

South African National Anthem

Nkosi Sikelel' iAfrika
Maluphakanyisw' uphondo lwayo,
Yizwa imithandazo yethu,
Nkosi sikelela, thina lusapho lwayo

Morena boloka setjhaba sa heso,
O fedise dintwa le matshwenyeho,
O se boloke, O se boloke setjhaba
sa heso,
Setjhaba sa South Afrika –
South Afrika.

Uit die blou van onse hemel,
Uit die diepte van ons see,
Oor ons ewige gebergtes,
Waar die kranse antwoord gee,

Sounds the call to come together,
And united we shall stand,
Let us live and strive for freedom,
In South Africa our land.

African Union Anthem

Let us all unite and celebrate together
The victories won for our liberation
Let us dedicate ourselves to rise together
To defend our liberty and unity

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of life

Let us all unite and sing together
To uphold the bonds that frame our destiny
Let us dedicate ourselves to fight together
For lasting peace and justice on the earth

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of life

Let us all unite and toil together
To give the best we have to Africa
The cradle of mankind and fount of culture
Our pride and hope at break of dawn

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of life

At the Crossroads series of books

The Department of Basic Education's Life Skills and Life Orientation textbook series offers learners the opportunity to connect, imagine and cocreate wonderful life journeys in the twenty-first century. The textbooks are designed to help children and adolescents make informed decisions about their health, nutrition, safety, mental health, sexuality, physical fitness, and use of technology. They also learn to regulate their emotions to sustain quality relationships with people, animals, and the environment. They learn to uphold their civic responsibilities in keeping with the laws of the country and its Constitution. By exploring their strengths and challenges, learners can make subject choices to navigate the crossroads they encounter along their learning journey and find their way to meaningful careers and sustainable livelihoods and lifestyles.

There are **21 books** in the series.

In the Intermediate Phase (Grades 4 to 6) there are six textbooks, two for each grade. A textbook for Terms 1 and 2 and another textbook for Terms 3 and 4. In the Senior Phase (Grades 7 to 9) and the Further Education and Training Phase (Grades 10 to 12) there is one textbook for each grade level.

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

At the Crossroads

Life Orientation Textbook

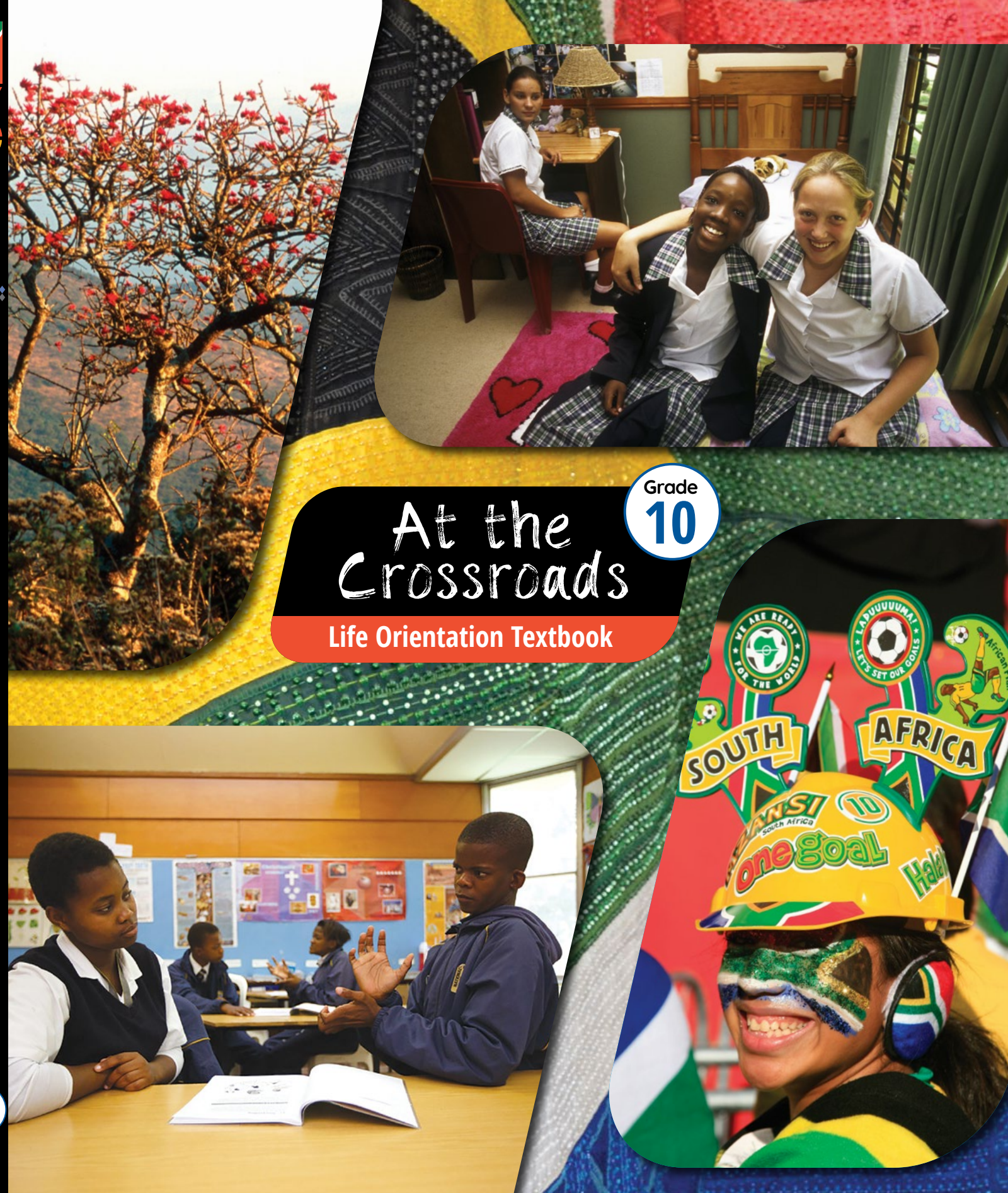
Grade
10



Digital



basic education
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Basic Education
REPUBLIC OF SOUTH AFRICA

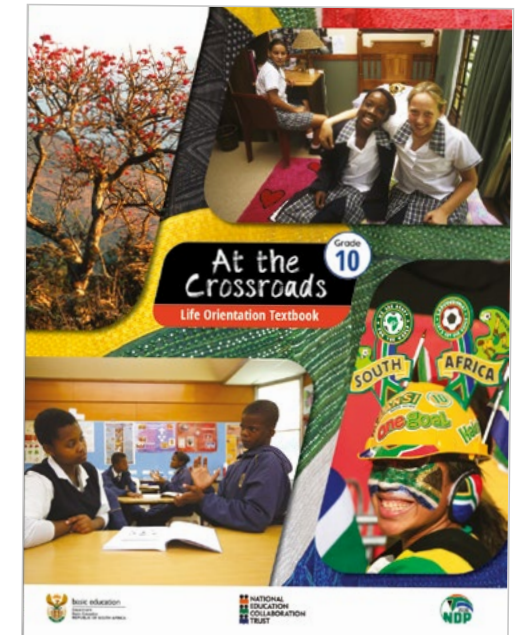




At the Crossroads

Life Orientation Textbook

Grade
10



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

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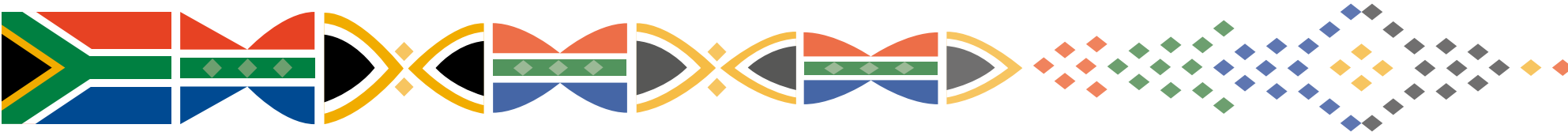
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Teachers are advised to use the *Teacher's Guide for At the Crossroads Grade 10 Life Orientation* with the textbook. The Teacher's Guide includes helpful notes for strengthening the curriculum, facilitating activities and suggestions for assessment. The Teacher's Guide also assists with planning of progression from grade to grade.

Welcome to Grade 10 Life Orientation

This is a year of new beginnings. You stand at the doorway of exciting possibilities, with so much still to learn, experience and achieve. Grade 10 is about uncovering who you are and exploring the paths that lie ahead. Life Orientation will help you navigate these choices, not by giving you all the answers, but by inspiring you to ask questions and develop the skills to answer them for yourself.

Life Orientation is not about rules or fixed directions. It is about helping you discover what makes life meaningful for you, how to connect with others in positive ways, and how to turn your ideas into action. This is a year to think about the world you want to live in and the role you can play to influence the future. As you explore challenges, such as inequality, poverty and climate change, you will learn that even small actions can lead to big changes.

Whether your future involves further studies, a career or contributing to your community, Grade 10 is where you begin to lay the foundation. It is not about knowing everything right now; it is about being curious, adaptable and willing to try. The activities in *At the Crossroads* offer a space to reflect, collaborate and grow, equipping you with the tools you need to complete high school successfully and succeed in a rapidly changing world.

In this textbook, each activity is based on one of the 15 key skills described on pages viii – xi. As you move through your year in Grade 10, you will practise these skills and you will get better at them.

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

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

Preamble to the Constitution of the Republic of South Africa

We, the people of South Africa,

Recognise the injustices of our past;

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

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

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

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

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

May God protect our people.

Nkosi Sikelel' iAfrika. Morena boloka setjhaba sa heso.

God seën Suid-Afrika. God bless South Africa.

Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika.

How to use this book



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

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

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

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

1. The title of the lesson.

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

The numbering continues across activities on the 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.

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

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

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

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.

Skills: Further Education & Training Phase



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



Ask questions that guide, probe and produce useful information

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

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



Pause, reflect and assess your emotions and thoughts

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

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



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

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



Be willing to challenge your thinking habits

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

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



Persevere and work it out

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

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

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



Do your research and present your ideas or hypothesis

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



Find, examine and weigh up the evidence

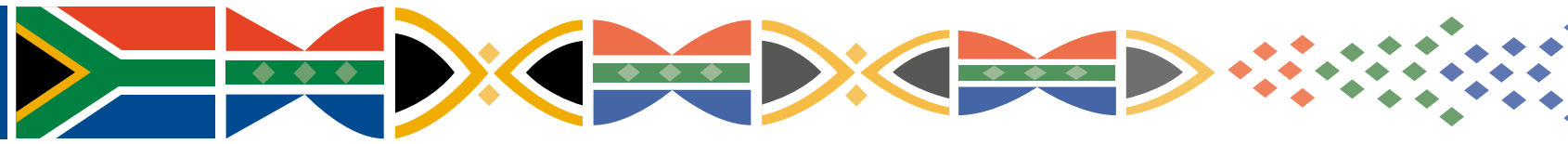
Creative thinking can lead to innovation, but critical analysis is needed if we want to use new ideas to reshape reality. Evidence is unlike fantasy or belief. It continues to be real, whether you believe in it or not.

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



Make an informed choice with an awareness of consequences

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



Structure your argument

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

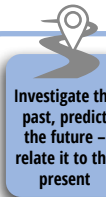
Critical thinking also enables you to analyse the claims, explanations and arguments of others – especially the media and those in power. As an independent thinker you can be immune to manipulation and irrational arguments based on fear, ignorance, guilt, superstition and misinformation. Structuring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



Participate actively in productive dialogue

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

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



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

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

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



Take better care of yourself

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

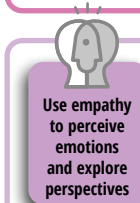
If you do not take this seriously you are less likely to seek medical help when you need it. You are also less able to ensure your safety and less empowered to protect your rights. Especially your right to say "No", even to those you love. To take better care of yourself you need to like yourself enough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



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

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

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



Use empathy to perceive emotions and explore perspectives

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

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

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



Question the way you make moral judgements

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

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

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

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 10 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 10 Teacher's Guide.

