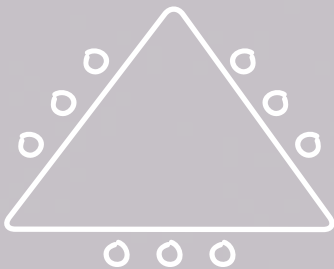
- Try a handstand against the wall first.
- Start with your feet, knees, torso and head in a straight line. Some prefer arms at the sides, others like arms straight above the head.
- Kick with your dominant leg and tip your body forward. Straighten your legs as your hands meet the ground. Lock your elbows and straighten your legs and torso toward the sky.
- The act of stepping forward, tipping over, striking the ground with your hands and lifting your legs should be one smooth, fluid motion that ends in a handstand.
- Keep your legs straight and tightly together.



Do some static stretches to cool down your muscles.

Gymnastics skills

Practise rotations, balances, elevations and rhythmic movements, which form the basics of floor sequences in gymnastics. They will improve your agility.



Triangle warm-up

Place three long skipping ropes in a triangle. Stand on the outside of the triangle, facing inward and try these moves:

- Rhythmic movement steps over the rope
- Run around the triangle in a clockwise direction, jumping over the corner of the triangle with both feet off the ground.
- Do some jumping lunges, alternating your feet inside and outside the triangle.

Gymnastics floor routine

Both men and women have floor routines in gymnastics. Women's floor routines are performed to music. A large floor mat is used for these routines, made of foam and springs and covered with carpeting.

Women generally combine some dance moves with their tumbling movements, including leaps, jumps and turns, while men combine strength with their tumbling movements. There are usually four to five tumbling passes in a routine and the passes contain multiple flips and twists.





My gymnastics skills

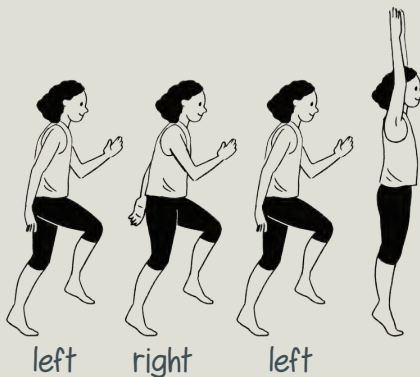
Do you remember your skills? What are the names of the rhythmic movements, rotations, elevations and balances in this sequence?

Practise these skills and fill in the missing steps:

1

MOVING FORWARD

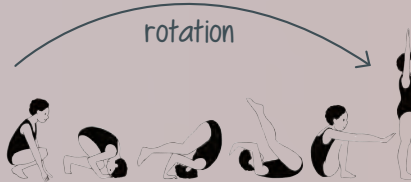
- L-R-L-R foot
- Stop
- Balance, standing on toes
- Skips



2

ROTATIONS

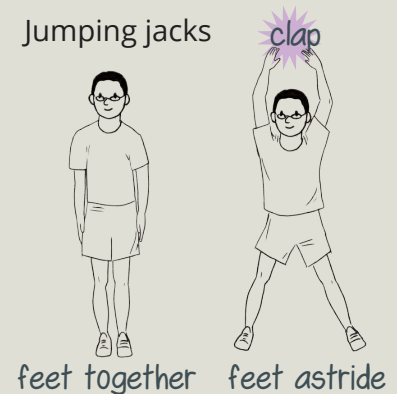
- Crouch down with arms forward.
- Put your hands on the floor.
- ...
- ...
- Keep your arms forward and stand up tall.
- Forward rolls



3

FEET ASTRIDE – FEET TOGETHER

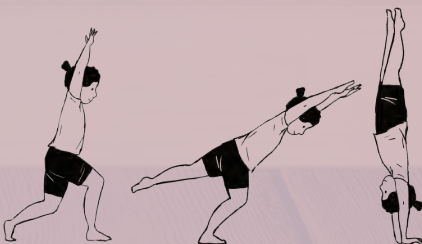
- Stand with your feet together and your arms by your sides
- ...
- ...
- Jumping jacks



4

UPSIDE DOWN

- Start with your body – head to feet – in a straight line
- ...
- ...
- Handstand against a wall



5

BALANCE

- Stand with your feet together and your arms by your sides
- ...
- ...
- ...
- Arabesque



6

SIDEWAYS ROTATION

- Start with your arms up straight next to your ears
- ...
- ...
- Cartwheels



Do some static stretches to cool down your muscles.

Gymnastics floor routine sequence

Let's perform the rotations, balances, elevations and rhythmic movements you learnt in previous lessons.

Warm up with some dynamic stretches.

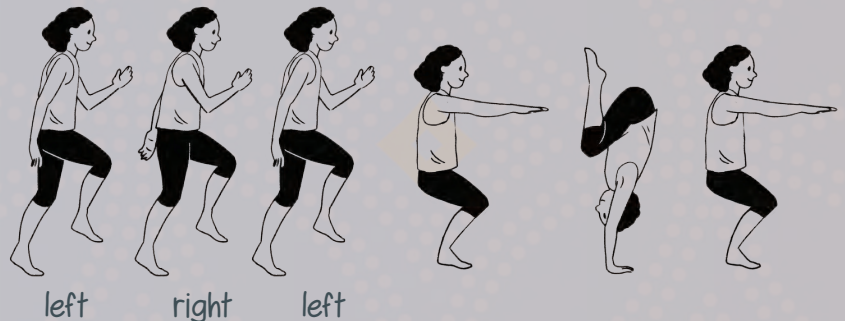
Floor routine practice

Do this floor routine to music. Each step has eight counts.

1

JUMP TO TUCK HANDSTAND

Skip forward – left, right, left – with opposite arms > Step feet together > Crouch down > Bunny hop – tuck handstand > Back on your feet.



2

BALANCE STAND

Stand up with arms up > Stork stand – balancing on left leg, right knee bent forward > Straighten right leg out horizontally > Both feet on the ground and arms at side.



3

FORWARD ROLLS

Squat > Forward roll twice > Stand up.



2x

4

JUMPING JACK TO SQUAT

Jump to straddle, knees bent and clap hands above head > Jump, feet together, arms at sides > Squat arms out front > Jump, feet together, arms at sides > Repeat 1-2-3 > hold in squat position.



2x



5

BACKWARD ROLL

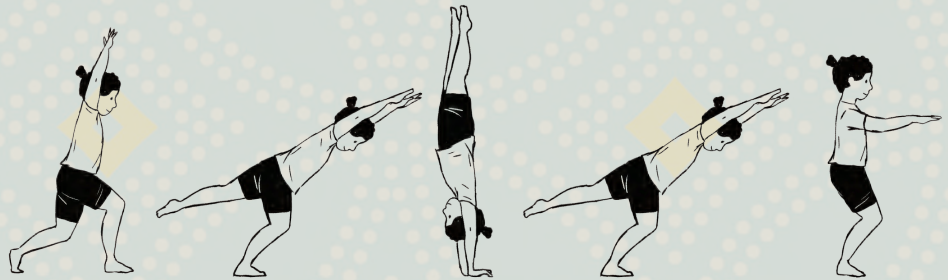
Pizza hands with head tucked >
Backward roll or backward fold >
Squat stand > Jump with half turn
and soft landing.



6

HALF HANDSTAND

Jump to lunge > Hands to
floor > Handstand (can be
against the wall) > Back to
lunge > Step feet together,
arms out at sides.



7

ARABESQUE

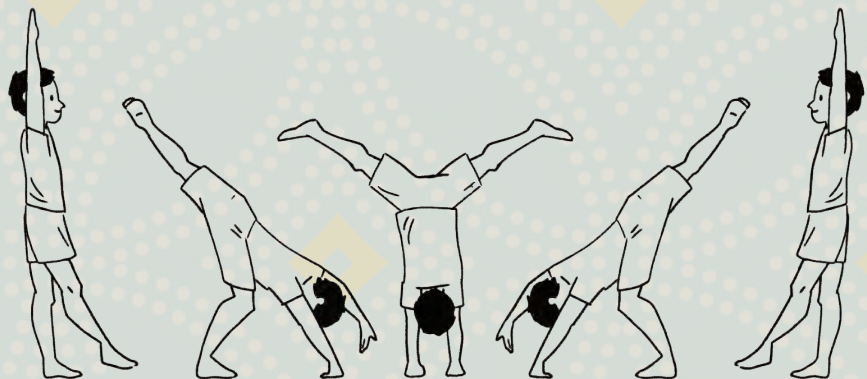
Heels together, arms in front > Shift weight to supporting leg > Move
working leg out behind you, toes pointed > Keep shoulders, ribs
and hips square > Straighten same side arm as working leg to the
front and other arm to the back > Lean forward > Hold > Step feet
together, arms at side.



8

CARTWHEEL

Standing straight, arms up,
leg forward > Long step to
lunge > Cartwheel > Finish
sideways > Lunge with arms
out > Step feet together > Lift
arms and pose.



Do some static stretches to cool down your muscles.

• We are the food we eat

The food we eat gives us the energy we need to live our lives, learn and remember things, move around, grow and protect ourselves from disease.

What we eat depends on a whole lot of factors. The better we understand these factors the better chance we have of making food choices that are good for us.



Tell a story based on the evidence

**Ambani
mafhungo o
thewaho nga
vhuṭanzi**

Keep a food log for a week

Step 1 Draw a table like the one below.

Step 2 Keep a list of everything you eat and drink and include how much you consumed. For example: a cup of rice, 340ml cool drink, one chicken leg, etc.

Date	Type of food/drink	Quantity	Cost
02/10	tea	1 cup	50c
02/10	sugar	2 teaspoons	10c
02/10	bread	2 slices	R2.66
02/10	spinach stew and rice	1 ½ cups	R10.50
02/10			

Step 3 Try and work out how much what you ate cost. For example, if a loaf costs R20 and there are 15 slices in the loaf, each slice costs R1.33, so two slices cost R2.66. To work out the cost of a whole meal, add up the cost of all the ingredients, then divide the total by the number of portions that were made. Too difficult to work out, just estimate.