Bookmarks in South African Official Languages

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

How to make your skills bookmark



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

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



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



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



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



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

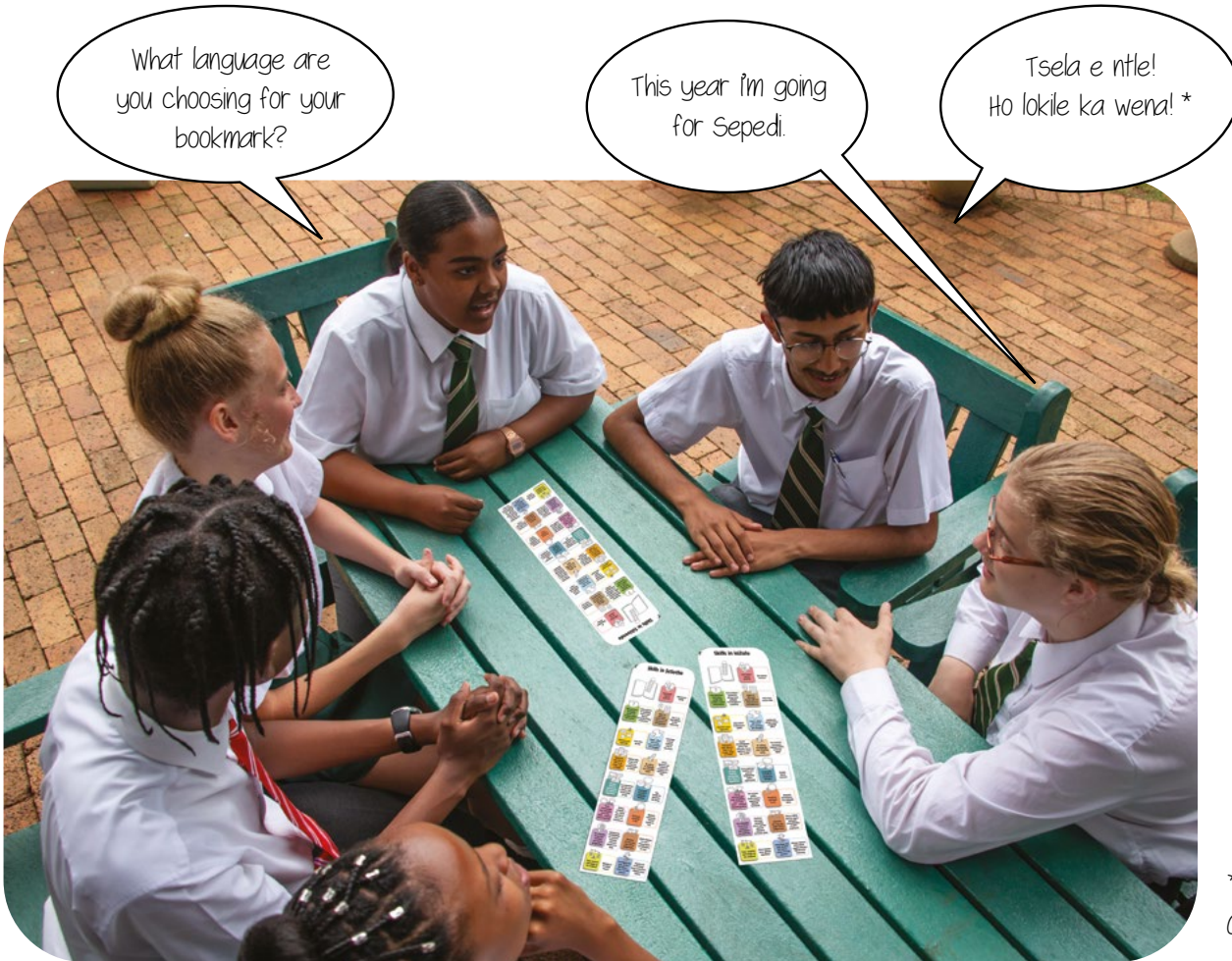
Use your skills bookmark

Turn to the first lesson on pages 2-3 (Lesson Set 1).

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

Explore the lessons and Info Pages in Lesson Set 2:

5. Pick one skill and explain your choice:
 - A skill that could enhance your academic performance.
 - A skill that could strengthen your relationships.
 - A skill that you think will be critical for future career success.
6. Scan Info Pages A, B, and C. Which skill do you think is best applied to each of the Info Pages? Explain.
7. Choose a skill that you find challenging. Develop a plan on how you can improve in this area this year. What resources or help will you need?
8. Place your bookmark on the first lesson in Lesson Set 1 for easy reference next time.



* Way to go! Good on you!

Self-awareness and self-esteem

Having a sense of self means knowing who you are and what makes you unique. Despite your unique qualities, talents and interests, however, you are also part of a larger community. You share basic needs, common experiences and emotions with other humans. Recognising our similarities helps us connect with others and build relationships.

We need to balance celebrating our unique individuality while also creating inclusive communities where everyone feels accepted, no matter their differences.

The four pillars of self

Building a strong sense of self, like constructing a strong house, is a process that takes time and dedication.



Self-awareness

Knowing all aspects of yourself

Self-awareness is the foundation. It is the ability to recognise your individual qualities, strengths, weaknesses, as well as your values, beliefs and interests.

Self-development

Personal growth

Personal development is like building the walls of a house – it requires constant growth, being a lifelong learner and steadily working towards your goals.

Self-image

The way you see yourself

Self-image is the design plan of the house. It is the mental picture you hold of yourself. A positive self-image serves as a solid foundation for building a strong sense of self, while a negative self-image may hold back the construction process.

Self-esteem

Feeling good about yourself

A roof completes a building. You choose how to define your worth. This begins with liking yourself and also accepting the not-so-perfect parts of yourself. * Read *Building self-esteem* on page 3.

Photo by Graeme Williams, 2014



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

Phenya lokundlulile – cagela likusasa – lihlobanise nanyalo

What influences your self-development?

Your self-development is influenced by many things.

Recognising these influences is important for developing a healthy sense of self and building resilience.

Resilience means being able to bounce back from challenges, as well as the ability to keep going despite obstacles.

Resilient people find ways to stay hopeful when life gets hard.

1. Examine self-development.

- Assess how the following factors have influenced your self-development and sense of self: experiences & cultures; thoughts & beliefs; values and emotions.
- Explore how you perceive (see) yourself now. List your strengths, talents and achievements. Explain how they make you unique.
- Discuss how we can appreciate our unique qualities while making sure people who are different from us feel valued and included.



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

Khombisa umbono wakho nobe idatha ngesitfombe nobe simo nobe umfanekiso

My identity collage

1. Look at the Jodi Bieber Poster Campaign image, where young people shared their hopes for South Africa and the future. Create your own collage to show your past, present and future selves. Highlight your unique identity and include your hopes for the future.

Jodi Bieber: Poster Campaign, 2018

The artist took photographs of 45 young people and documented what they want from South Africa and from the future.



Ask questions that guide, probe and produce useful information

Buta imibuto leholako, lephenyako nalekhicita lwati lolubalulekile

Watch what you watch! Self-esteem & the media

The way media represents beauty, wealth and success often creates unrealistic standards that harm self-image and self-esteem.

3. Analyse media content.

- How do images of beauty and success on social media affect society and individuals over time?
 - How has media influenced your own decisions and self-image?
- ### 4. Organise a Digital Detox Challenge.
- Limit your use of social media and online content for a specified period. Focus on offline activities like self-care or face-to-face conversations.

Afterwards, discuss:

- What did it feel like to disconnect?
 - Did you experience FOMO (Fear Of Missing Out) or feel more present in your life?
- ### 5. Write a piece on how reducing media exposure may improve self-esteem, wellbeing and relationships.
- What actions can you take to manage your media use?

Social curation

People carefully select what they show on social media. This curated (carefully chosen) content is edited to show only the best parts of someone's life, often leaving out the less attractive or difficult moments. This can create unrealistic expectations, leading you to compare yourself negatively and feel less than "good enough".

Artwork by Dmanjate



Building self-esteem

People with high self-esteem feel liked and accepted, are proud of what they do and believe in themselves. When you have low self-esteem, you may doubt yourself, feel like you are not good enough or compare yourself negatively with others. Always remember that the things you say in your mind play a big role in how you feel about yourself. Treat yourself with kindness and understanding, especially during times of struggle, and offer yourself the same support and encouragement you would give to a friend.

Enhancing your SELF!

When we enhance something, we make it better or stronger. Enhancing your self-awareness, for example, means becoming more aware of your thoughts and feelings, and understanding how they influence your actions. Enhancing your self-esteem means finding ways to boost your confidence and belief in yourself.

You enhance your overall self-development by becoming even better at learning, growing, making mistakes and improving. Taking time to understand yourself well, and making changes where necessary, will help you to achieve your goals as you prepare for adulthood.

Traits and archetypes

Everyone has their own traits and archetypes – a mix of qualities, strengths and universal patterns that make them who they are. By exploring which archetypes and traits apply to us we gain a deeper understanding of our strengths, weaknesses and areas for growth.

Look at the Traits Wheel showing twelve **archetypes** and their associated **traits**.

Then read *Traits and archetypes* before completing the activity below.

The Traits Wheel



Adapted from the 12 Jungian Archetypes. Note that there are many other models you could use to explore your traits.

Being authentic; building confidence

Being authentic means showing others your true self and embracing (accepting) and expressing your traits and strengths. Being authentic doesn't mean ignoring your weaknesses or flaws. It includes acknowledging them and working to improve. It is ok to make mistakes! Embracing your uniqueness, instead of pretending to be someone you're not, leads to trust and respect from others and contributes to healthier relationships.

Traits and archetypes

Archetypes: Universal symbols or patterns that represent a certain type of person, character or theme. They are commonly found in stories and cultures.

Traits: The qualities that describe a person's behaviour, attitude and personality e.g. being kind. Your traits combine to make up your identity, or the person you are.

Examples: The Leader archetype has traits of confidence and decision-making, while the Caregiver archetype has traits of compassion and nurturing.

Context is important: You can be a leader, showing confidence, when guiding a project and a caregiver, showing compassion, when helping a friend in need. Similarly, a leader can have caregiving traits and a caregiver can have leadership traits.

We can learn from all the archetypes.

Confidence is believing that you will be successful, as well as trusting yourself to make the right decisions in situations. Self-confidence helps us to overcome obstacles and reach our goals. For example, if you have confidence in your abilities, you are more likely to put yourself 'out there'. Similarly, when you support others and help them build their confidence, you contribute to a positive environment where others can succeed.

'Out there'

Being open to new experiences, and not being afraid to fail and try again, in order to grow, learn and follow opportunities for success.



Pause, reflect and assess your emotions and thoughts

Yima, ucabangise uphindze uhlole imivo nemicabango yakho

Five ways to build confidence

3. **Choose at least three of the techniques below to help build belief in your abilities and increase your confidence.**
 - **Positive self-talk:** Speak to yourself in a positive and encouraging way, focusing on your strengths and achievements rather than on negatives. Can you think of three positive things about yourself right now?
 - **Visualisation:** Imagine yourself achieving your goals and dreams in detail. Close your eyes and picture yourself succeeding at something you want to achieve. How does it make you feel?
 - **Set achievable goals:** Break down your bigger goals into smaller, manageable steps that you can work on one at a time. What is one small step you can take today towards reaching a goal?
- **Face your fears:** Confront the things that scare you, little by little, to show yourself that you can overcome them. Think of something that scares you. How can you start facing it? How can you help others do the same?
- **Embrace challenges:** See difficult situations as opportunities to learn and grow, rather than as something to be afraid of. Can you think of a challenge you have faced recently? What did you learn from it? How can you help others to do the same?
4. **Reflect on the techniques you chose.** What is one thing you can now tell yourself to stay confident and motivated when facing future challenges?



Be willing to challenge your thinking habits

Yiba nesifiso sekufaka insayeya kumikhuba yekucabanga kwakho

Know yourself

1. **Reflect on yourself in relation to the Traits Wheel.**
 - Choose two archetypes you connect with most and explain why.
 - Choose two archetypes you connect with least and explain why.
 - Describe specific situations where your traits have helped you overcome challenges or achieve success.
 - Identify one trait you would like to improve or develop further. Plan and describe the actions you will take to improve this trait.
2. **Imagine a conversation between yourself today and your future self – the person you will become as you grow more aware of your traits.**
 - Describe how your future self reflects on the positive changes you have made in relation to your traits.
 - Share the advice your future self gives you for continuing to develop self-awareness and grow as a person.

In your journal

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

Whether it's painting, trying out new hobbies or just rocking your favourite style, being true to yourself can boost your confidence!

Identify ways to express your authentic self in your style, communication and relationships. Write about how you can bring more authenticity into your daily life.

Unique and inclusive

Each of us is unique, shaped by our own experiences, backgrounds and identities. These differences make us who we are and add value to the groups we are part of. However, being unique also affects how we are treated. Sometimes we feel like insiders, accepted and welcomed, while other times we may feel like outsiders, left out because we don't fit in.

Our uniqueness affects not only how we feel, but also how we are treated by others. When your background, interests or experiences match those of a group, you are more likely to feel like an insider – treated with acceptance and made to feel like you belong. On the other hand, when your identity is different, you may feel like an outsider. Outsiders can feel excluded or misunderstood and face discrimination for not fitting into a group's **norms**. Whether we are treated as insiders or outsiders influences our self-image and the opportunities we have. These experiences are not just personal; they are influenced by historical, social and cultural structures and beliefs that determine who has power and whose voices are heard.

Diversity refers to the variety of people, cultures and ideas that exist within a group or society. It is about recognising and respecting differences by treating others with kindness and fairness, no matter how different from us they may be.

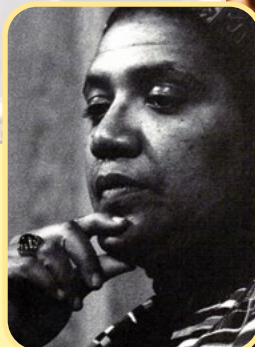
Inclusivity goes a step further by making sure everyone feels accepted, respected and able to participate fully, regardless of their background or unique traits. Being inclusive means creating a welcoming environment where everyone's voice is valued.

* **norms** are the rules or expectations that guide how people in a group behave.

"It is not our differences that divide us. It is our inability to recognise, accept and celebrate those differences."

Audre Lorde, Sister Outsider:
Essays and Speeches

Audre Lorde (1934-1992) was an American writer, feminist and civil rights activist.



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

Yati imivo, fundza kuyo, ngaphandle kwekutsi ube ngiyo

Celebrating uniqueness; building inclusivity

- Investigate uniqueness and inclusivity.
 - Identify three things that make up your unique identity.
 - Reflect on a time when you felt like an insider in a group and describe how it made you feel.
 - Reflect on a time when you felt like an outsider in a group and describe how it made you feel.
- Explain why it is important to value and celebrate individual differences.
- Suggest ways to promote inclusivity within the groups to which you belong. How can we ensure that everyone's voice is heard?

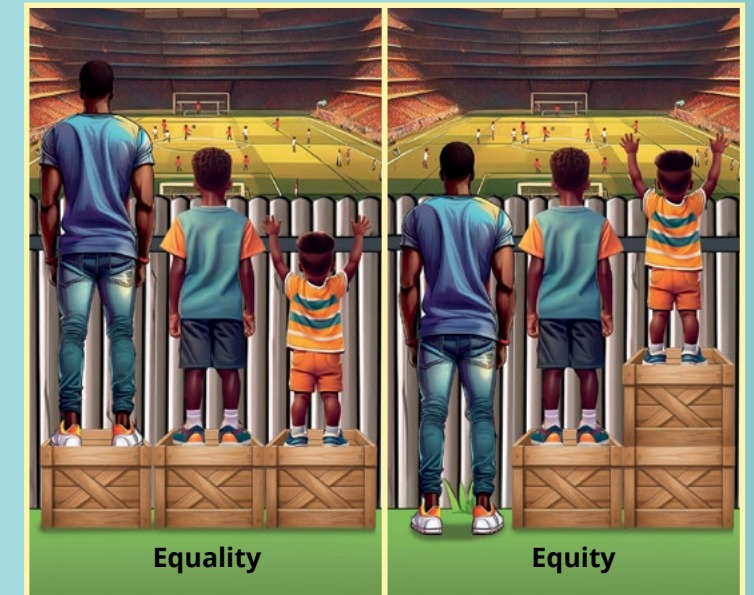
Image 1 Shoes for all

In Image 1, shoes are used as a metaphor to explain these concepts.

	Equality Everyone gets a pair of shoes.
	Diversity Everyone gets a different type of shoe.
	Equity Everyone gets a pair of shoes that fits.
	Inclusivity Ensuring everyone, regardless of their shoes, feels accepted.
	Belonging Wearing the shoes you want without fear of judgment.

Image 2 Equality – Equity

In Image 2, differences in height are used to explain the concepts of equality and equity.



Everyone is standing on equal ground, but only the taller people can see over the fence. This represents **equality** – everyone is given the same resources, but not everyone benefits equally.

Here, the shorter person is given a box, so now everyone can see the game. This represents **equity** – people are given different resources based on their needs.

Asking different questions

- Analyse Image 1 *Shoes for all*. Explain how the different shoes help us understand:
 - that diversity is about more than just having different types of people.
 - how opportunities need to match different needs.
 - the role of inclusivity in making sure everyone feels valued.
 - how unique traits contribute to the overall strength of a group.
- Discuss whether giving everyone shoes that fit solves the challenge of inequality in society.
- Analyse Image 2 *Equality – Equity*. Discuss:
 - How does the first part of the image explain the idea of equality?
 - How does the second part explain the idea of equity?
 - Why is the shorter person given a box?
- Ask different questions about Image 2 *Equality – Equity*.
 - How would the image change if it included more diversity, such as different genders, races or abilities?
 - Is height the best way to represent privilege? Could another factor, such as background or ability, show inequality better?
 - Would removing the fence create a better solution? Why or why not?
 - In your view, is inclusivity more about providing resources or removing barriers – or a combination of both? Explain.
- In pairs, create your own visual representation of equity and equality. Present your image to the class. Structure your argument by explaining the choices you made and how your image reflects different aspects of equity and equality.



Power relations

Power is the ability to influence others' choices, control resources, or decide the outcomes (results) of a situation. Principals have power over teachers, while teachers have power over learners who, in turn, have power in their peer groups; governments have power over citizens through laws; companies have power over employees through employment contracts. Power relations are about who has power, how it is used, and how it affects relationships and outcomes between and within groups.

Power is situational

This means that your level of influence or control can change, depending on the situation and people involved. For example, you may have power within your peer group but will not hold the same level of power at home.

INFO

Ways of using power

Power over: Sometimes power is abused or used unfairly. In many societies, historical and social structures maintain inequalities, where certain groups hold **power over** others. When someone has power over someone else, they have control over that person through their authority, position or abilities.

Power with: Someone has power with others when they **share power** and make decisions together with others in a group.

Power from within: Personal power is the strength we have inside ourselves to manage our own thoughts and control our actions. Think of personal power as a reservoir filled with self-esteem, talents and skills. That is **power from within** – it comes from our own beliefs, confidence and inner strength. You can cultivate power from within your physical body and mind and can direct it through your intentions, relationships and actions.



Religious leaders have authority within their congregation. This **power over** them can be used positively to inspire hope or negatively to justify harmful actions.

?

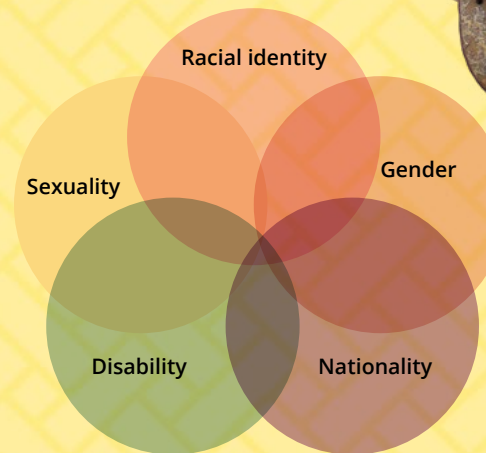
Ask questions that guide, probe and produce useful information

Buta imibuto leholako, lephenyako nalekhicita lwati lolubalulekile

Exploring power relations

1. Define the three types of power.
 - Describe what it means to have **power over** others.
 - Explain how power is shared when you have **power with** others.
 - Identify what **power from within** means and how it comes from personal strength.
2. Reflect on a situation in your life or community where power plays a role. Consider:
 - Who holds **power over** others, and how does it affect the group?
 - Are there examples of **people sharing power** and working together?
 - How do individuals use their **personal power** to influence others?
3. Now examine the **power dynamics in your chosen example**.
 - Who benefits from holding power, and how?
 - Who is left out of decision-making or resource access?
 - Whose voices are heard, and whose are not? Explain why.

Identity and power



Different combinations of identities influence power relations

Power and gender: Rethinking norms

Norms are the usual ways society expects people to think and behave. They can guide behaviour but also limit it. For example, social expectations about masculinity (traits often expected of boys and men, such as being strong or not showing emotions) and femininity (traits expected of girls and women, such as being caring and gentle) influence how people interact and what roles they take on. But these expectations aren't fixed or natural – everyone has the potential to be strong, caring or a leader.

These **gender expectations** affect power relations and can create imbalances, keeping stereotypes and inequalities alive. **Stereotypes** are simplified beliefs about groups that ignore individual strengths and differences. For example, because women can bear children, society assumed they were “natural” caregivers, while men took on roles as protectors. But we know women can lead and men can nurture.

In reality, roles and skills come from opportunities, choices, interests and talents, not gender.

Sport, gender and power relations

In many societies men are encouraged to participate in sports, while women face barriers limiting their participation. For example, men's sports often receive more funding and media coverage, while women's sports teams may struggle with lower budgets and media airtime. Additionally, some sports, such as rugby and cricket, are seen as masculine, while activities like dance or netball are labelled as feminine. These stereotypes don't reflect everyone's experiences or interests. We need to work to remove these double standards so that everyone can follow their interests without judgement.

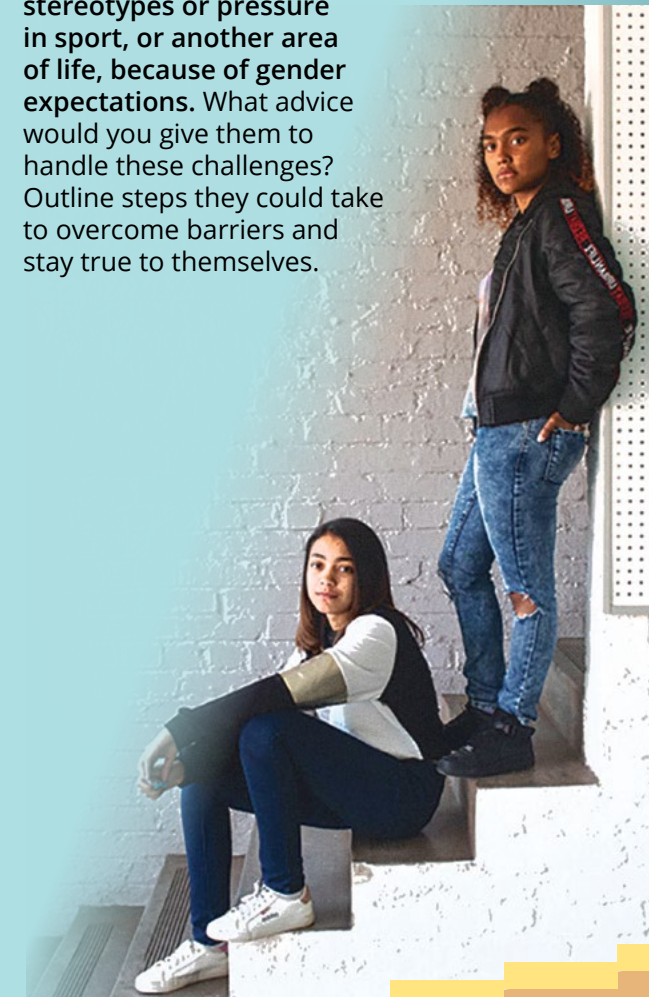


Persevere and work it out

Beketela uphindze uyisebente

Sport, gender and power

4. Explain your understanding of stereotypes, gender expectations and double standards.
5. Choose an area of life (such as school, family or sports) and explore how power and gender impact people's experiences within it. Discuss your findings.
6. Examine how power relations and gender play out in sport.
 - What sports are traditionally seen as masculine or feminine?
 - How do these stereotypes limit participation for both men and women?
 - Suggest ways to overcome these barriers and make all sports more inclusive for everyone.
7. Imagine a friend is facing stereotypes or pressure in sport, or another area of life, because of gender expectations. What advice would you give them to handle these challenges? Outline steps they could take to overcome barriers and stay true to themselves.



Gender inequality

The power relations in personal, intimate relationships can be very challenging. The ways we use our power within these relationships is a choice. Gender inequality often leads to a power imbalance, where one gender feels entitled to control another. This imbalance affects how relationships work and how we feel about ourselves.



Impacts of gender inequality on relationships

Many teenagers do not receive the right information about **pregnancy**, leading to unplanned pregnancies. It is not ok for children to give birth to children. Planning to have a child is a big responsibility and should be left until you are older.

Gender inequality also limits your ability to negotiate safer sex, increasing the risk of sexually transmitted infections (STIs), including HIV and AIDS. It can make it difficult for a partner to ask for or practise safer sex and access healthcare services.

Unequal power in relationships can also lead to grooming. **Grooming** is a form of manipulation where someone builds trust with a younger person to exploit them later. For example, older men, like “sugar daddies,” may offer money or gifts to teenagers to gain control and take advantage of them. This often happens before any abuse begins.