RECEIPT	
TRN 000123456789	
Bunch of spinach	R 20
2 onions	R 10
2 potatoes	R 10
1/2 cup oil	R 11
Stock powder	R 8
1 cup brown rice	R 15
Total before VAT	R 63.64
VAT incl	R 10.36
TOTAL	R 74
Date: 02/06/2024	

Four portions: R74

$$R74 \div 4 = R18.50 \text{ per portion}$$

The longer you keep this list going, the better picture you will have of what and how much you eat and how much it costs to feed you.





Ask questions that will help you understand what is going on

Vhudzisani mbudziso dzine dza o ni thusa u pfesesa zwine zwa khau itea

A balanced diet?

Analyse your eating habits by asking these questions:

1. Where does the food you eat come from?
 - Shop or market? Grow your own?
2. Who makes sure there is food in your home?
 - Do you have a food budget?
 - Who makes the decisions about food?
3. How often and what do you eat on school days? On the weekend?
4. What food do you eat most often? What food do you enjoy eating most?
5. What do you drink?
6. Do you think you follow a healthy diet? Give reasons for your answer.
7. What influences your food choices? Tell a partner how each of these factors influences what you eat:
 - Food that is available at home is...
 - An average meal is...
 - Our idea of a healthy meal is a meal with...
 - My culture and/or religion influences the food we eat, as...
 - We consider the effects on the environment when we buy food by...
8. What else influences your food choices?



• Make healthy food choices

Nutritious food is important for a healthy body and mind.

Knowledge about nutrition can help you stay hydrated, have enough energy, build muscles and bones for strength, heal properly and improve your emotional state.

Food groups

Make sure to read the tips in the circles for healthy eating.

Water...



Drink plenty of clean, safe water. Try to drink eight glasses of water each day.

detoxifies the body, carries nutrients to cells and gives cells shape and form, regulates body temperature and helps maintain peak physical performance.

Proteins...



build your body and repair tissue. Proteins can come from animals (meat, fish, eggs and dairy) and plants (legumes – dried beans, split peas, lentils).

Fish, chicken, meat or eggs can be eaten every day, or you could have yoghurt, milk or maas.

If you do not eat meat, eat dried beans, split peas, lentils and soya regularly.

Starches / carbohydrates...



Choose complex carbohydrates, like brown rice and brown bread, for energy and to keep you feeling full for longer.

provide food for your cells which is then turned into energy.

Vegetables and fruit...



detoxify the body, boost the immune system and assist with healing.

Eat vegetables and fruit every day.

Fats, oils and nuts...



Use vegetable oils rather than meat fats.

Use healthy cooking methods. Too much fried food is not good for you.

give energy, keep in body heat, improve ability to think clearly, combat stress and have anti-inflammatory properties.

Eat breakfast. Studies show that people who eat breakfast do better at school.

Try to eat regular meals that have a healthy mix of food groups.





Tell a story
based on the
evidence

Ambani
mafhungo o
ditikaho nga
vhuṭanzi

Understanding food groups

1. In small groups discuss which groups most of your food should come from. Why?
2. Which group has the most expensive food? Why do you think this is so?
3. Why do we need to drink lots of water?

Processed and refined foods: be careful!

Processed foods are foods that have gone through many different processes. Chemicals, like artificial colouring and flavouring, have been added to them. Refined foods, like white bread, white pap and white sugar, often have the good things taken out of them. Eat foods that are as close to their natural state as possible.

Processed foods – burgers, chips, cooldrinks and sweets – with too much fat, sugar and salt are not healthy for you.

Daily limits for young people
– no more than:

4-6 teaspoons of fat.

1/2 teaspoon of salt.

5-7 teaspoons of sugar.

That is one can of cold drink!
It is better to get your sugar
from fruits and vegetables.



Enjoy a
healthy mind
and body

ifhelwani
nga
muhumbulo
na muvhili
zwi re na
mutakalo

Food log check

4. For how many days have you kept your food log?
5. How much processed and refined food have you eaten?

Best answer for 5. = very little.

Eating processed food every day or more than once a day? Find a way to replace it with healthier food options like a fruit, a boiled egg, a carrot or a handful of nuts.

Every day have you:

6. Eaten at least one fruit and some vegetables?
7. Eaten from at least four of the food groups?
8. Had at least six to eight glasses of water?

'Yes' to all three questions – Well done!

9. 'No' to any of the questions – What can you do to eat more healthily?



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

Vhumbani
tshivhumbo
kana tshiṭori u
sumbedza uri tshi
(zwi) hani

Let us sing

10. Write a song that encourages healthy eating habits.

Start each verse with:
I would be healthier if...

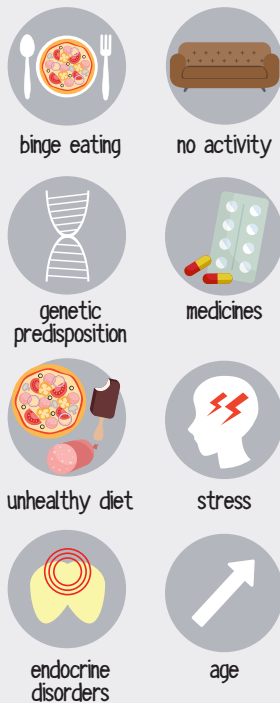
Use the 'Tips for healthy eating' to help you write the lyrics.

Eating disorders

**Healthy food can help us manage our emotional state.
Not feeling good about ourselves can have a bad influence on how we eat.**

An eating disorder is an illness that causes people to overeat, starve themselves, or develop other unhealthy habits relating to food and body weight. These disorders are not just bad habits, they affect the ability to function and without proper treatment can cause very serious health problems.

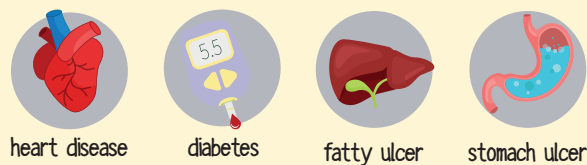
Reasons



OBESITY



Consequences



Prevention

of obesity, bulimīa and anorexia



Obesity

Obesity is defined as abnormal or extreme fat build-up that presents a risk to health. A person can be overweight or obese and still be malnourished. This can be due to having a diet consisting of food and drink that is high in fat and sugar, but low in proteins, essential vitamins and minerals.

Bulimīa

People who suffer from bulimia are so obsessed with losing weight that after they have eaten they will try and get rid of the calories in the food either by fasting, vomiting their food up, using laxatives or over exercising to stay thin, even when their health is at risk.

Extreme dieting to lose weight can be dangerous

There is a lot of information online and in the media about dieting to lose weight. Diets that exclude certain food groups can be unhealthy. Extreme dieting, either eating too little or eating too much, is not a healthy way to live and can result in eating disorders. If you want to lose weight do some research. The best diets limit sugar intake, include most or all food groups in the correct proportions and include at least some exercise. These diets take time to show results. The key is to love yourself enough to persevere and stay with the diet you have chosen.

Reasons



gastrointestinal tract diseases



alcoholism



heredity



mental disorder



drug addiction



depression

ANOREXIA



Anorexia nervosa

People who suffer from Anorexia nervosa (which is usually just known as anorexia) have such a confused body image that they see themselves as overweight and fat even when they are underweight and very thin. They cause permanent damage to their bodies.

Consequences



fast weight loss and fear of excess weight



stomach ulcer



no menstruation and infertility



dizziness and fainting



muscle fibre breakdown



constipation or artificially induced vomiting



heart problems



restless sleep



hair loss



Search, record, compare

Toqulusani, rekhothani, vhambedzani

Eating disorders: be aware!

1. Write down the three eating disorders described on this page and choose one.
2. What are the causes of the eating disorder you have chosen?
3. List ways you can support someone suffering from this eating disorder.

• Vegans and vegetarians

Many people all over the world are vegetarians or vegans. They choose to eat only food from plant sources to get the nutrients they need.

Vegetarian and vegan

– what is the difference?

Vegetarians do not eat meat, chicken or fish. In other words, they do not eat the flesh of anything that has been killed or slaughtered to be eaten. They may choose to eat dairy products and eggs.

Vegans follow a plant-based diet. They do not eat meat, chicken or fish, or any products that come from animals, including foods like honey (because bees can be harmed by the way they are treated by beekeepers). Vegans also choose not to wear products from animals, like leather shoes or woollen clothing.

Reasons to choose a plant-based diet

Some people feel killing animals to eat them is wrong because it causes unnecessary suffering.

Others feel choosing to eat only plant-based foods is much healthier and reduces the chances of developing heart disease and certain forms of cancer.

Some consider the impact that their diet has on the environment. Keeping a herd of cows uses much more land than growing vegetables, and vegetables don't 'fart' and contribute to global warming.

Some people follow religions that encourage them to make these choices. Many Hindus and some Buddhists follow a vegetarian or vegan diet.



In your journal

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

Write or draw how you feel about veganism or vegetarianism.

Is fruit juice healthy?

Eating fruit is healthier than drinking fruit juice. It takes many fruits to make one glass of juice. Plus, each glass contains sugar from more fruit than you could eat at one time. Juice that is made from concentrate is even higher in sugar. Also, fruit juice does not have the fibre found in fresh fruit and fibre helps with digestion and helps release sugar into your body slowly.



Convince someone of your point of view

Itani uri muniwe
muthu apfesesese
kuhumbulele
kwaŋu



Test your idea – change your mind

Lingani
kuhumbulele
kwaŋu –
Shandukisani
muhumbulo
waŋu



Where do you stand?

1. Are you vegetarian or vegan? Do you know a vegan or vegetarian? What are the main reasons for choosing a plant-based diet?
2. Do you find the reasons for choosing a plant-based diet convincing? Why?
3. What are the advantages of a meat-based diet?
4. What arguments could you make for the advantages of a meat-based diet?
5. What do vegans and vegetarians eat for protein?
6. How would the world change if we all ate less meat and more plants? Give reasons for your answer.

Become a vegan chef

Even if you are not a vegetarian or vegan, eating more plants is healthier. Choose a legume, like beans, lentils, chickpeas or split peas, and try to create a delicious vegan meal.

- Will you use dried legumes or tinned ones?
- What other ingredients, like a starch, will you add?
- What will you add to this dish to give it flavour?
- How much will the ingredients cost?
- What cooking method will you use?
- How long will it take to cook?