Gaslighting is a form of emotional abuse. It happens when someone manipulates you into doubting your own thoughts and feelings, making you feel confused or as if you are always wrong. This abuse can make you feel powerless and cause you to lose confidence in yourself.

An unequal balance of power can also lead to assault or exploitation. **Assault** is physical or verbal harm inflicted upon someone without their consent. It usually involves taking advantage of someone for personal gain or benefit. Many victims of abuse may fear being judged or find it hard to get help, making it difficult to trust others in future relationships. Abuse of power in relationships can lead to trauma and mental health issues, making it harder to have healthy relationships in the future.

Creating healthy and respectful relationships

We need to work together so that nobody feels they have the right to control another. We all have the right to learn about our bodies and make sure that we feel safe, respected, happy and healthy in our relationships. It is also important to remember that not all boys or men fit the stereotype of controlling or abusive behaviour. Let's create a world where boys and men feel okay to be themselves and have good, respectful relationships. Everyone deserves that.

Read about the relationship between Tefo and Phelisa, in the case study, before completing the activities on page 11.

Case Study: Intimacy and power

One day Tefo told a group of his male friends how he hit his girlfriend, Phelisa. Most of his friends congratulated him for taking control and putting his girlfriend in her place. Themba was the only person who objected. Tefo immediately threatened to hit Themba over the head with a bottle.

Phelisa has a child but Tefo is not the father. She does not have a job and is dependent on Tefo for financial support for herself and the baby. Tefo claims he hit her because she lied about who she was talking to on her cell phone. Phelisa was talking to an old male friend, Mpho. Mpho is not an ex-lover, just a close friend that she has always been able to confide in. Tefo told her never to see or speak to Mpho again.

Phelisa's friend, Vuyo, noticed that she was badly bruised and asked her what had happened. Phelisa tried to hide the truth but Vuyo knew she was lying. She said: “You know we do not have to jump just because men say, ‘Jump!’. We can dance the way we want to dance.” Phelisa responded: “But I don't want to dance alone.” Vuyo shook her head. Phelisa said: “It's easy for you because you have a job and and no child to feed.”

Trust your instincts!

Our instincts are feelings we get in our body that can tell us something is bad or wrong. When your instincts tell you there is a problem in a relationship, you need to stand back and think about the power relations.



Use empathy to perceive emotions and explore perspectives

Sebentisa luvelo kute ubone imiva yabo nekutsi uvise imicondvo yabo

Empathise

Feeling empathy and standing with those who are being abused is not easy. Empathy is understanding and sharing the feelings of others, it is the ability to “put yourself in someone else's shoes” to see things from their perspective.

1. Use the story of Tefo and Phelisa, and your own experiences, to investigate power relations and practise empathy.

- Who had power over others in the case study? Explain.
- Who was able or not able to express their power from within? Explain.



Question the way you make moral judgements

Tibute indlela lowehlulela ngayo tincumo letifanele naletingaka faneli

Shift the power

3. Discuss how we can shift power relations.

- Suggest how Vuyo, Mpho and Themba could have worked together to reduce harm.
- Analyse whether the power dynamics between Tefo and Phelisa could have shifted without the support of others. Explain.
- Describe the role of witnesses who did nothing and were not willing to take risks like Themba did.
- Evaluate whether the harm could have stopped without Phelisa's positive power within. Explain.
- Identify what is needed for men like Tefo to stop using their power within in a negative way.



Artwork by Kimi Shambale

In your journal

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



Write about a time when you used your inner strength or confidence to speak up or take action.

What small step can you take today to use your voice or stand up for yourself or others in a way that feels manageable and meaningful?

Strong body; strong mind

Mental health is how we think, feel and cope with life's challenges. Your mental health impacts how you act, deal with your feelings and make decisions. A person in good mental health can maintain healthy relationships, express a wide range of emotions and manage the difficulties of change. Physical health refers to the condition of your body and how well it functions. It includes things like eating healthy foods, being active, getting enough sleep and avoiding harmful substances like alcohol, drugs and tobacco.

Physical and mental health

Physical and mental health are deeply connected, influencing each other in many ways. Taking care of our bodies can positively impact our mental wellbeing, helping us feel happier and more energised. Similarly, stress and anxiety can affect our physical health, increasing the risk of illnesses and impacting our energy levels. In Grade 10, your body and mind are developing all the time and you need to find a balance between taking care of both. For example, taking a break from homework to go for a walk, or using meditation and breathing techniques to calm your mind and relax your body when studying.

Fitness, or our overall state of health and physical wellbeing, is not just about being strong, having muscles or being toned. It is about having the energy and ability to do the things you want to do – playing sports, dancing or even enjoying time with friends. Being a fit teenager can set you up for a healthier future, reducing your risk of health problems, such as heart disease and diabetes, later in life. Overall, being fit is about feeling good and being able to live life to the fullest.

Cardiovascular fitness refers to the ability of your heart, blood vessels and lungs to deliver oxygen-rich blood efficiently to your working muscles during physical activities. Participating in exercise programmes that promote cardiovascular fitness improves your heart's health and contributes to improvements in the three different types of physical activities that help keep your body healthy:

- **Strength activities** help the muscles and bones stay strong and improve posture. Examples include lifting weights, wearing a backpack, carrying groceries and exercises like tummy crunches and push-ups.
- **Endurance activities** help the heart, lungs and circulatory system stay healthy and also provide more energy. These activities make you breathe deeper, your heart beat faster and make you feel warm. Examples include walking, cycling, skating, taking the stairs and dancing.
- **Flexibility activities** help the body move easily, keeping your muscles relaxed and joints mobile. They involve gentle reaching, bending and stretching of all muscle groups and include activities such as warming up and cooling down.



Swimming improves cardiovascular fitness, strength, endurance and flexibility!



Participate actively in productive dialogue

Hlanganyela
ngekutimisela
kutinkhulu-
miswano
letakhako



Take better care of yourself

Tinakekele kahle

Exploring physical activities in 'At the crossroads'

Complete the following two activities in groups of 4 - 6.

1. Explain why balancing physical and mental health is important.
2. Define the three types of physical activities: cardiovascular fitness, muscular strength and flexibility.
3. Look through this textbook's Physical Education sections and find examples of:
 - Cardiovascular activities that keep your heart healthy
 - Strength activities that build your muscles
 - Flexibility activities that improve your range of motion
4. Record one activity you want to try for each category and explain how it benefits your fitness.

Feeling fabulous fitness challenge!

5. Plan a 4-week fitness challenge as a group.
 - Choose activities for strength, endurance and flexibility (e.g. push-ups, running or stretching).
 - Set simple goals for each week that suit everyone's fitness levels.
 - Create a schedule for when, where and how long you will exercise.
 - Track your progress. Write down your workouts, including duration and observations.
6. Reflect after the challenge:
 - What were the highlights?
 - What kept your group motivated?
 - What could improve next time?
7. Design a simple home-based fitness routine. List 2-3 activities you can do at home and explain why they are practical and effective.

Stand strong

This is Virabhadrasana, the warrior pose in yoga practice.

- Create your own warrior pose.
- Be confident. Claim your space.
- Feel your strength grounded through your feet and allow it to spread up to your fingertips.



FLOURISH

Healthy brain; Better wellbeing

Food: Keep it healthy!

Liquid: Drink plenty water!

Oxygen: Don't forget to breathe consciously and deeply!

Use your brain: Practise the things you want to be good at!

Relaxation: Take breaks and switch off your phones!

Interests: Find things that ignite your curiosity and passion. Try new things!

Sleep: To think clearly, feel better and have more energy, aim for 8 to 10 hours a night!

Happiness: Do things you enjoy, spend time with supportive friends, take care of yourself!

<https://nicolamorgan.com>



I care

Career fields for your future

As you move towards the end of your school journey, you need to make choices about your study path and career. Exploring different career options, understanding the requirements and opportunities in various fields, and identifying your strengths and interests will help you to make informed decisions about life after school.



What is the difference between an occupation, a job and a career? These terms are often used interchangeably, which can be confusing.

An **occupation** is a specific job or role. It involves the tasks, responsibilities and duties performed by an individual e.g. nurse, doctor, surgeon.

A **profession** is a specialised occupation requiring higher education and adherence to professional standards.

A **trade** is a skilled occupation involving manual labour and vocational (industry-specific skills) training.

A **job** is a paid position of regular employment or a specific task that is compensated (paid for).

A **career** spans a lifetime and may include many different jobs. It is also possible to change occupations during a career.

A **career field** groups different kinds of jobs within a specific area of work, such as the field of healthcare, which includes nursing, medicine and physical therapies.



Do your research and present your ideas or hypothesis

Endla ndza-visiso wa wena kutani u humesa xi-pimanyeto xa muanakanyo lowu wa ha fanelaka ku seketeriwa hi vumbhoni (hypothesis)



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

Kombisa mianakanyo ya wena kumbe vutivi bya wena hi xifaniso kumbe xiringanyeto kumbe modlele

What career fields interest you?

It is important to identify your interests, abilities and strengths and understand how they fit with different careers and study choices. There are so many different kinds of careers. How do you know where to start?

1. Follow the steps below to begin exploring jobs in a career field that interests you.
- **Step 1:** Explore the questions on page 16 of Info Page A.
- **Step 2:** Use them to identify your interests, as well as your abilities, talents and strengths.
- **Step 3:** Match your responses to the career fields on page 17.

- **Step 4:** Make a note of which career fields interest you.
- 2. Do you know what courses or degrees are needed for your chosen career?
- Identify what you need to find out to best prepare for success in your chosen field.
- Write down your questions and begin to do your research as you work through this lesson set.
- 3. Consider the changing world of work. Explain how you can adapt your study choices to stay competitive in an ever-changing job market.

Map a career field

Look at the example of a brainstorm on the opposite page.

4. Choose one career field to explore as a group.
- Identify as many different occupations – or kinds of work – that fit into your chosen career field.
- Brainstorm the interests, abilities and talents needed for this work.

- Brainstorm ways to prepare for careers in this field.
- Add the school subjects that can open up career possibilities in this field.
- 5. Use the example as a guide to make a poster of your own.

Display your posters for others to learn about different career fields. Add extra ideas to your poster. Make a note of occupations in other fields that interest you.

Agriculture, Food and Natural Resources



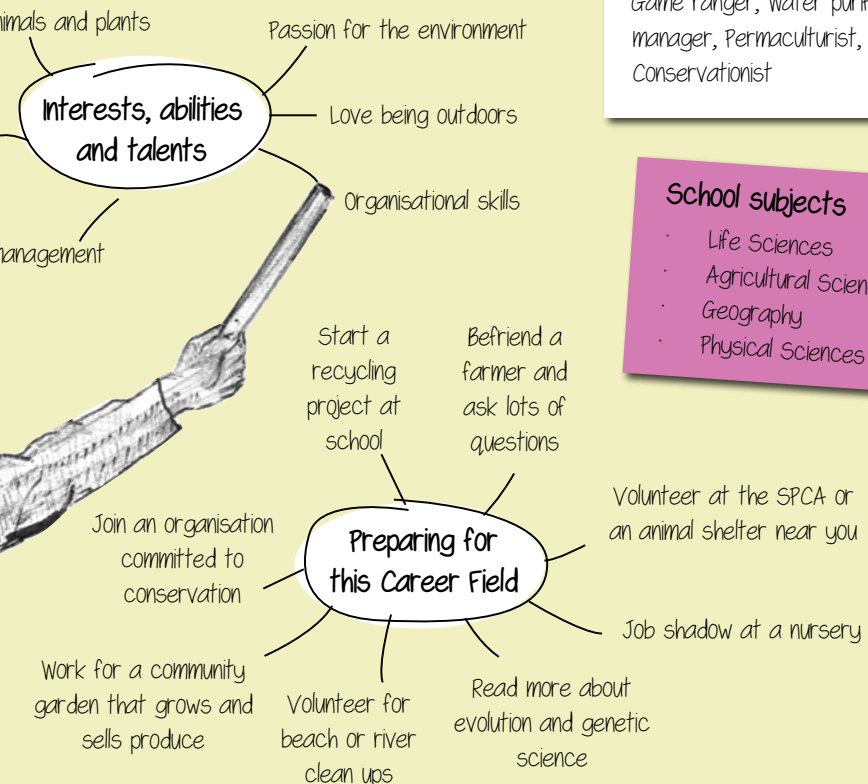
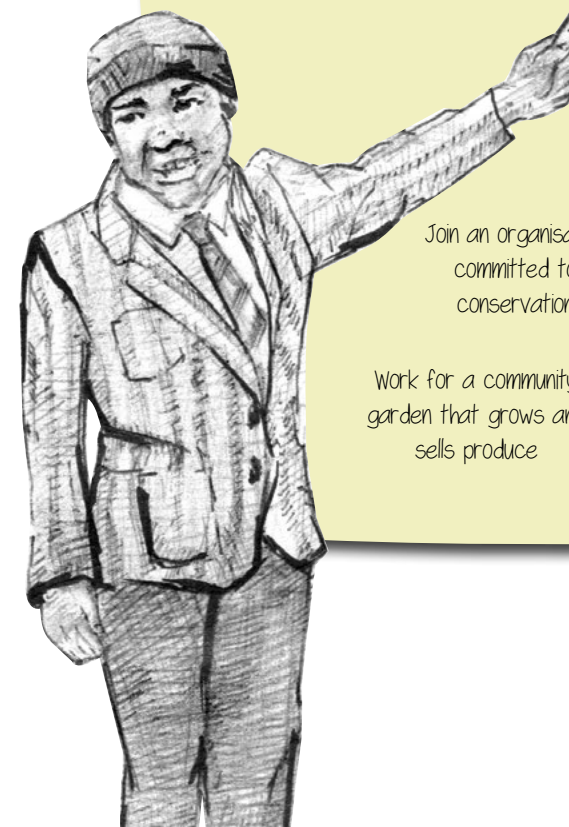
These jobs produce food, plants, animals, fabrics, wood and crops. You might work on a farm, dairy, orchard, greenhouse, or nursery. You could also work in a clinic or laboratory as a scientist or engineer. Or you could market or sell agricultural goods. You may also conserve natural resources or protect the environment.

Jobs in this field

Zoologist, Pest control worker, Natural scientist, Farmer, Geologist, Waste management expert, Forester, Botanist, Landscaper, Game ranger, Water purification manager, Permaculturist, Conservationist

School subjects

- Life Sciences
- Agricultural Sciences
- Geography
- Physical Sciences

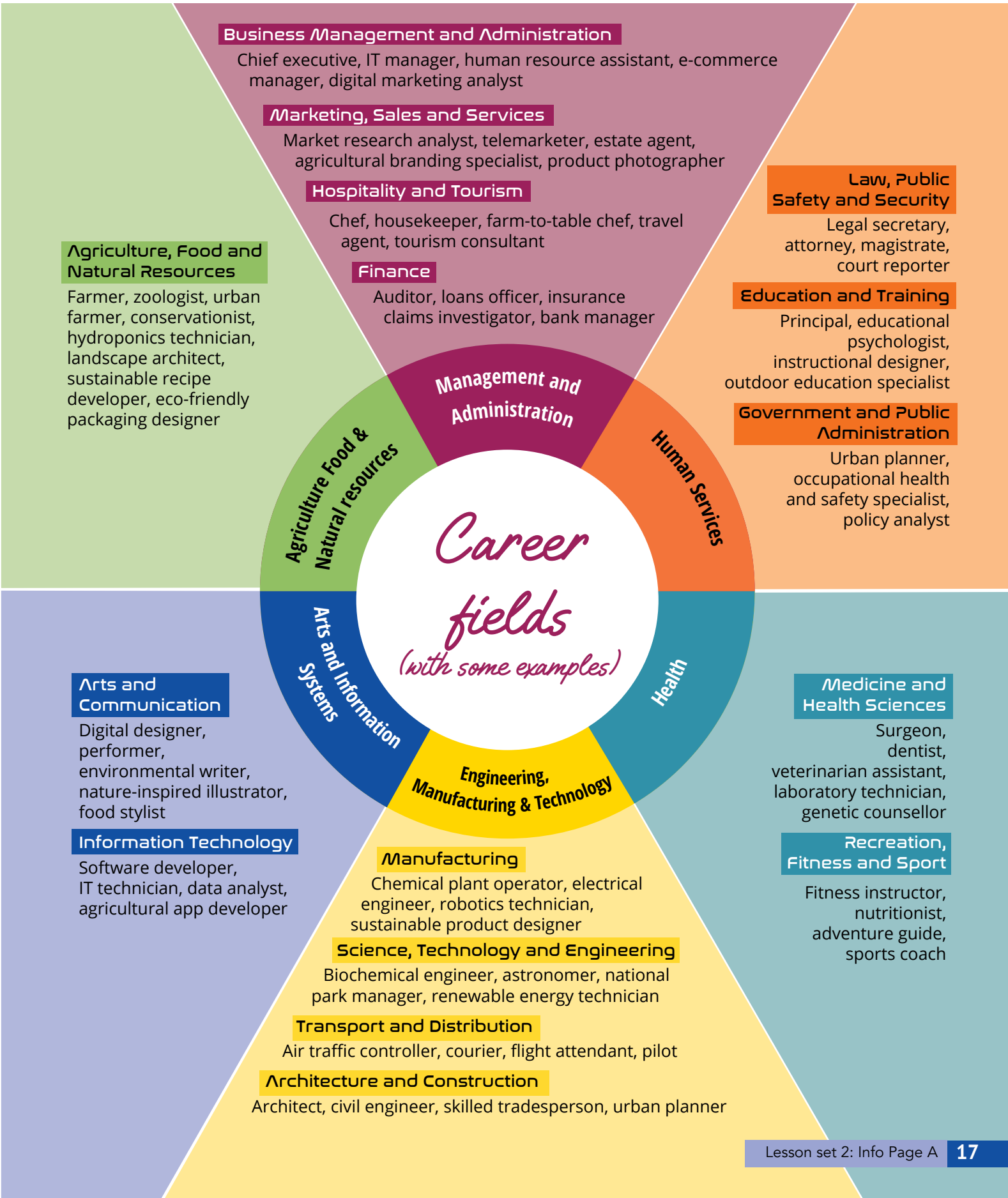


Interests and career fields

Answer the questions to find out what interests you have.



Match your interests to your career fields.



Your career portfolio

A strong career portfolio makes a strong impression! Your portfolio helps you show your skills, achievements and goals to universities, employers and funders. A well-organised portfolio sets you apart and demonstrates your readiness for future opportunities. It documents your academic progress, extracurricular activities, volunteer work and other experiences that highlight your strengths and abilities. By working steadily on your portfolio, you clearly present your goals and the steps you are taking to achieve them.



Make an informed choice, with an awareness of consequences

Langa hi ndlela leyi seketeri-weke hi vutivi na ku lemuka vuyelo

A career road map

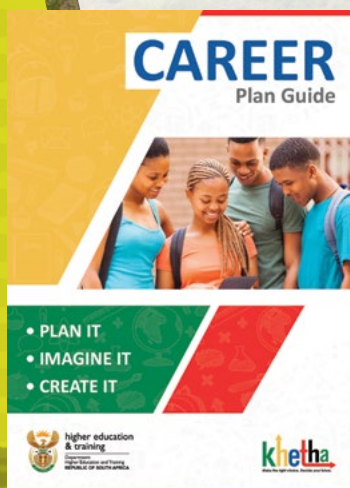
In Grade 10, your career portfolio is like a roadmap for documenting, or keeping notes of, what you are good at, what work interests you, what you need to study and how you intend to get there. Think of it as a personal project that shows your progress and future plans. During the next three years, you will continue to add to this very important career portfolio. Begin your journey by completing the following activities.

Khetha Booklet

1. The Department of Higher Education & Training (DHET) has developed a Career Plan Guide ("Khetha Booklet") to guide you through the process of making decisions about your career path. You can access the booklet here:

<https://www.careerhelp.org.za/publications>, or your teacher will give you a copy.

- Guided by your teacher, work through the booklet, paying particular attention to pages 24 to 40.
- Complete each step of the process in your own time. Remember: You cannot rush this important process!



Organising your career portfolio

2. How will you organise your career portfolio? Choose whether you will have a paper or electronic portfolio. Use the following information to guide you:

- Paper portfolios offer a tangible format (they feel more 'real'), allowing for handwritten notes, drawings and physical documents.
- Electronic portfolios offer the advantage of easy access, editing and sharing, making it convenient to update and collaborate with others.
- Create a designated space, whether physical or digital, where you can store and organise your career exploration materials.
- Keep track of all resources, notes and reflections from the very beginning of your journey.
- Create folders or categories for different types of information e.g., career research, academic planning, skill development).



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

Lavisisa leswi nga humelela eka nkarhi lowu nga hundza – bvumba leswi nga ta humeleka eka nkarhi lowu taka – swi pimanise na swa nkarhi wa sweswi

Your career journey

3. Make notes in your career portfolio as you work through the activities below.

* Update your portfolio as you work through this lesson set and throughout your journey.

Self-reflection

- Identify the subjects in which you excel and explain why.
- List your top aptitudes (skills, talents and abilities).
- Reflect on the activities or projects you find rewarding.
- Describe the steps you can take to move closer to your long-term career goals.

Goals

- Visualise (Imagine) where you see yourself in 5 or 10 years, personally and career-wise.
- Plan the steps you can take to move closer to your long-term career goals.
- Define how you will measure your progress and adjust your plan as needed.
- Identify the subjects you need to study for your chosen career path.

Career exploration

- Research the careers that align with your interests and abilities.
- Investigate the educational pathways for each career option (See Lesson 2.3 and Info Page B).
- Identify people who work in these fields and ask them to share their experiences.
- List the options you have after school to pursue your career path and the information you require.

Future preparation

- Consider how you can maximise your high school experience to prepare for future academic and career success. Where will you shine?
- Identify skills you would like to develop further.
- Assess how you can use your strengths to overcome any areas of weakness.
- Find opportunities outside of school, such as volunteering or part-time work, where you can gain valuable experience.
- 4. Construct a Career Path Timeline outlining your career path over the next 5 to 10 years.
- Identify key milestones (events), e.g. completing education, gaining work experience, achieving career advancements.
- Consider potential challenges and identify strategies for overcoming them along your career path.



Doorways to the future

The National Senior Certificate (NSC) is an important gateway.

*Planning your future is exciting but can be stressful.
You need to be patient, realistic and creative.*

The NSC lays the groundwork for building your future because it:

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

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

?

Ask questions that guide, probe and produce useful information

Vutisa swivuti-so leswi letelaka, swi xopaxopaku na ku humesa vutivi lebyi pfunaka

Why is the NSC important?

1. Reflect on the importance of the NSC.
 - Identify how the NSC will benefit you and the doors it can open for you.
 - Explain how these doors will lead to paths you are interested in.
 - Explore other options you have should you fail to get an NSC.
 - Investigate the career paths open to you.

Which doors can you open?

2. Read the information opposite.
 - Identify the advantages of studying towards a Higher Certificate.
 - Explain how a Diploma differs from a Degree.
 - List the advantages of studying towards a Degree.
 - Explore how other qualifications can help build towards a Degree.
3. Look at Info Page B. Identify the level of each qualification on the National Qualifications Framework (NQF). Which doors do you qualify to open?
4. Find out about other ways to acquire skills and knowledge to develop a career.



Persevere and work it out

Tiyisela kutani u ti tirhela swona

How Do Higher Certificates work?

General certificates can be obtained over a short period – either three months, six months or one year. They have minimal entry requirements and provide a basic introduction to an area of competency and practical techniques that can help you in a job. General certificates do not lead to higher degrees but the **Higher Certificate** programme is a bridge towards a higher qualification.

How do Diplomas work?

Diplomas are obtained over a three year period. This qualification is a lot like a degree but focuses on practical skills and specialised experience which prepare you for a particular kind of work.

A Professional Diploma enables someone already working in a specific industry to upgrade their salary and position. A National Diploma is also designed for people wanting higher qualifications in specific industries. For example, a National Diploma in Nursing can lead to a degree in nursing.

There are also many **Advanced Diploma** programmes which provide specialised skills, for example, in fashion or retail. An advanced diploma also enables someone with a bachelor's degree graduate to become more specialised.

How do Degrees work?

Degrees are obtained after three to four years of intensive study. A Degree is a broad education that equips you with the methodology, theory and knowledge base of specific areas knowledge. People with Degrees generally earn higher salaries. Degrees also open up further study towards an Honours, Masters or Doctorate. These require research and the submission of a dissertation.

VhaVenda door courtesy of the National Cultural History Museum, Pretoria

In VhaVenda culture, traditional wooden doors were very rare and announced great power. Can you find the eyes of a crocodile in the design of the door? In VhaVenda culture, the chief is symbolised by a crocodile, representing power and leadership. Important opportunities and responsibilities await when the right door opens.

In your journal

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

What doors are opening for you now or in the future?

How can you prepare yourself to step through the doorways?

Education and career pathways

Qualification levels

Higher Certificate

- You must obtain 40% in your Home Language
- You must obtain at least 40% in two other subjects
- You must obtain at least 30% for three other subjects
- One of your languages must either be English or Afrikaans.