Remember you cannot use any dairy products like butter, milk or cheese.

7. Write down your recipe.

Include:

- A list of the ingredients and how much of each ingredient you used.
- The method you used. Number each of the steps it took for you to prepare and cook the dish.
- Share your recipe with the class.

Check your diet

Our lives can get so busy that sometimes we do not put enough effort into taking care of ourselves and watching what we eat.



Test your idea – change your mind

Lingani
muhumbulo
wangu –
shandukisani
tsheo yangu

Food log

1. For how long have you kept your food log?
2. What is the food you eat most?
3. How much bread do you eat?

Our daily bread

Bread is part of most people's daily diet. It is convenient and relatively inexpensive, but is it a healthy food choice? That depends on the quality of the ingredients used. Sliced bread from most supermarkets is highly processed, with unhealthy additives, including sugar. It is not a healthy choice.

Take a look at the ingredients listed on the packaging:

- Check the list of ingredients on the packaging of the food you have listed most in your log.
- If there is no packaging you are probably eating fruit and vegetables – well done!
- One or two ingredients listed – likely to be a healthy food choice!
- Lots of ingredients. Research each ingredient. What are emulsifiers, acidity regulators, flavour enhancers, preservatives, and so on? Some foods contain chemicals with E-numbers. What are these?





Find your
own way
to solve it

Diwaneleni
nqila ya u zwi
tandulula

Food budget

4. Use your food log to work out how much it costs to feed you for:
 - a day?
 - a week?
5. Is this money being spent on the healthiest options?

Create a healthy eating plan that fits your budget

6. List all the healthy foods you would like to eat for a week.
 - Find out how much each item costs.
 - Include fresh fruit and vegetables each day.
 - Try for a wide range of foods to get as many nutrients as you can.
 - Try for more complex carbohydrates like oats, brown rice, sorghum, etc.
 - Where do you get your food? Do you know of a cheaper, healthier place to get your food?

Create your own healthy food advertisement

7. Use an A4 sheet of paper, or stick two together, to make an A3 advertisement for supermarket specials.
 - Draw or find pictures of all the healthy food items you would like to include in your diet.
 - Include a realistic price for each item.
 - Be creative and make this advertisement your own.



Enjoy a
healthy mind
and body

Diffhelwani nga
muhumbulo
na muvhili wo
kunaho (takalaho)

My commitment to healthy eating

8. You choose what you are willing to commit to.
Your pledge could look something like this:

To show love and respect for my body:

I will try to eat more...

I will try to eat less...

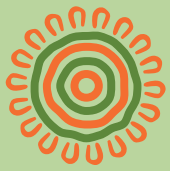
I will try to break my habit of...

I will try to continue with my good habit of...

Signed _____ Date _____



Othlalifile



Food for thought



“I am a food activist. I work where the needs are for reform food security, food sovereignty and hunger, issues around environmental degradation.”

says Zayaan Khan.

food security – being able to get enough nutritious food

food sovereignty – having control over your own source of food

agrobiodiversity – having different species of plants and animals in an environment

environmental degradation – an environment that has not been properly cared for

Seed librarian and researcher

Most people find the details and social and political nature of plant seeds and food systems very complicated, so Zayaan says she prefers to work in ways that add joy to the experience. As a seed librarian, Zayaan's main aim is to increase agrobiodiversity by distributing indigenous plant seeds. These seeds are stronger than seeds that come from other countries and she encourages communities to look after them, so that, season after season, the seeds will be able to grow more food from themselves. Many farmers and home gardeners come to her for advice about seeds and plant growth.

Artist and teacher feeding the community

Zayaan uses the arts to teach food literacy and help people gain food security. Her work for the Surplus People Project (SPP), a non-governmental organisation in Salt River in Cape Town, helped her see just how interconnected seeds, plants, the environment, biodiversity and land rights are in sustaining life. Handing food to people begging (food insecure) at traffic lights, while living in one of the most beautiful cities in the world, Cape Town, with one of the ugliest stories of inequality to tell, just did not feel right.

Zayaan did work with people of all ages, including toddlers and primary school kids, at the Baitul Ansaar Children's Centre in Beacon Valley, Mitchells Plain. “We did several surveys and one of the biggest issues by far is hunger and there not being enough food,” she says. “These children don't have the sort of playtime and engagement that others do. Beacon Valley is known for the drug lords, it's not a safe environment.” In her classes Zayaan starts the children off with the basics about understanding seeds. “We make instruments and jewellery out of kelp and seeds. In the vleis we look at the plants, seeds inside the plants, we look at the birds – what do they eat, why seeds are important? Next week we'll make a birdseed feeder.”

When she teaches about food literacy and food security Zayaan makes sure to make space for different views and opinions and critical thinking.

Indigenous food revivalist

Zayaan has a deep interest in food – who owns the land, who uses the land and who grows food on the land. Food and food rituals show belonging and culture and connect us to those who have come before us. The way that food is produced and sold today has prevented us from learning about how our people used to grow food, using seeds that come from our own country.

She is a founding member of the South African Slow Food Youth Network. The slow food movement challenges the fast food lifestyle trend all around us. It calls for young people to slow down, grow their own food and prepare this food in a way that nourishes them.

With many achievements to her name, Zayaan is presently doing a master's degree in environmental humanities, with a focus on seed culture. The ultimate reason for her work is the land. Zayaan explains: "When you see the landscape as a foodscape, it changes everything".

Ishay Govender Ypma – written for Kulula's inflight magazine, Khuluma, 21 June 2017

What is a seed bank/library?

People collect seeds to bank them, so that they can plant them in different seasons. There are many reasons for doing this. One is to care for the genes that plant breeders need to increase harvest, fight disease, withstand drought and insects and improve food value and taste.

Why do you think it is important to bank seeds?

Start your own seed collection

Find seeds in your own food that you can grow. Find seeds from the plants that heal us. Keep these seeds in your own seed bank. Find out the best time to plant these seeds from people around you "with green fingers" – people who are good at helping plants grow.



Zayaan Khan,
*Reclaim
Indigenous Food*



What causes diseases?

Diseases can be caused by: germs (viruses and bacteria), parasites (worms), your lifestyle, your environment or the genes you inherit from your family.

Types of diseases

Communicable diseases

are infectious illnesses that spread from one person to another, like flu, TB, chickenpox, Ebola, HIV and Covid-19.

Non-communicable diseases

are also known as chronic diseases. Four main types are: cardiovascular (heart) disease, cancer, chronic respiratory (lung) disease and diabetes.

Lifestyle diseases

develop from the way we live our lives. Too little exercise and eating unhealthy foods can cause heart disease or diabetes.

Diseases can be inherited

We inherit our genes from our parents. Genes are like codes in our cells that carry information about the kind of body we have, what we look like, etc. Unfortunately, parents can pass on genes that cause illnesses like certain forms of cancer. We have no control over the genes we get, but if we know that a disease runs in the family we can take precautions and make healthy life choices. We should at least take control of the things we can control.

Diabetes: some control / no control

Diabetes is a chronic condition where there is too much sugar in the blood.

Type 1 diabetes often starts in childhood. You have a greater chance of getting this disease if it runs in your family.

Type 2 diabetes is often linked to lifestyle choices. Overweight people are 80 times more likely to get this disease. Choosing to exercise and eat healthy foods can help prevent it.

Sometimes a new disease, or a new form of an existing disease, comes into being and changes many things.

Covid-19: A disease that changed the world

Covid-19 is part of the coronavirus family of viruses and is highly contagious. The Covid-19 pandemic changed the way we live our lives. These changes have not been easy for anyone.



Common symptoms of Covid-19

- Fever, dry cough and tiredness.

Less common symptoms

- Aches and pains, nasal congestion.
- Headache, conjunctivitis, sore throat, diarrhoea, loss of taste/ smell or a rash on the skin or discoloration of fingers/toes.

During the pandemic, many infected people had very mild symptoms and most people (about 80%) recovered without needing hospital treatment. Only one out of every five Covid-19 patients got seriously ill. Older people and people with underlying medical problems were at higher risk of serious illness.

Anyone can still catch and spread Covid-19, including children and adolescents, but young patients are less likely to get very ill.

If you stand too close to a person who has a virus or touch any items they have had contact with while infected, you can catch the virus.

Ways to keep yourself and others safe in an outbreak

'Social distancing' – keep at least one metre away from people at all times.

Sanitise or wash hands with soap and water for 20 seconds.

Wear a face mask (over mouth and nose) to prevent the spread of the disease.

Know if you've had contact with an infected person. Get tested and stay away from others until you get the result.



Tell a story
based on the
evidence

Balisa ibali
elisekelwe
kubungqina

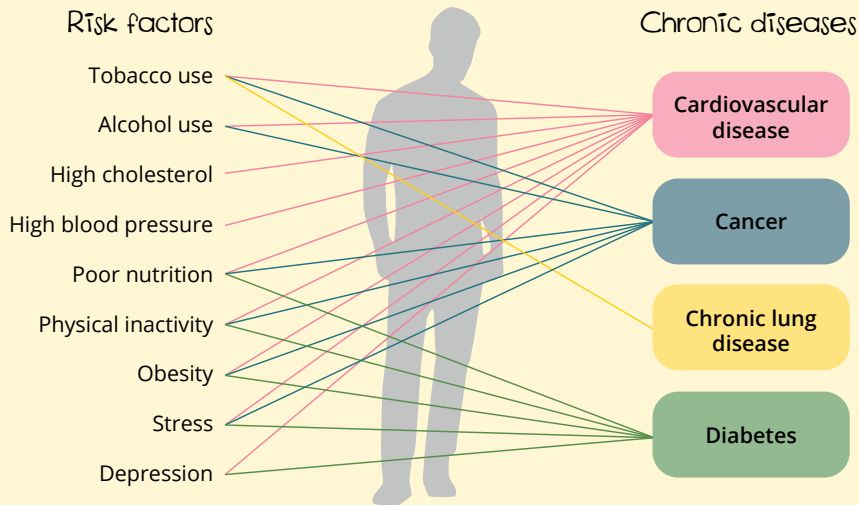
How disease affects me

1. List the diseases that are more likely to affect you, or people around you, because of the environment you live in. Think about resources, animals around you and cultural practices.
2. How can these diseases be prevented?
3. Make a list of infectious diseases. What can you do to stop the spread of these diseases?
4. Is there any history of chronic disease in your family? What disease/s? What can you do to keep yourself healthy?
5. How have you been affected by Covid-19?