FET colleges, private colleges and diverse education providers

Diploma

- You must obtain at least 40% for your Home Language
- You must obtain at least 40% for three other High Credit subjects (Four, including your home language)
- You must obtain at least 30% for two other subjects

FET colleges, Universities of Technology, private colleges and specialised education providers

Bachelor's degree

- You must obtain at least 40% for your Home Language.
- You must obtain at least 50% for four other High Credit subjects.
- You must obtain at least 30% for two other subjects.

Public or private universities

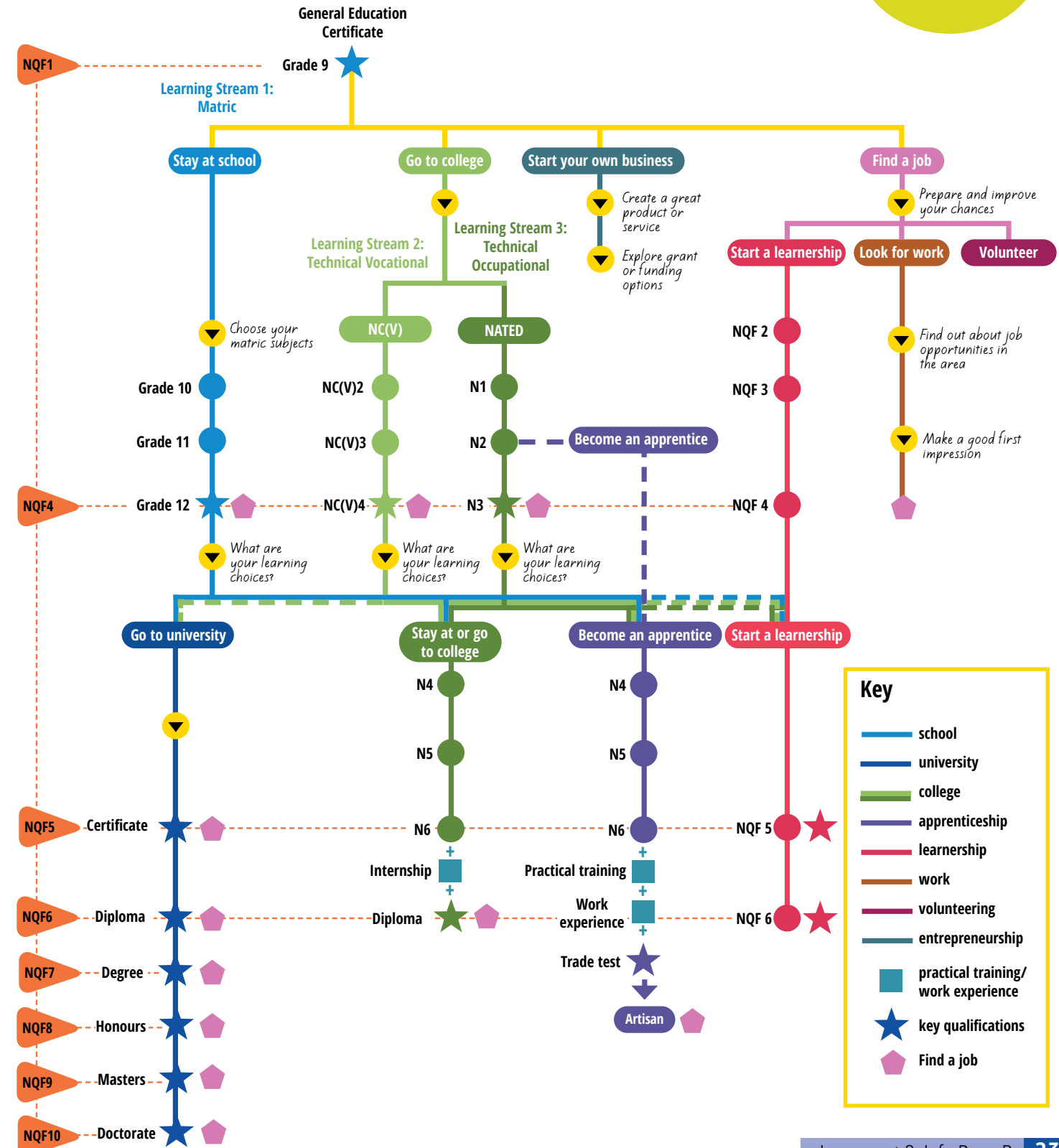
There are different keys to open the doors inside... Each university has minimum pass mark requirements.

Pathways from school to work

The National Qualifications Framework

The NQF creates a bridge between school, higher education and work. It helps link together different kinds of qualifications into learning pathways and makes it easier for you to keep on learning and moving forward. The higher your qualifications the more likely you are to find a job – and the more you are likely to earn more.

You will use this diagram again in Lesson set 8.



Navigating career dreams and reality

Choosing a career involves balancing your dreams with real-life challenges. While your personal interests and talents are important, external factors – such as stereotypes and socio-economic conditions – also influence career opportunities. Understanding both sets of influences will help you make informed, confident choices as you plan your career path.

Career stereotypes

Stereotypes are fixed ideas about a group of people that ignore individual strengths and differences.

For example, the stereotype that artists are not serious professionals ignores the skills and talent required in fields like design, illustration or performance. Another stereotype is that only young people understand technology, which dismisses the experience and capability of older individuals.

Stereotypes create barriers that limit people's choices, affect their opportunities and harm their confidence to pursue the careers they want. Stereotyping leads to **discrimination**, fewer opportunities and less representation of certain groups in all levels of the economy.

INFO

Discrimination is when someone is treated unfairly because of who they are.



Use empathy to perceive emotions and explore perspectives

Tirhisa ntwelo wa van'wana ku twisisa matitwelo ya vona no twisisa mavonelo ya vona

Challenging career stereotypes

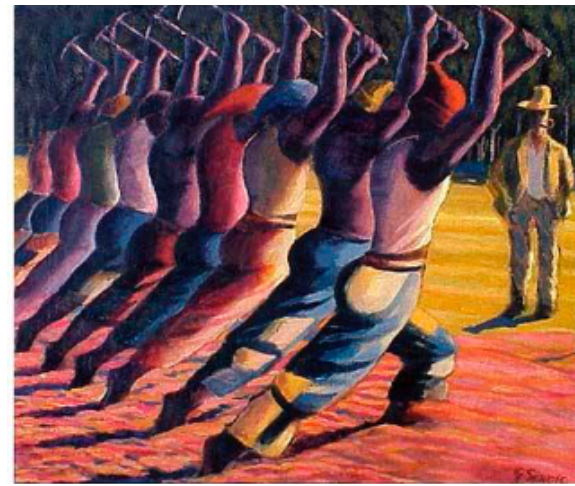
1. **Define stereotypes.** Explain how they may cause people to doubt themselves and avoid certain careers.
2. **Look at the stereotypes about hairdressing.** How do these stereotypes influence how people view this career? Provide arguments that show why these ideas are false.
3. **List other common career stereotypes.** Provide arguments that show why these ideas are false.
4. **Discuss.**
 - What are the consequences of believing stereotypes about any career?
 - How can you challenge stereotypes and follow the career you want.

Hairdressers are less academic.

Hairdressing is easy and does not need formal training.

Hairdressers focus on appearance and gossip.

Hairdressing is only for women.



Gerard Sekoto, *Song of the Pick*, 1947, Johannesburg Art Gallery

During apartheid, many men were forced into low-paying jobs with limited education and job options. Stereotypes and racial discrimination portrayed them as suited only for physical work, ignoring their potential and their important role in the economy.



Dorothy Kay, *Annie Mavata*, 1956, Pretoria Art Museum

Apartheid policies forced many women into low-paying domestic work, restricting their access to higher-paying jobs and education. Stereotypes, as well as racial and gender discrimination, labelled them as unskilled, even though they performed very important childcare and housekeeping roles.

Socio-economic realities

Socio-economic factors also impact career opportunities for different people. **Socio-economic** refers to the way social factors, e.g. education and family background, interact with economic factors, e.g. income and job opportunities.

Choosing a career involves balancing your personal goals with the socio-economic realities of your environment. Socio-economic factors, such as affordability, financial support, accessibility and community needs, all play a role in your career choices. It is important to understand these factors so that you can make informed decisions that align with your dreams and the needs of your community.



Make an informed choice with an awareness of consequences

Langa hi ndlela leyi seketeri-weke hi vutivi na ku lemuka vuyelo

Reflecting on career choices

5. **Look at the two artworks above and read the captions.**
 - Discuss how apartheid policies and stereotypes influenced career opportunities for men and women. How did this restrict their opportunities and fail to recognise the importance of roles such as domestic work or manual labour?
 - Reflect on what has changed in South Africa today regarding career options and overcoming stereotypes. What challenges still remain?
6. **Think about factors that might impact your career decisions, such as your family's financial situation, job market trends or personal responsibilities.**
 - How may these factors influence your choices?
 - Suggest practical ways to manage these challenges while staying focused on your goals.
7. **Consider how the following socio-economic factors may influence your career choices.**
 - **Affordability and financial support:** Can you afford tuition, transport and accommodation for your studies? Explore available bursaries or scholarships to help cover costs.
 - **Accessibility and commitment:** How long can you commit to studying, and are there challenges such as location, transport or disabilities that may affect your education?
 - **Community needs:** Does your career choice meet a need in your community, such as healthcare, education or infrastructure? How could this choice benefit others?

World of Work Sustainable jobs; happy futures

Choosing a career that matches your skills and interests is important, as it helps you secure a job or start a business, setting you on the path to a sustainable livelihood. A sustainable livelihood means that individuals and communities can meet their needs without compromising the ability of future generations to meet theirs. This includes using renewable energy, saving water and supporting local businesses to protect resources.

Sustainable jobs

Beyond just having a job, a sustainable livelihood also means having access to essential services like quality education, healthcare, clean water and affordable housing, enabling communities to build a better future for all.

The government provides these services by collecting income tax. Tax is the money that individuals and businesses pay to the government. It is used to create a functioning society which includes essential services, infrastructure development (e.g. building roads, schools and hospitals), crime prevention and justice administration. Taxes also support people in need through social grants. The South African Revenue Services (SARS) makes sure everyone pays their fair share, helping to create a more balanced society where people have access to the services they need to live well.

Tax Terminology

PAYE (Pay As You Earn): This is the tax your employer takes from your salary every month and sends to SARS.

UIF (Unemployment Insurance Fund): Your employer deducts this from your salary. It helps support you if you become unemployed, take parental leave, or cannot work due to illness.

Gross pay: The amount you earn before deductions.

Net pay: The amount you take home after deductions.

Provisional Tax: If you run your own business, you pay tax yourself. This is called provisional tax.



Sustainable work and income

1. Define what a sustainable livelihood is. Explain its purpose and importance in society.
2. Explain how socio-economic factors (education, income, access to resources, community needs) affect people's ability to achieve sustainable livelihoods. Provide examples.
3. Suggest ways to improve sustainable livelihoods.
 - Propose strategies for individuals and communities to create sustainable jobs and income.
 - Recommend actions that governments and businesses can take to support and develop communities.
4. Explain how paying tax helps support sustainable livelihoods.
 - Describe how taxes fund jobs, public services and infrastructure.
 - Provide examples of how taxes contribute to societal development and sustainability.

Participate actively in productive dialogue

Nghenelela hi nghingiriko eka mbulavurisa-no wa vuyelo

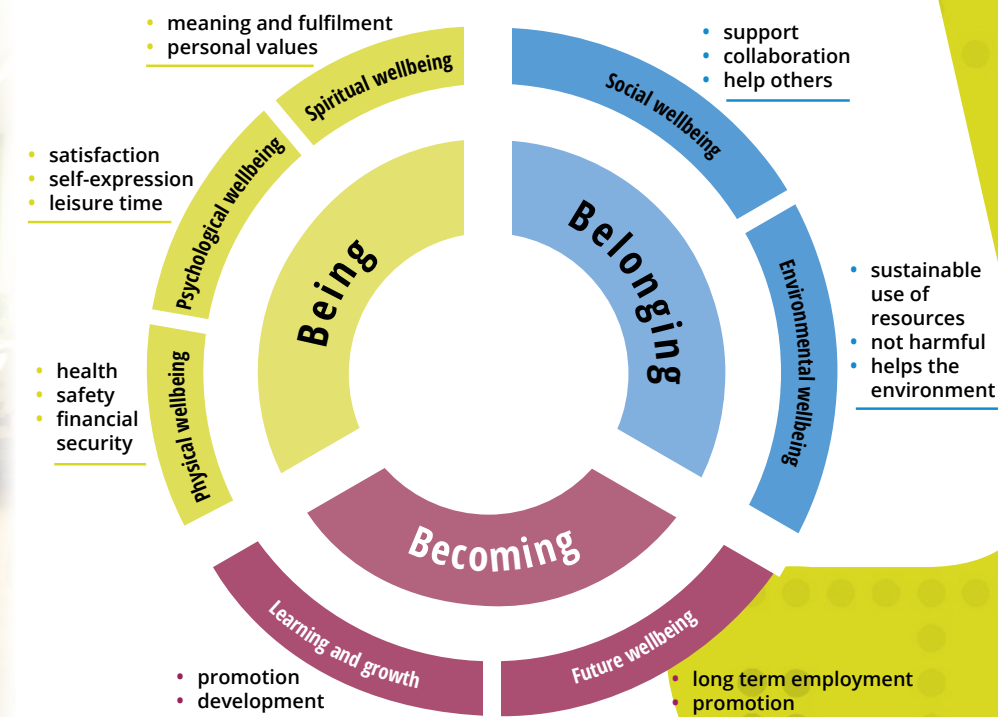
Taxes are used to fund infrastructure projects e.g. housing

Happy futures

When people have access to sustainable livelihoods, including education, healthcare and economic stability, they are more likely to experience job satisfaction and fulfilment in their careers. People who are happy at work are more disciplined, motivated and likely to do their best. A positive work environment, that sees employee wellbeing as important, leads to lower levels of stress and burnout.



Being, belonging, becoming in work



No job is perfect, but these areas can help to make you happy at work:

- **Being** – your experience of having a meaningful presence in the world
- **Belonging** – your connection with others
- **Becoming** – your opportunities to develop



Take better care of yourself

Ti hlayise kahle

Happy at work

Look at the diagram above to find out more about what affects wellbeing in the workplace.

5. Choose a career you are interested in and reflect on how it might influence your sense of meaning (being), your connections with others (belonging) and your opportunities for growth (becoming). Use the information from the diagram to support your answers.

One day you will earn your first salary! It is never too early to learn how to manage your money.

Read Info Page C **Managing your money** to learn more about this important topic.



Nice



Managing your money

Save, save and save

Saving simply means: not spending all the money you get or earn. Everyone can and should save **10-15%** of their earnings.

Saving is important because you do not always know what will happen in the future. You may suddenly need extra money for an unplanned event or emergency. Saving also makes it possible to build up the money needed to buy things you want. **Have a dream...** identify your goals to motivate your saving.

Stick to your budget

A budget is knowing how much money you earn or get in and how much you spend every month. Key to managing your money well is knowing the difference between your **'wants and needs'**. Some expenses are essential like rent and groceries. Add up your essential expenses, taking into consideration that you also need to save. Compare this to your income – is there money left over? This will tell you how much money you have for your 'wants'. If you don't have money left, it could mean that you spend more money than you earn and you need to look at your expenses carefully.

Opening a bank account

Having a bank account is safer than keeping cash at home. It also makes paying your bills much easier. Also, you will have proof of a regular income and a record of the money coming in and out of your account. This helps when you want to apply for a loan.

Start by asking yourself what you need the bank account to do. Most banks offer an affordable basic account to handle your day-to-day needs, called a **transactional account**. This allows you to do all the key transactions like withdrawing and depositing money. If you are a student or not earning regular of money there are low cost accounts that will suit your needs. Go into a bank branch or check the options, or on line if you have access to the internet.

Compare accounts and look at the services offered and the banking fees involved; note that even small fees can add up over time. Also check if there are penalties that you might need to pay if you do not stick to particular conditions. This varies across different accounts and banks. **Savings accounts** are aimed at saving and could earn you more interest, but they will offer you less flexibility than your transactional account.

Ask the bank branch what you need to have with you to open an account so that you are prepared. Once you have decided on the account you want to open you will need proof of identification: your ID book and proof of residence. When you open an account you will get a bank account number and receive a bank card with a special PIN number.

Double check your **statement** at the end of a month carefully to see that it accurately reflects your withdrawals and deposits. Query something if it does not make sense.

Security precautions

Internet banking has revolutionised the way banks work, but this convenience comes with certain risks. The main things to be aware of is **phishing, scams** and **email hacking**. You might receive hoax email or message that looks like it comes from your bank asking you to go to a website (a hyperlink) where you are asked to key in your user name and PIN number. Never give this information to anyone; not even if they say you have won a prize and they want to deposit money into your account. Only access your bank via their direct website. Double check any communication from/about your bank with your branch before responding.

What is compounding?

You can make your savings grow in a bank account. The extra money the bank pays you to keep your money in a bank account is called **interest**. Over a long period of time interest can add up, this is called **compounding**. You earn interest on the money that you save, and the interest that it earns.

There are many ways of **investing** or making money grow; you need to investigate this carefully before making a choice. Different fees are charged for different kinds of products, this affects how much you benefit. Take into consideration that inflation reduces the value of your money over time.

Compounding can also work against you. It is tempting to buy lots of things on **credit** or to take a **loan**, but this can cause problems. You have to pay this money back and whatever you are buying will cost more because of the interest that is charged. It is always better to pay for something upfront in **cash**.

Be careful of taking a loan and make sure you understand the implications fully. Never borrow from a **loan shark**, they are not registered or regulated. Debt also compounds, or increases over time, if it is not paid. Because you are charged interest on your debt, it can quickly spiral out of control and become more than your income.

Inequality still exists

No to discrimination



Human rights are the basic rights and freedoms that everyone is entitled to, e.g. being safe, speaking freely and being treated fairly. They are the rules or 'promises' that a society agrees on to make sure that we are treated fairly and respectfully.

What is discrimination?

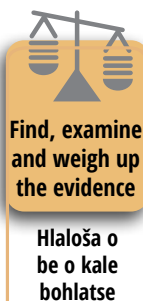
Discrimination is treating someone unfairly because of who they are. Since the end of apartheid, it is illegal in South Africa to discriminate against anyone based on race, gender, religion, language, sexual orientation, disability or HIV/AIDS status.

We live in a **rights-based society** where all citizens enjoy equality, dignity and freedom from discrimination. When human rights are violated, it means that these rights are not respected or protected. For example, not getting a job because of your gender is discrimination.

The South African Constitution, adopted in 1995, promotes social justice (fairness and equality) and protects human rights.

The Preamble to the Constitution outlines the ideas and values guiding our democracy.

The Bill of Rights, Chapter 2 of the Constitution, guarantees all South Africans the right to respect, equality and freedom under the law, and prohibits discrimination.



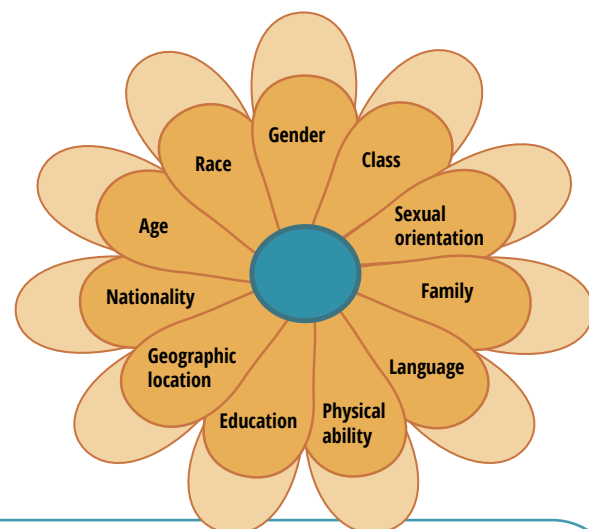
Upholding human rights

1. Examine the preamble on page v and the summary of the Bill of Rights on Info Page D.
 - Discuss what the Preamble to the Constitution says about our country's values of fairness and equality.
 - Explain how the Bill of Rights protects people from discrimination and ensures their basic freedoms.

Power Flower

The Power Flower is a tool to explore your social advantages and disadvantages. Use it, along with the case study below, to reflect on your own experiences and think about how privilege or oppression influences your life.

Complete the activity on page 31.



Case Study: Keeping it real

People born white have advantages because of their skin colour. It is not their fault they were born white. But, while people of colour remain socially and economically disenfranchised, white privilege will continue. Many of our grandparents and parents lacked quality education under apartheid. Now, they are not fully skilled and have low-income jobs. Despite hard work, their efforts often lead to nothing. Poverty creates a vicious cycle, leaving children with little opportunity or vision for a better future.

All we are trying to do is raise people of colour, especially women of colour, to that level of privilege and comfort. We are not at all spreading an anti-white message. You see, white people, we are not asking you to apologise for what your ancestors did. We are just asking you to break down and dismantle the systems of oppression that your ancestors built to oppress people like me, so that we can be on the same level socially, economically and politically.

Zinhle Moyo, Parktown Girls, 15 years old



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

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

Recognising privilege and oppression

South Africa has a long history of inequality. While our Constitution promises human rights for all, not everyone experiences them equally. Recognising privilege and oppression enables us to see the bigger picture of how society works.

2. Draw the Power Flower on a piece of paper.

- Look at each of the inner petals. Identify which people are the most privileged in each category. Write each privileged group in the matching petal. For example, for the inner petal "Language", you may consider placing "English first-language speakers" as the group with the most privilege.
- Consider if you enjoy privilege within each category. Colour in the inner petal if you belong to a socially dominant group. Colour in the outer petal if you experience discrimination or oppression.
- Share your Power Flower with others. Discuss what you have discovered and what you can do to change power imbalances.

3. Read and discuss the case study on page 30.

- Explain what Zinhle is asking people to consider about privilege and oppression. What do you think?
- Consider whether people with privilege are always aware of it. How could this contribute to maintaining (or dismantling) privilege?
- Consider how experiencing oppression may affect one's opportunities and sense of self-worth. What support could help to overcome this?
- Evaluate whether dismantling systems of privilege and oppression is possible. What makes it difficult?



Privilege and Oppression

Privilege means certain people have advantages simply because of specific characteristics or identities they are associated with. These advantages are not earned but come from being part of a group that is viewed as having more status or power in society. Characteristics like race, gender, origin, sexual orientation, or social and economic background can contribute to privilege. These qualities are often unnoticed by those who benefit from them because they seem 'normal' or natural in their context. However, these same characteristics create barriers and disadvantages for others, leading to inequality and injustice.

Oppression happens when groups are treated unfairly because of characteristics like race, gender, origin, sexual orientation or social and economic background. These characteristics are often used to exclude people and deny them the same opportunities as others. This can include being excluded, discriminated against, or denied rights and chances to succeed. For example, women may not have the same opportunities as men, while people from poorer backgrounds often struggle to access resources.

Understanding how privilege and oppression influence our daily lives, treatment and opportunities is important. It helps us recognise inequality and take steps to create a fairer, more just society.

In your journal

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



Journal about how the activities on privilege and oppression have changed the way you see these issues.

Reflect on your experiences and observations.

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.

Let's ensure equality Yes to human rights!

Many countries have signed and committed to upholding international agreements to protect the rights of vulnerable groups, particularly women and children. These frameworks, including CEDAW and CRC, recognise the risks they face, including exploitation and human trafficking, and aim to address the deeper causes of inequality and discrimination.

Read about the frameworks, below and opposite, before completing the activities.

CEDAW Convention on the Elimination of Discrimination Against Women

CEDAW is an international treaty adopted by the United Nations General Assembly in 1979. Known as a bill of rights for women, it is supported by 189 countries including South Africa.

It recognises how gender stereotypes harm women's rights and aims to change societal attitudes and practices, promote women's rights and combat discrimination against women and girls:

"Discrimination against women violates the principles of equality of rights and respect for human dignity. It prevents women from participating equally with men in political, social, economic and cultural life, hampers family and societal prosperity, and limits women's full potential to serve their countries and humanity."

(Part 1, Articles 1 – 6)

CEDAW: Human trafficking

Human traffickers use fraud, force or coercion for labour, domestic servitude or sexual exploitation. Some victims are used for organ harvesting. Traffickers often promise false jobs, targeting children, youth and adults, with three-quarters of victims aged 12 to 25.

Human trafficking is recognised by CEDAW as a severe violation of women's rights, requiring urgent action to protect vulnerable women and girls worldwide.



CEDAW: Protecting women

About 60% to 80% of small-scale farmers in sub-Saharan Africa are women, but only 15% to 20% of them are landowners.

1. Discuss.

- How do unequal access to resources, gender roles and economic pressures impact the ability of women farmers to farm and improve their living conditions?
- What is CEDAW's stance on discrimination, and how does it apply to small-scale women farmers?
- Why is human trafficking considered a serious violation of human rights?
- Why do the protesters in the photograph have tape over their mouths?



Question
the way you
make moral
judgements

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

CRC: Protecting children

2. Discuss if all children have equal access to opportunities and protections as outlined by CRC's four principles. Provide examples to support your views.
3. Reflect on a time when your voice or opinions were not taken seriously because of your age and describe its impact.
4. Analyse the case studies below.
 - Explain why the two schools are unequal.
 - Discuss how socioeconomic factors may contribute to inequality in education
 - Propose strategies to address discrimination and promote the right to equality of opportunity for all learners.