The choices you make

There are many diseases you can avoid by living a healthy life and making positive choices about your lifestyle.

The risk factors for disease



Risk factors are conditions or actions that increase the risk of getting a particular disease. Cardiovascular disease, cancer, chronic lung disease and diabetes are responsible for 50% of preventable deaths in the world. That means these deaths could be avoided by removing the big risk factors.



How did this happen?
What will happen next?

Yenzeke njani
le nto? Yintoni
eza kulandela?

Choose a healthy lifestyle

1. In small groups, discuss all the risk factors responsible for cardiovascular disease.
2. Why do you think an unhealthy diet puts people at risk of getting most chronic diseases?
3. Are you at risk of developing any of these diseases because of your lifestyle? What can you do to prevent this?

Look after your blood!

Blood pressure

Each time your heart beats it pumps blood through your blood vessels to the rest of your body. The pressure of the blood inside your blood vessels is called 'blood pressure'. If you have high blood pressure the pressure inside your blood vessels is higher than it should be and this puts stress on your blood vessels and your heart.

Blood glucose

Glucose or blood sugar is carried through your blood vessels to all parts of your body and gives you energy. By eating or drinking foods with a high sugar content you can cause your blood sugar levels to spike in a similar way to what happens when you have diabetes, and damage your blood vessels. If you become overweight you can develop insulin resistance. This means your body's cells reject the insulin your body produces and can no longer access blood sugar for energy.



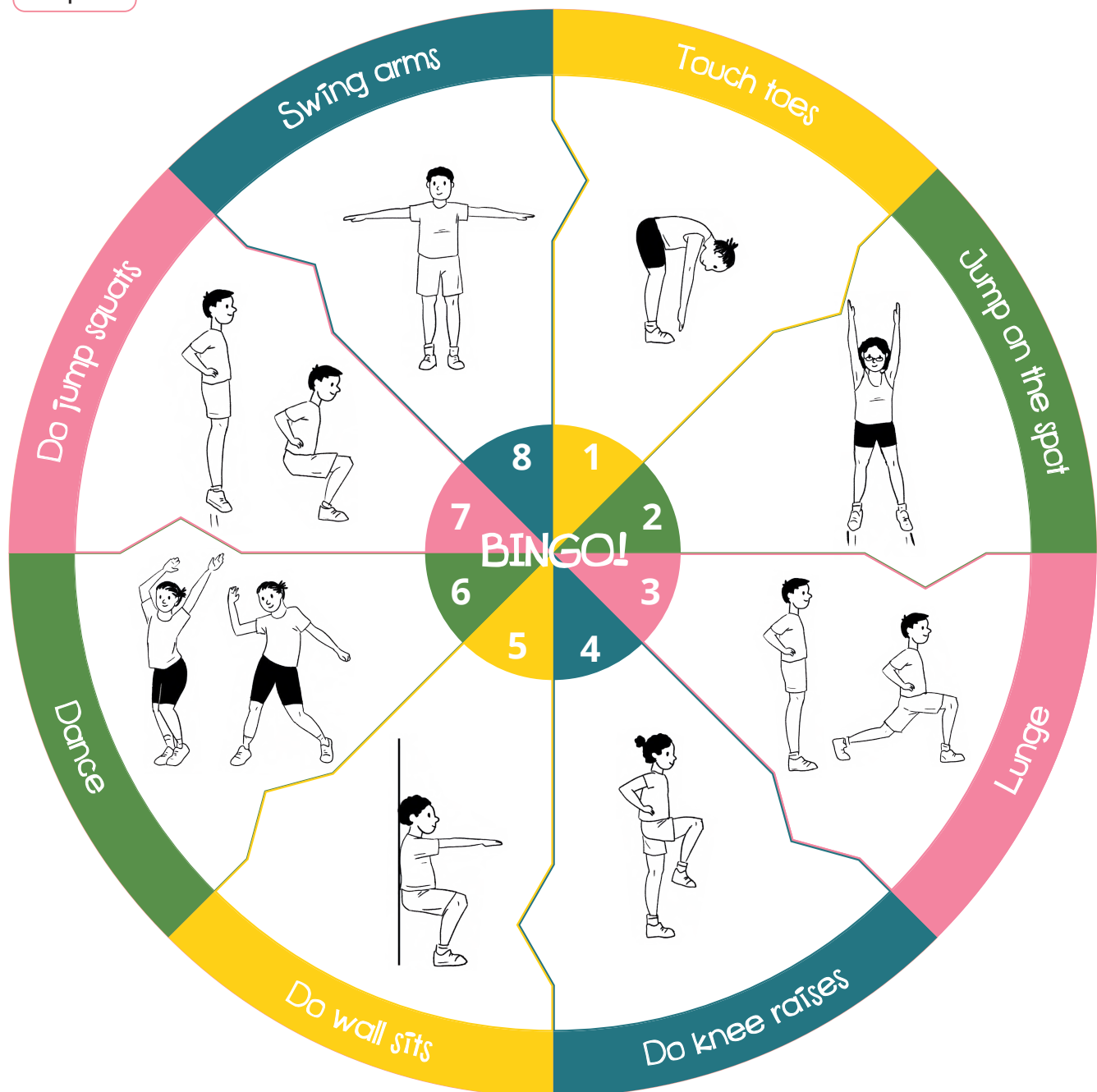
Enjoy a
healthy mind
and body

Yonwabela
ingqondo
nomzimba
osempilweni

Keep moving

It is important to exercise regularly to help your body stay healthy.

- Find a different partner to do each activity in the circle with you, eight times. Once you have completed all the exercises, shout BINGO!



Living with a chronic disease

Chronic diseases like asthma, diabetes, epilepsy, TB and HIV can be controlled by medical treatment and lifestyle changes. They might not be curable, but it is still possible to live a comfortable and active life.



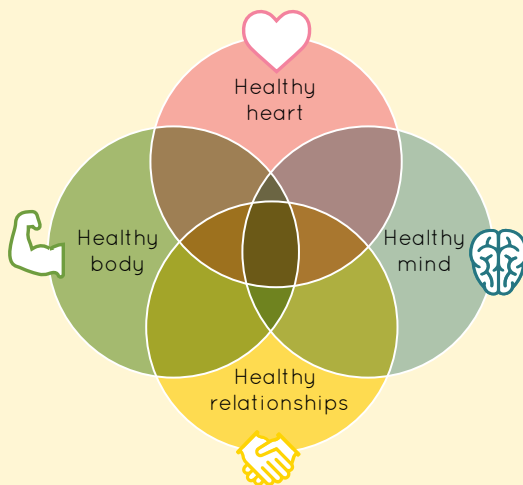
Listen deeply to someone's feelings and thoughts

Zimamelisise
izimvo
neengcinga
zomnye
umntu

Living with a chronic disease

1. Discuss with a partner what you think it must be like to have a chronic disease. If you have a chronic disease, share some insights.
2. How do you think it affects the sufferer's everyday life?
3. What physical and emotional support do people living with chronic diseases need?

Wellness Flower



It is important to play an active part in your treatment when living with a chronic disease. Get as much information as you can about your illness because this will help you to make the best decisions for yourself.



Search, record, compare

Phanda,
bhala phantsi
iinkcukacha,
thelekisa

Do you know anyone living with a chronic disease?

If 'yes', answer the questions below. If 'no', do some research into a chronic disease of your choice and write your answers to the questions below.

4. What chronic disease?
5. What medication treats this disease?
6. What are the possible side effects of this medication?
7. What happens if they do not take their medication?
8. What can you do to help this person live with this disease?

Famous people living with a chronic disease



David Beckham has suffered from asthma since he was a child, but it has had no effect on his performance as a famous footballer. Asthma is a serious condition for many people and can be life threatening, but for Beckham it has not been a barrier to his success.

I've been able to play for many years with the condition.

Independent, 25 November 2009



Phindile Sithole-Spong found out she was born HIV-positive when she developed full-blown AIDS at 19. She has since recovered and spoken at conferences, including those of the African Union and UN AIDS, about living with this disease, and all its stigmas.

Being HIV positive has been the best and worst experience of my life. It teaches you to be more present. It teaches you to be more understanding and open.

Vodacom now! Celebrating Phindile Sithole-Spong, 20 November 2016



Scandal actor Tshepo 'Howza' Mosese was diagnosed with Type 1 diabetes at the age of 20 and has lived with the condition for over 10 years. This Kwaito star raises awareness about the dangers of the disease through his music and talks. He exercises and checks his sugar levels regularly to keep healthy.

I was shocked. I thought that this was a disease that only elderly people got... my father had Type 2... it became crystal clear that no one is immune to getting diabetes.

Diabetes South Africa, 3 November 2016

Support for my chronic illness

I use my asthma pump every day. I try to remember what my dad always says: 'Asthma is only a small part of you. It's not who you are.' This helps me to focus on positive things about myself. I'm the best in my class at Maths.

I have HIV. I used to feel very alone. Then I started attending a support group for young people living with HIV. It made me realise that there are other young people just like me. They also feel sad and angry about their illness. Talking to them makes me feel better.

I have diabetes and my friends encourage me to eat healthy food. If I miss school to go to the doctor they help me catch up with my schoolwork.

Love your body

Our bodies come in many different shapes and sizes. No matter their shape or size all bodies need the right amount of healthy foods, rest and exercise to stay healthy.

Body image, self-esteem and eating disorders

Advertisements, magazines and TV mostly show us people who look slim and fit, which can make us feel unhappy about our own body shape. Some people go on extreme diets to lose weight and that can be very unhealthy. Others suffer from anorexia and bulimia, which are life-threatening eating disorders that affect their health. The truth is, there is no perfect body. When others look at you, they see more than just your body – the whole 'you' includes your personality, your intelligence, your sense of humour and your personal style.

Stereotypes

A **stereotype** is an idea or belief many people have about a thing or group that is based on how they look on the outside. The idea or belief may be untrue, or only partly true. Stereotyping people is a type of prejudice because what is on the outside is only a small part of who a person is.

The problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.

Chimamanda Ngozi Adichie

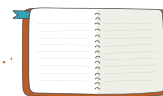


Explore and express your emotions

Lubhence uluvakalise uvakalelo lwakho

Messages from the media

1. What messages do we get from popular media about body image?
2. Do you think people look in real life the way they appear on the magazine covers or on TV? Give reasons for your answer.
3. How do the images you see in popular media make you feel? Explain your answer.
4. What kinds of images would you like to see more of in popular media?



In your journal

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

Write or draw how it feels being inside your body.



Enjoy a
healthy mind
and body

Yonwabela
ingqondo
nomzimba
osempilweni

Love your body

You are the leading world expert on your own body. The more we honour and respect our own bodies, the more we will come to appreciate what they do for us and take care of them.

5. Which is your favorite part of your body?
6. Why do you like it?
7. Which body movements make you happiest?
8. With your partner, create a stretch, a dance move or an exercise that makes your bodies smile.

Movement is life

In groups think of two ways to get your class to exercise at school each day. Share your ideas and put together a Weekly Movement Timetable for your class. This will motivate everyone to exercise together. Of course, your teacher has to join in too!



Make a choice
and decide

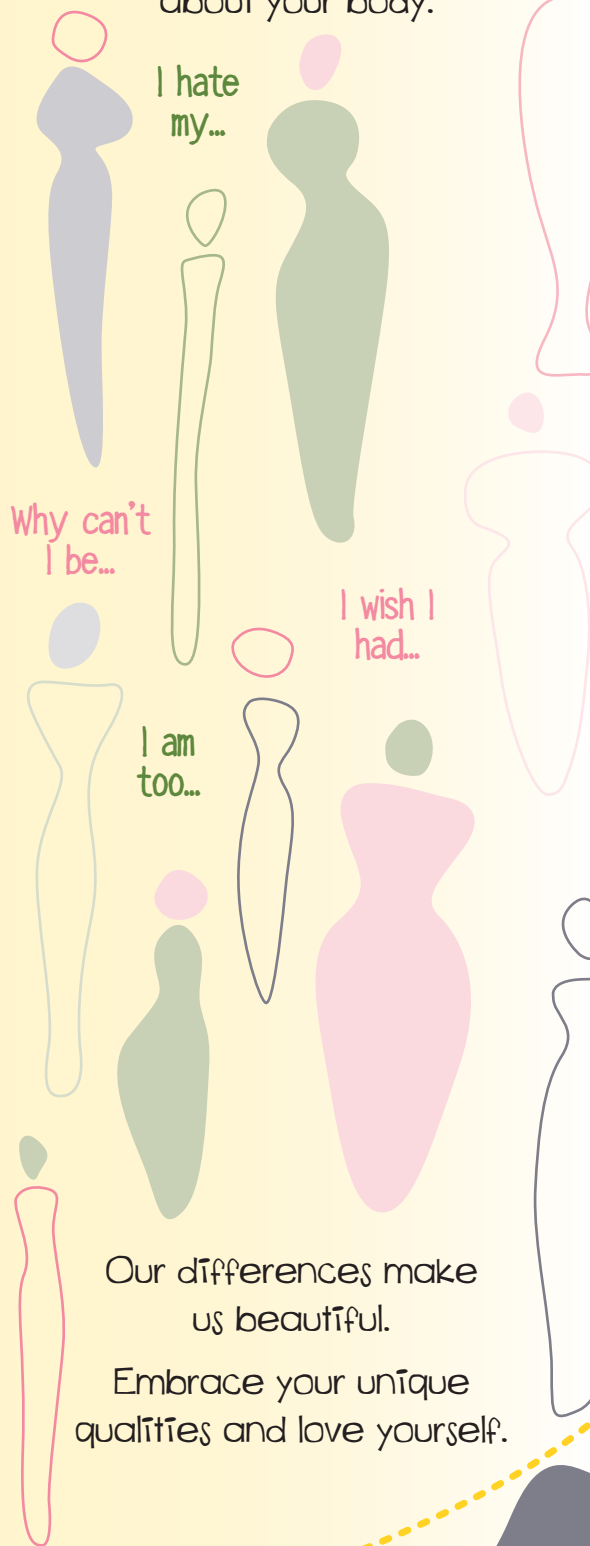
Khetha uze
uthathe
Isigqibo

Keep healthy

Watching TV or looking at a computer screen for long periods can cause many physical and emotional problems. These activities have been linked to obesity and heart disease.

9. Write a list of all the kinds of things could you do instead of watching TV or playing on devices.
10. Decide on your top three tips for keeping healthy.

Stop the negative talk
about your body.



Dealing with depression

Depression affects the way a person feels, thinks and acts and causes people to feel sad and hopeless for long periods.

Over 300 million people in the world suffer from depression.

Studies tell us...

- Spending time on the internet and cell phone chat services reduces social involvement and increases social isolation, loneliness and depression.
- A survey has shown that 24% of South African youngsters between Grade 8 and Grade 11 have experienced feelings of depression, hopelessness and sadness.
- One out of every four university students has been diagnosed with depression.

Causes

Anyone can suffer from depression, regardless of their age, gender, race or religion, and there are many different causes.

- Genetic inheritance
- Shortage of the brain chemicals that help to regulate moods
- Traumatic event (sexual abuse, rejection by a parent, victim of crime)
- High levels of stress at home / school due to poverty, domestic violence or bullying
- Grief over the death of a loved one or a relationship ending
- Low self-esteem
- Loneliness and social isolation
- Alcohol and drug abuse
- Chronic health conditions, such as HIV, or those that cause constant pain
- Some medicines

Warning Signs

- Loss of interest in fun activities
- Sadness that won't go away
- Feeling irritable or angry a lot
- Eating too much or too little
- Sleeping too much or too little
- Missing school
- Having trouble making decisions
- School marks drop
- Thinking a lot of dying or killing yourself

Prevention

If you suffer from depression there are ways of improving your mood.

- Get enough sleep – minimum 8 hours
- Eat healthy food and less sugar
- Drink lots of water
- Exercise regularly
- Avoid alcohol and drugs
- Think of things you are grateful for
- Talk to someone you trust
- Spend time in nature
- Do things you enjoy that will help lift your mood.

Risk Factors

- Genetic predisposition
- Addiction / alcoholism
- Stress caused by environmental factors





Listen deeply to someone's feelings and thoughts

Zimamelisise izimvo neengcinga zomnye umntu

Unhappy or depressed?

1. What is the difference between feeling unhappy and being depressed?
2. Have you, or anyone you are close to, shown symptoms of depression? What kinds of symptoms?
3. Think about a time when you felt really sad and helpless. What helped you to feel better?
4. Make a list of things you can do to help improve your mood.

Getting help

Depression is not your fault, you are not alone and, with help, you can feel better over time. Here are some things you can do if you are depressed:

- Talk to a family member, teacher, or nurse, or call a crisis helpline.
- Get help from a healthcare professional who can decide whether it is medication, counselling, or a combination of both that will help you feel better.
- Be patient, take care of yourself and follow the preventative measures listed above.

Some people with severe depression may think life is not worth living and consider killing themselves. Warning signs that someone may be considering suicide are:

- Talking and/or writing about suicide or death.
- Dropping hints that they may not be around in the future.
- Giving away things that are important to them.
- Withdrawing from the people closest to them and from the activities they usually enjoy.
- Using more drugs and alcohol than usual.

1

Ask

2

Stay & Listen

3

Get Help!

If you notice any of these signs in someone close to you it is important that you find help. These organisations can assist you:

Lifeline South Africa: 0861 322 322

South African Depression and Anxiety Group: 0800 567 567 or SMS 31393



I hear you

A tale of creation

Creation stories help us feel at home in the world; they tell us how we got here and assure us that there is a purpose to life.

Stories, myths, folk tales

Stories, myths and tales from the past that carry deep meanings for our cultures and religions are known as izingane kwane (in isiZulu) or Dinonwane (in Sepedi). They can be both everyday stories and sacred tales.



Hole at Matsieng filled with rain water

A creation story from close to home

From Botswana, just across the border from North West province, comes a creation story that developed out of a rich oral tradition. There are various written versions that we can now access from different sources. The first written account (1814) comes from the rainmaker, 'Moroke', discussing the 'origins of mankind' with the missionary, Campbell. The following is an adaptation of what Campbell recorded.

Moroke the Rainmaker's creation story

There is a great hole in Marootze country (home of the Bahurutse) out of which humans and cattle came, and their footprints can still be seen today. The first person to come out of the hole was Matoomyan. She was followed by Matoome, the first man, and his twin brother. Matoomyan was given the job of herding and taking care of the cattle. But without her permission, Matoome, her brother, led the cattle to the east of the mountain. Matoomyan was so enraged that she returned to the great hole with the medicine she had that could preserve life and health. This is how diseases and death came to be in the world to this day. After that the care of cattle became the job of men only.

Archeological evidence offers a version of this story

Archaeologists are people who study human history and prehistory by excavating sites and analysing artefacts and other physical remains.

Archaeological evidence provides yet another version of this creation story and reveals that hunter-gatherers, most likely the San, were responsible for the 'footprints' at the sites.



Engraving of footprints at Matsieng

Anthropologists share their knowledge of this story

Anthropologists are people who study human societies and cultures and their development.

The people of Ramotswa have a belief about the hill, which is called Lenaong la Matsieng and lenao la gaMatsieng (Matsieng's foot). 'Ke lonao lwa ga Matsieng le diphologolo tsa gagwe' ('These are the footprints of Matsieng and those of his animals').

Matsieng, a one-legged giant and servant of the Creator, Lowe, emerged from a waterhole in the earth, followed by his animals. After them came the San, the Kgalagadi and the Tswana merafe (tribes). These groups emerged from the soft, wet earth and left footprints on the surface around the waterhole which hardened and can be seen in the rock today.

The mythical ancestor, Matsieng, emerged from the earth at a few sites, the most significant being the great hole at Matsieng, near Mochudi, and Lowe, near Molepolole. Anthropologists recognise that this creation story holds traces of family, clan and nation lineages as far back as CE1200. It also shows evidence of the Tswana people inhabiting the land, as well as the ranking of the various Tswana 'tribes'.

A tale of creation continued

Creation stories give basic moral guidance that shapes human relations and reminds us of the inter-relationship between humans and nature. Animals and humans belong together on this earth.

Wikipedia adds another dimension to the Matsieng story

Wikipedia tells us about some Tswana tribes that believe in demi-gods called Lowe, Tintibane, Matsieng and Thobega. These spiritual beings are offered meat, corn and beer, as it is believed they can make it rain, provide fertile earth and guarantee success in war. There are many similar stories about the one-legged giant, Matsieng, among the local people in the surrounding areas. Several places could be the place where Matsieng and his animals emerged, followed by the San, Kgalagadi and Tswana tribes, leaving their footprints in the soft sand around the watering hole. But Matsieng seems to be the most significant place, given that it carries the name of the folklore character.

Many believe Matsieng once served as a ceremonial site for 'rainmaking'. Until recently local people brought their animals to drink from the rainwater-filled holes. Today Matsieng is no longer used as a watering hole, it is a ritual site where local people conduct ceremonies to bring the seasonal rains. The 'footprints in the rocks' were damaged by the animals that once drank there and are still battered by the elements.

A Dictionary of African Mythology:

Hurutshe stories of Matsieng as the creator god

The first human beings and animals came out of a hole in a dry riverbed in Lowe, near Mochudi, in Botswana. Engravings of the footprints of men and wild animals can be found in the rock surrounding the hole – these are said to be the footprints of the first creatures. One of the footprints, pointing towards the hole, is believed to be the footprint of Matsieng, the one-legged creator, who retired into the hole when he was disappointed with his creatures.

In some versions of the myth Lowe was the creator god and Matsieng his servant. Matsieng was ordered to open the hole and make the first creatures. Later, Lowe imprisoned Matsieng in the hole and became the first Tswana chief. In another version Matsieng was god, and Thobega was the servant and one-legged creator. Matsieng left a footprint in another place, on a rock near the hill, Powe.

This version then goes on to tell the same story as told by 'Moroke', the rainmaker.



Birth at Matsieng, Hanien Conradie, 2018



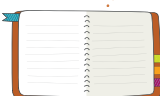
**Search, record,
compare**

**Batla, kwala,
bapisa**

Creation story – all the pieces fit together

Examine all the sources of information about the Matsieng story to help you find the answers to these questions:

1. List all the kinds of evidence that helps us piece together this creation story.
2. What is the earliest evidence we have for this story?
3. How and when did we get to have the first written record?
4. According to archaeological evidence, which people made the engravings?
5. According to 'Moroke', the rainmaker, who was the first human to emerge from the hole? What happened to this first human? Why?
6. According to the anthropologists, what does this creation story tell us about the Tswana people?
7. How many sites with engravings are listed as places where the mythical ancestor could have emerged? Which site is the most significant? Why?
8. What rituals are practised by the local people at the sites with engravings?



In your journal

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

After you have read all the creation stories, write or draw the one that you feel sits best with you.



Connecting with the divine

All the world's major religions have some kind of story that explains the birth of the world – how plants, animals and human beings came to inhabit the earth. These stories can influence our attitude towards other beings.

Hinduism

This is one of the oldest religions in the world and is a collection of many different Indian traditions. Hindus believe that there is no one creation; that creation happens many times, over and over again. Versions of this creation story were passed down by word of mouth for thousands of years before they became part of the Vishnu Purana, the holy scriptures that were written in the first century BCE.

A Hindu creation tale

Before the world there was nothing but a deep, dark ocean. Floating on the ocean was a giant water snake called Anata, with his body twisted into a coil. Inside Anata's coils lay the Lord Vishnu with his eyes closed.

Suddenly a great humming sound began, turning into an echo that spread through the emptiness like a beating heart: AUM... AUM... AUM...

Then, out of Lord Vishnu's belly button a magnificent lotus flower began to grow. In the middle of the lotus sat Lord Vishnu's servant, Brahma. "Brahma! Create the world," ordered Lord Vishnu. As he spoke a huge wind began and the ocean shivered. Brahma calmed the wind and the sea. He stood up and, with a sweep of his arms, he split the lotus flower into three parts: heaven, earth and sky. The world had begun. Finally, Brahma divided his own body in two. Out of one half he shaped a man called Manu, out of the other, a woman called Shatarupa.



AUM: Hindu religious symbol



Lord Vishnu in the coils of Ananta with his wife and his servant Brahma



Explore and
express your
emotions

Tlhotlhomisa
o bo o tlhagise
maikutlo a
gago

Appreciating the tale

1. Sacred texts can have a powerful effect on believers. How did you feel reading this story?
2. This creation tale starts at the belly button of Lord Vishnu and divine Brahma's body splits in two to create men and women, thus making all of creation godlike. How does this belief make you feel? According to this belief, how should we treat all living creatures?
3. 'Transcendence' is the word we use to describe the feeling that, 'I am part of something bigger than myself.' What gives you a feeling of transcendence, a feeling that you are part of something divine?



Myths – stories that contain truth

Sacred stories are often told to help make sense of why things are the way they are. They give meaning and purpose. Sacred stories are sometimes called myths. This is not because they are not true, but because they are stories that communicate truth through symbols, metaphors and parables.

Buddhism

Buddhism also started in India, about 1 500 years ago. This tale was most likely a spoken sermon until it was written down as a fable. Buddhists also do not believe in one creation. Like Hindus, they believe creation happens many times, over and over again.



*Dharmachakra:
Buddhist religious symbol*

A Buddhist creation fable

One day two Brahmins (priests) saw the Buddha (a very holy man who was the founder of Buddhism) taking a walk. Eager to learn from him, they walked at his side. This is a very condensed version of what the Buddha told them:

"When the universe comes to an end and contracts there is no sun, nor are there stars or planets or moons. Before a new universe begins luminous beings live for a long time, feeding on nothing but delight.

"In the last contraction in time an earth formed, beautiful and fragrant and sweet to taste. Beings who tasted the earth began to crave it. They sat gorging themselves on the sweet earth and their luminescence disappeared. The light that left their bodies became the moon and the sun and, in this way, night and day were distinguished, and months and years and seasons.

"As the beings stuffed themselves with sweet earth their bodies became coarser. Some of them were handsome, but others were ugly. The handsome ones despised the ugly ones and became arrogant and, as a result, the sweet earth disappeared. And they were all very sorry. Then they ate sweet fungus and sweet creepers, both with the same result.

"Then rice appeared in abundance. Whatever rice they took for a meal had grown again by the next meal, so there was always food for everyone. During this time their bodies developed sex organs, which led to lust. Those who engaged in sex were despised by the others and they were driven out of the villages. But then the exiles built their own villages.

"The beings who had given in to lust grew lazy and they decided not to gather rice at every meal. Instead, they would gather enough rice for two meals, or five, or 16. But the rice they were hoarding grew mouldy and the rice in the fields stopped growing back as quickly. The rice shortages caused the beings to distrust each other, so they divided up the fields into separate properties.

"Eventually one man took a plot that belonged to another and lied about it. In this way, theft and lying were born. People who were angry with the man hit him with fists and sticks, and punishment was born..."



Amitayu's Buddha in his paradise



Listen, talk
and work it
out together

Reetsang,
buang mme
lo direng
mmogo

Discussing the fable

1. Myths are passed from one generation to the next through storytelling, rituals and reading. What creation myth has Buddhism passed on?
2. How do myths, with their symbols and metaphors, affect the way we talk and think about the world?
3. What does this myth tell us about lust and laziness?

Creation story from the Middle East

Three of the world's major religions that believe in one God come from a region of the world called the Middle East. The God of Judaism, Christianity and Islam creates through His spoken word.

Judaism & Christianity

Judaism started in Israel about four thousand years ago and the Torah (the five books of the Old Testament) is the main Jewish scripture. Christianity also started in Israel and developed out of Judaism, about two thousand years ago. Genesis, the first book of the Old Testament, gives an account of the beginning of all things that is generally accepted by both Christians and Jews.



*Star of David:
Jewish religious symbol*

A creation story for Jews and Christians

In the beginning God said: "Let there be light." And there was light. And God divided the light from the darkness, calling the light day and the darkness night. On the second day God created heaven and earth. On the third day God separated the land and the seas and God said: "Let the earth have grass, and trees bearing fruit for food." On the fourth day God created the sun, the moon and the stars to divide the day from the night and give the earth seasons. On the fifth day God created animals for the sea and the sky and on the sixth day animals for the land. And God said: "Let us make man in our image, after our likeness" and created a man called Adam and, from his rib, God created a woman called Eve, and let them rule over the fish of the sea and over the fowl of the air and over the cattle and over all the earth. They were to live in the Garden of Eden, together with the Tree of the Knowledge of Good and Evil, but they were not to eat the fruit of the tree. In six days God made heaven and earth, the sea and all that is in them, and on the seventh day God rested and blessed the sabbath day.



*Cross:
Christian religious symbol*



Chimney piece tapestry: Adam and Eve in the garden of Eden.

Christianity shares a core belief with Judaism: that there is one God. Both Christians and Jews observe the Ten Commandments set out in the Old Testament of the Bible.



Ask questions
that will help
you under-
stand what is
going on

Botsa dipotso
tse di tlaa go
thusang go
tlhaloganya
gore go
diragala eng

The story from Genesis

1. Creation stories unpack the idea that there is a natural order to the world. What is the natural order in this story?
2. For most of time, people have understood that Bible stories are symbolic and metaphorical and not literally true. The meanings of stories have been questioned and debated. Some people feel that we should not question beliefs and others believe questioning beliefs deepens knowledge. Where do you stand with this? Why?
3. What happened to the Garden of Eden? What is happening to our planet now?

Another creation story from the Middle East

The message of Islam is to submit to God's will which He revealed to Muhammed in the Qur'an.

Islam

Islam is another religion that began in the Middle East region, about one thousand five hundred years ago. From the Qur'an we get this version of the beginning of things, as accepted by Muslims.



*Crescent moon and star:
Islamic religious symbol*

A Muslim creation tale

The heavens and the earth were joined together and Allah (God) existed alone in eternity. Allah decided to create the universe and, because of his unlimited power and authority, he commanded things to come into being. From water Allah made all living creatures, the angels, the planets and the rain to make vegetation grow. At first the Earth was inhabited by wicked creatures, called jinn, so Allah sent an army of angels to rid the earth of them. Allah sent the angels to earth to collect seven handfuls of sand in different colours and from the sand he made the first man, Adam, breathing life and power into him. From Adam's side the first woman was created. Allah declared the earth a dwelling place for humans. There Adam and his wife lived in the Garden of Eden with the Tree of Eternity. Allah took six days to complete his creation.



Find your
own way
to solve it

Batla tsela ya
gago ya go e
rarabolola

The story from the Qur'an

1. This story is very similar to the creation story from Judaism and Christianity. What reasons could there be for this?
2. How do creation stories affect how people see themselves?
3. This story tells us that the earth is "a dwelling place for humans." What does that mean to you?
4. What if my creation story is different from yours? How can we, with our different faiths, come together and live peacefully on this earth?



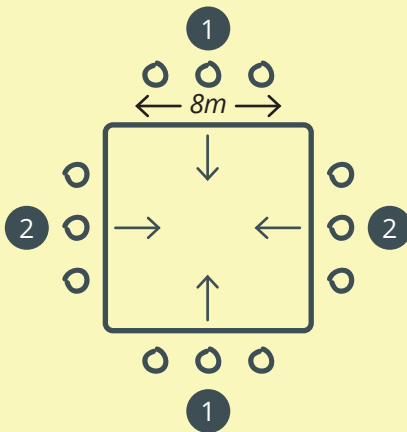
Adam honoured
by angels



Usebeuzile

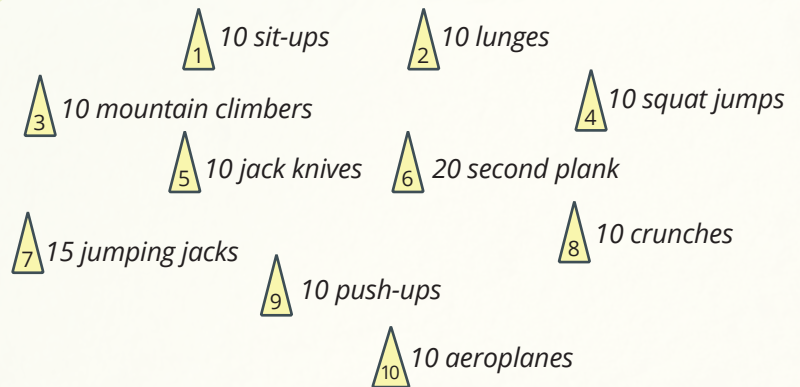
Introduction to orienteering

What is orienteering?
Can you orientate yourself on a map? Do you know what the symbols on a map represent?



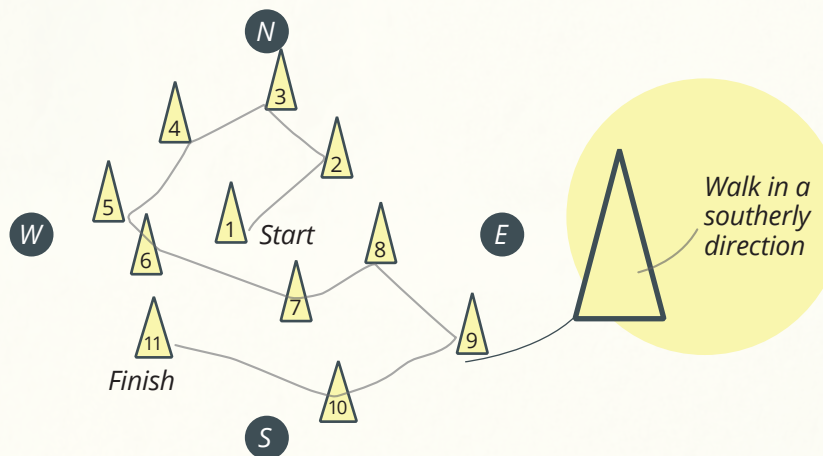
Running square

Two teams stand on opposite sides of a marked square, 8 metres apart. When numbers 'one' or 'two' are called the team runs across and changes places. When number 'three' is called, both teams run at the same time. See which team is fastest, without touching. Then, instead of running, use dynamic stretches like hand kicks, lunges and jumping squats.



Fitness map

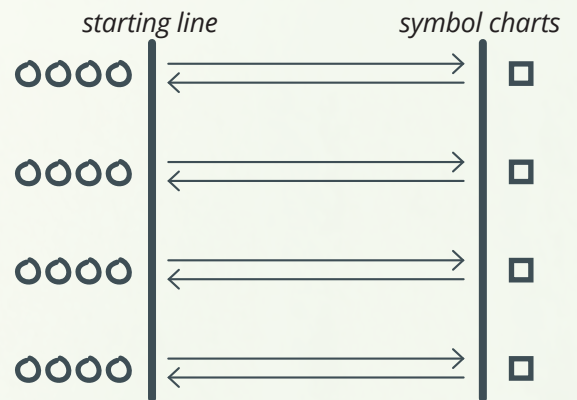
Each group gets the same map, like the one above, with numbered fitness stations. Groups choose five exercise stations, do the exercise at each of these stations and draw on their map the route they followed to get to these stations.



Direction game

Each group gets a map of a 40 metre x 40 metre area with numbered cones and where the starting point is for that group. Your group follows the direction instruction on each cone and draws the route followed from one numbered cone to the next on the map. Write down the number of steps taken to get to each cone from the one before.

Each group lines up behind the starting line with a piece of paper and a pen. Each person in the group has a turn to run to the symbol chart, find a symbol and label, run back and draw the symbol and label on the paper. First group that draws and labels all 16 symbols wins.



In an area, 20 metres x 40 metres, place cones in lines of 3 x 4. Each cone has a number from 1 to 100 stuck underneath it. Each group follows each map, adds up all the numbers and writes the totals on the recording sheet. First group with the correct totals wins!



Outdoor recreational programme 195

Line and point-to-point orienteering

Can you remember some symbols found on maps? Do you know the difference between line and point-to-point orienteering?

Dynamic stretches

Stand in a circle. Do each movement 10 times. Do 20 small shuffle steps to the right between each movement.

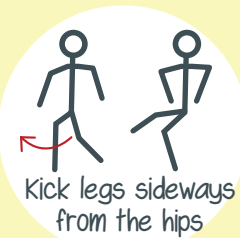
Closed knees



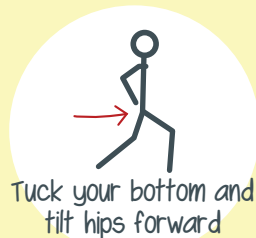
Open knees



Sidekicks



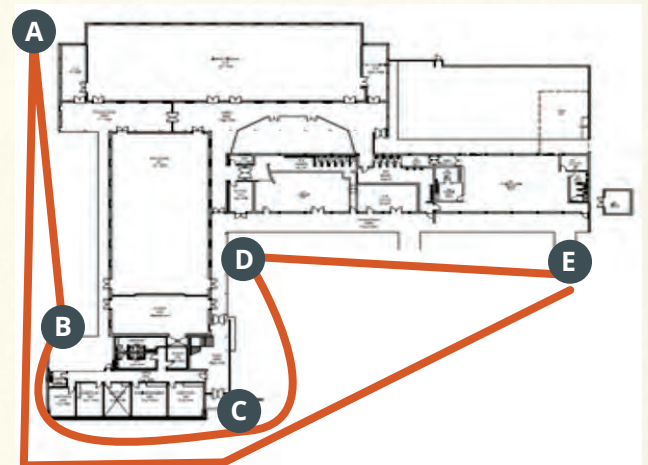
Walking hip stretches

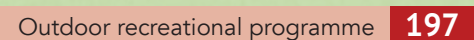


Line orienteering challenge

Each group gets a school terrain map. Each map has five numbered control points and a route line between these five points. At each control point each group will find a card with the number of that control point on it.

The groups start at the same time, follow the route of their line and collect their numbers at their control points. Mark off the control point on the map when you have the number. Fastest group wins.



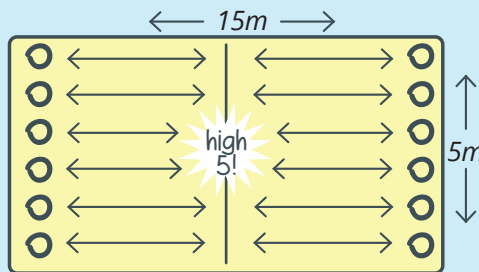


Score orienteering and parkour

We have done some line and point-to-point orienteering, now it is time to find out about score orienteering. We'll also try some parkour, or free running skills.

High five on the midline

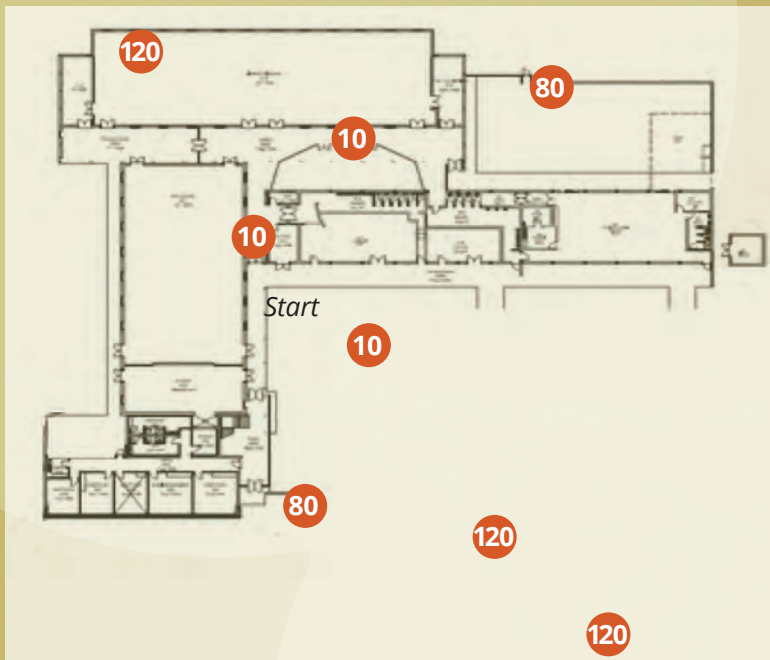
Stand on opposite sides of a rectangle, 15 metres apart. With a different dynamic stretch each time, move towards the midline, high five your partner and move back to your original position.



Score orienteering challenge

Each group gets a map of the school grounds. The control points, together with their scores are marked on the map.

Your group has five minutes to decide from which control points you will fetch your group's card numbers and what route you will take. You will then have ten minutes to complete the challenge. Write your scores on your record sheet, which you will hand in together with your cards.



Example of a school terrain map with control points and their scores

Safety tips

- Avoid any hazardous terrain you are aware of.
- Each group to carry a whistle they can use if anyone gets hurt.

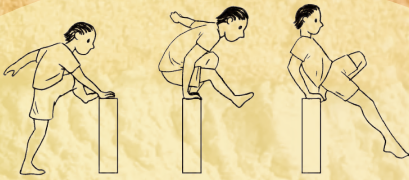




Basic parkour

First find a safe space to practise these parkour skills slowly on the ground.

SKILL POINTS AND STEPS OF THE SAFETY VAULT



Please note: Diagram and instructions are for a right-handed learner. If you are left handed, you will have to use your left hand and right foot.

Approach the obstacle and place your right hand on it. Place your left foot to the left side of the obstacle, far enough to allow your right leg to pass through between your right hand and left foot.

SAFETY ROLL



Please note: Diagram and instructions are for a right-handed learner. If you are left handed, you will kneel with your left foot forward.

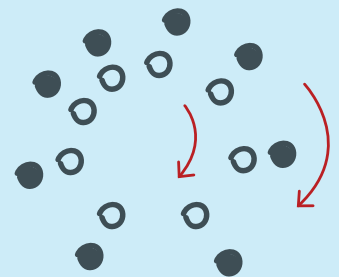
Kneel with your right foot forward and place both hands on the ground in front of you, at a 45° angle to the direction you will be rolling. Look over your left shoulder and use your back leg to push you over into the roll. Use your hands and arms to lift you and control your momentum. Roll across your back to your opposite hip.

SKILL POINTS OF PRECISION JUMPING



Keeping your balance, bend your knees, swing your arms and jump with both feet off the ground from one point, as far as you can to another point, landing on the balls of your feet.

INNER-OUTER CIRCLE DIRECTION GAME



Half of a large group forms an inner circle and the other half stands behind them in an outer circle. The whole group jogs or shuffles slowly clockwise. On the command: "Change!" the two circles must quickly change places. "One forward!" means the outer circle moves faster and positions itself behind the next person in the inner circle. "Change direction!" means the whole group moves in an anti-clockwise direction.

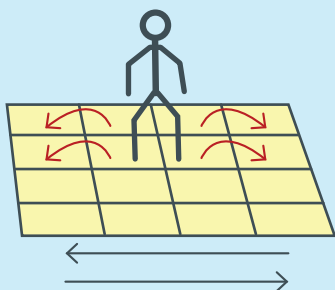
Parkour adventure obstacle

You will have two minutes to plan how all the members of your group will complete the obstacle course, using team work and parkour moves where suitable.



Outdoor team building

Let's do some fun problem-solving activities. What makes for good team work?



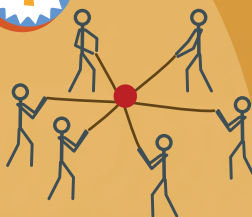
Jump the line team game

Using a grid of 4x4 blocks, the first jumper jumps with both feet off the ground and lands with one foot in a corner block. They keep jumping along that line with each foot in a different block until the end of the line. At this point the second jumper starts. The first jumper jumps forward to the next line and along until the end of that line. Continue until all jumpers have worked their way through the grid in this way.

Team-building adventures 1

Groups of 5 – 6 at each station.

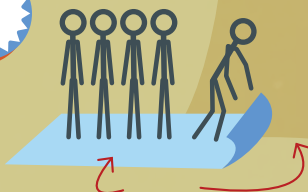
1



TOXIC WASTE

Each team member holds onto the end of a rope. The ball is 'toxic waste'. Your team has to find a way to lift, carry and drop the ball into the bucket, without touching it.

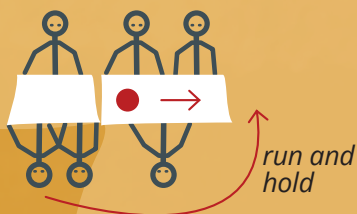
2



THE MAGIC CARPET

Team stands on a towel / table cloth which must be pulled out from under them without the team touching the floor – 'toxic floor'.

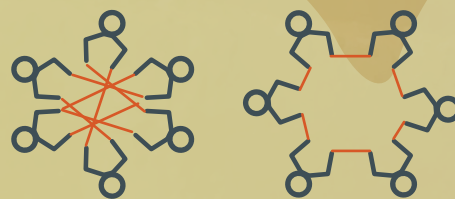
3



PIPE/TOWEL BALL TRANSFER

Team members stand next to each other holding either a 2-litre cooldrink bottle cut off on each end (making it into a pipe) or a towel, so that the ball can roll along without anyone touching it. Once the ball has moved through their section, the team member runs to the front of the line to help the ball over the finishing line without dropping it.

4



THE HUMAN KNOT

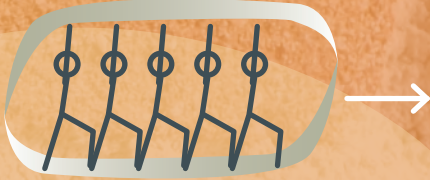
Standing in a circle, each team member must hold onto two ropes with two other team members, connecting left hand to left hand and right hand to right hand. Two team members may not hold onto the same two ropes. Now untangle the ropes without letting go.



Team-building adventures 2

Groups of 5 – 6 at each station. If you have two teams or more at a station see which team can complete the task first.

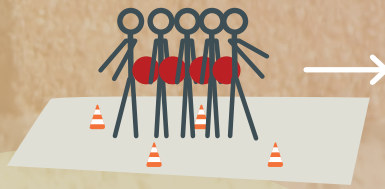
1



HUMAN CATERPILLAR

Each team stands within newspaper pages, stuck together to form a 'wheel' (like the tracks of an army tank). The team moves forward, gently walking on the newspaper and helping it along overhead with their hands. See if you can get to the finishing line without tearing the newspaper.

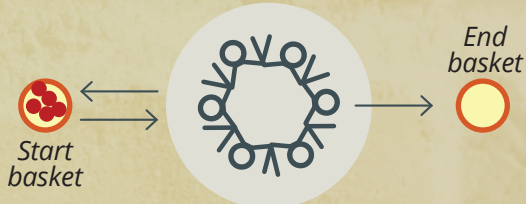
2



BALL TRAIN

Standing in a line, each team mate has to keep their ball off the floor by pushing it against a neighbouring team member with any body part, except hands or arms. With no hands touching or balls falling, the line team moves around the cones and tries to cross the finish line.

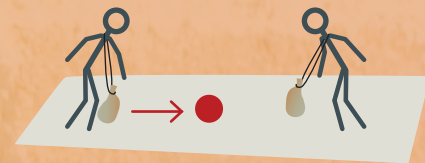
3



ROTATING BALL CARRY

The team stands in a circle, arms hooked, facing outwards. In this formation, they move to the end basket and one member picks up a ball. They move to the start basket and the member drops the ball in. Repeat until every member has had a turn and all the balls are in the start basket.

4

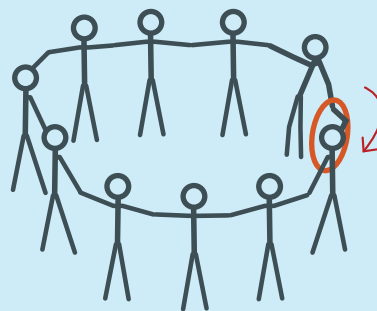


TEAM PENDULUM PASS

Each team member has a 2 litre cooldrink bottle tied around their neck with a stocking or soft rope. The team must get the ball from the starting line to the finish line, with team members only allowed to strike the ball by bending over and hitting it with their cooldrink bottle.

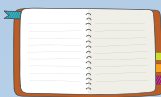
PASS THE HOOP CHALLENGE

The class is divided into two groups, each standing in a circle and holding hands with two hoops on arms. Pass the hoops around the circle without letting go of your hands.



Grade 7: It's a wrap!

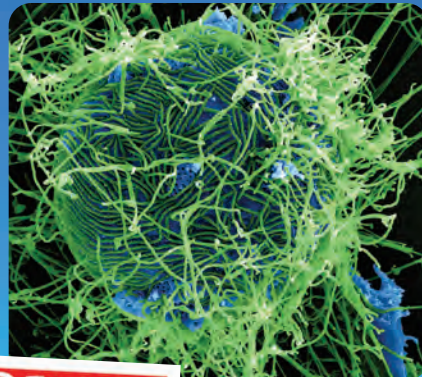
- Which images in this book are you most likely to remember?
- What were your five most favourite activities this year?
- What skill/s are you best at?
- What skill/s do you still need to practise?
- What message do you have for your teacher?

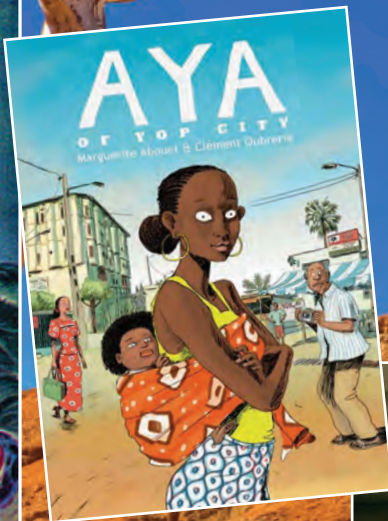


In your journal

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

Write something about the highs and lows of Grade 7.





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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 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.