CASE STUDY 1

Vuyo and Lerato go to a rural school that has no electricity and whose taps run dry. They often miss class while fetching water from far away. There are no toilets so learners use a field, creating health risks. Young men harass them there, while many girls also skip school when they are menstruating.



CASE STUDY 2

Nomsa and Catherine go to a Catholic school in Johannesburg. Nomsa leaves Tembisa at 5:00 am to get to school on time, and her mother picks her up late after work. The school offers small classes, skilled teachers, extra lessons and many sports facilities. Nomsa's parents struggle with all the costs of her attending this school.

INFO

CRC

The Convention on the Rights of the Child

CRC is an international treaty about the rights of children. It establishes the rights of children to protection, provision and participation, guided by four principles:

- **non-discrimination**
- **best interests of the child**
- **right to life, survival & development**
- **respect for the views of the child**

Article 28 of CRC recognises the right of children to education. It states that primary education should be compulsory and free. Also, there should be different forms of secondary education, including vocational education. Higher education must be accessible to everyone who meets these requirements. Financial assistance should be given for secondary and higher education if needed.



Challenging your prejudices

Prejudice is when we judge someone without knowing them, often based on a fixed idea about their group. These ideas come from very limited knowledge or experience and, when acted upon, lead to discrimination. Bias, on the other hand, is when we favour one person or group over another, sometimes without noticing it. For example, a teacher might be biased towards girls over boys.

Status quo: The way things are?

When prejudice or bias is shared by a group of people it can appear normal. However, prejudice and bias harms others, preventing fairness and equality.

We need to question our shared comfort zones, or the status quo, and ask if “the way things are” is truly fair or just.



Pause, reflect and assess your emotions and thoughts

Kutša, lekola gomme o sekaseke maikutlo le dikgopolo tša gago

Understanding your prejudices

The first step to ending discrimination is believing that all human beings have the right to dignity, equality and freedom. If you become aware of a prejudiced thought, you can change your mindset. Discrimination happens when we act on our prejudices by excluding or treating others unfairly

1. Read each of the statements on the clipboard *Explore your comfort zones*.

On your own, honestly rate your comfort level for each situation. Then complete the activities on page 37.

Explore your comfort zone

1 = Comfortable 2 = Neutral 3 = Discomfort

- A boy in your class arrives to play for the netball trials. ● ● ●
- You see two men holding hands in a romantic way. ● ● ●
- You are waiting to be interviewed for a job as a doctor at a hospital. The other person applying for the same job is from Nigeria. ● ● ●
- Your Life Orientation teacher is dressed in religious clothing, different from your religion's customs. ● ● ●
- Your 70-year-old aunt has a new boyfriend. ● ● ●
- When your parents get home from work your father watches TV and your mother prepares supper. ● ● ●
- Your best friend starts dating someone from a different race group. ● ● ●
- Your uncle decides that he wants to be a stay-at-home dad and your aunt has a job. ● ● ●
- Someone who is public about living with HIV asks you to dance with them at a party. ● ● ●
- A person with a visible mental disability asks you to help them join your drama group. ● ● ●

Be willing to challenge your thinking habits

Ikemišetše go hlama go hlohla ditlwaedi tša gago tša go nagana



Ask questions that guide, probe and produce useful information

Botšiša dipotšišo tšeo di tla hlalago, nyakišišišago le go tšweletša tshedimošo ya go ba le mohola

Talk about your prejudices

It is difficult to challenge your prejudices if you cannot talk about them.

2. Discuss how to talk honestly and respectfully about your prejudices.

- Identify any statements that made you feel uncomfortable or comfortable, and consider why they affected you that way.
- Compare your comfort zones with others and discuss your differences. What can you learn from each other?
- Reflect on any personal biases or prejudices you might hold, consider their origins and talk honestly about how you can work to overcome them. What support do you require?
- If you've ever acted on a bias or prejudice, think about what happened and how it impacted you and others.
- Describe any experiences of prejudice or bias you've faced and how they made you feel.

3. Create a piece on how these insights can help you build more respectful relationships with others.

The impact of discrimination

Read *Discrimination and prejudice lead to human rights violations*.

4. You are journalists working in pairs. Develop your own interview questions, based on one of the prompts below. When drafting your questions, think about how to be respectful, open-ended and thoughtful to encourage honest responses. Once you have your questions, share them with the class, explaining your choices.

Prompt 1: What questions would you ask a person affected by a human rights violation to better understand their experience? How could you be supportive and sensitive to their experiences? **OR**

Prompt 2: How could you guide a conversation with a person who holds prejudiced views to explore the causes of prejudice and its link to human rights violations?

5. Reflect.

- What did you learn about approaching sensitive topics thoughtfully?
- How can asking the right questions help in understanding difficult issues?
- Why is it important to be aware of different perspectives when discussing human rights?

INFO

Discrimination and prejudice lead to human rights violations

Xenophobia Discrimination and violence against immigrants and foreigners based on their nationality or ethnicity.

Human trafficking Forcing or manipulating people into situations of forced labour, sexual exploitation or buying and selling their organs (organ trade).

Gender-based violence (GBV) Physical, emotional and psychological violence, including sexual assault and rape, against individuals based on their gender, usually against women and girls.

Homophobia Prejudice and discrimination against individuals, based on their sexual orientation or gender identity, resulting in verbal abuse, physical violence, exclusion and denial of rights.

Corrective rape A hate crime where individuals are sexually assaulted or raped to “correct” their sexual orientation or gender identity. It is driven by harmful societal beliefs about what is considered acceptable or “normal”.

In your journal

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

What violations are you willing to stand up for? What will you do?
Journal about how you will change your behaviour based on what you have learned about prejudice and discrimination.

Standing up and listening to others

Throughout South Africa's history, and continuing today, many individuals have fought against discrimination and for the advancement of human rights. Their leadership and struggle for equality, justice and democracy can inspire us to do the same!

Read Info Page E *Ordinary people doing extraordinary things* to learn about some individuals who have stood up (or continue to stand up) against injustice and discrimination. Their courage and perseverance serve as powerful examples of how speaking out against injustice can bring about change and empower citizens and communities.

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

Nyakišiša tša nako ye e fetilego – bolela se o se bonago nako ye e tlogo – di amanye le tšeo di diregago gona bjale

Take better care of yourself
Itlhokomele kaone

Inspiring change

1. In your group, choose four individuals (at least one from each time period).
 - Explain how they were 'ordinary' and what turned them into 'extraordinary'.
 - Identify the qualities they demonstrated that helped them bring about change.
 - Reflect on how their actions show that ordinary people can make a difference.
 - Discuss the impact that ordinary people can have on society when they challenge injustice. What can you do?

By standing up for what they believed in, these individuals not only changed their own lives but also inspired others to follow their example. Their actions remind us that creating lasting change requires us to listen, even to those with whom we may disagree. We need to learn to listen to each other and allow voices that we do not agree with to be heard too.



Free to be me

2. Read the Free to be me Statement out loud. Sign it.
3. Discuss and write down some guidelines to:
 - create a safe space for everyone to share their point of view - without judging each other.
 - allow disagreement in a way that benefits everyone - without silencing anyone in the group.

Use these guidelines in the activity on page 39.

'Free to be me' Statement

I _____
hereby give permission to be imperfect with regards to people who are different from me – as long as I am trying to understand. It is okay if I do not know all the answers about issues of discrimination and human rights, or if at times, my ignorance and misunderstanding becomes obvious. I have permission to ask questions. I have permission to struggle with these issues and be upfront and honest about my feelings. I am a product of society and culture, and I am who I am. I do not have to feel guilty about what I know or believe, but I do need to take responsibility for what I can do now.

I commit to learn as much as I can and to confront my false, inaccurate beliefs and attitudes that result in hurt and harm.

Signed: _____

Date: _____

Discrimination hurts



We feel as if we don't belong at school. We are told how to wear our hair. We are discouraged from speaking our own languages.



I am always told to shave my beard. This is against my religion and makes my parents mad.



So much of our history is about Europe and America. We know so little about Africa.



Teachers tell me that I must use the boy's toilet. They say I am a boy and must get over myself.

Structure your argument
Beakanya kgopolo tša gago tša ngangišano

Do schools breed discrimination?

Conflict happens when people value different things and believe that these things cannot co-exist. How can a shared experience of being human create common ground?

Look at the examples of discrimination above. Choose one to discuss in depth, or identify acts of discrimination or inequality you have witnessed at your school.

4. Follow the steps below to see if you can find common ground.

Step 1: Decide if you all agree that this is an example of unfair and unjust discrimination. Explain.

Step 2: Identify what you agree or disagree about. What assumptions and generalisations are being made?

Step 3: Decide if these assumptions are prejudices. Explain.

Step 4: Use a rational argument to challenge each other or defend yourself.

Step 5: Can you find common ground? If so, explain what aspects of the conversation led to this shared understanding.

If not, describe the barriers that prevented agreement.

5. Discuss whether you were able to challenge each other's viewpoints effectively.
 - Was your voice heard? How did you feel?
 - What do you need to think about or clarify?
 - Did you learn something new or change your mind?
 - Did you leave feeling a sense of shared humanity?

Tips: Respectful discussions

- Criticise ideas, not people.
- Do not take feedback personally.
- Listen actively and consider other perspectives.





Ordinary people doing extraordinary things

Throughout South Africa's history individuals have stood up against injustice and discrimination, showing how ordinary people can create lasting change in their communities and beyond.

Early 1900s (pre- and early apartheid)

Charlotte Maxeke (1871-1939): The first Black African woman to graduate with a university degree in South Africa broke down barriers paving the way for women to follow their dreams and stand tall. Maxeke worked tirelessly as a teacher, social worker and political leader using her education to uplift others and encourage women to join the fight for equality.

Abdullah Abdurahman (1872-1940): A doctor, he led the African Political Organisation (APO), advocating for the rights of the Coloured community. He worked tirelessly to improve access to education, housing and political representation.

Sol Plaatje (1876-1932): A founding member of the African National Congress (ANC), Plaatje was a journalist and political activist who wrote about the effects of the 1913 Land Act and worked to raise awareness of the injustices faced by black South Africans and to fight for equality and justice.

Pixley ka Isaka Seme (1881-1951): Founder of the (ANC) in 1912 Seme believed in unity and self-determination for African people. As a lawyer and intellectual he used his legal skills to challenge colonial rule showing that education and organisation could be tools for liberation.

Mid to late 1900s (fought against apartheid in various ways)

Chief Albert Luthuli (1898-1967): A teacher and Christian minister, Luthuli led the ANC in the 1950s and was committed to non-violent protest. He showed that standing firm in your beliefs, even in tough times, could make a big difference.

Beyers Naudé (1915-2004): A white Afrikaans minister who believed in standing up for what is right even when it is hard. He fought apartheid when it was unpopular and dangerous to do so. Naudé dedicated his life to advocating for equality and served as an example that change often requires personal sacrifice.

OR Tambo (1917-1993): A teacher and lawyer, Tambo helped lead the ANC from exile, travelling the world to gain support for the anti-apartheid struggle. Known for his dedication and calm leadership, he used his skills to unite people and fight for freedom.

Helen Suzman (1917-2009): Often the only voice speaking against apartheid within the South African Parliament during apartheid she fought for human rights and dignity for all South Africans making sure their voices were heard in the halls of power.

Albertina Sisulu (1918-2011): A nurse by profession Sisulu used her position to care for the community while organising politically. She co-founded the Federation of South African Women and collaborated with her husband in the anti-apartheid movement balancing her roles as a caregiver and a fighter for freedom.

Robert Sobukwe (1924-1978): A teacher and founder of the Pan Africanist Congress he believed in the power of African self-reliance. Sobukwe's leadership inspired many to resist apartheid through peaceful protests showing that strong ideals can shake a nation.

Desmond Tutu (1931-2021): South Africa's beloved Archbishop stood up against apartheid and fought for equality and justice. Tutu's ability to merge his faith with his activism brought him international respect, and he was awarded the Nobel Peace Prize in 1984.

Albie Sachs (b. 1935): He used the power of the law to fight against apartheid and injustice helped to write South Africa's new constitution and became a judge in the first Constitutional Court. As a lawyer and constitutional expert Sachs dedicated his career to building a just South Africa through the legal system.

Sophie de Bruyn (b. 1938): Spoke up for women's rights during apartheid and fought for a society where everyone, no matter their skin colour or gender, was treated equally and fairly. She started as a trade unionist and became a leading figure in the 1956 Women's March to the Union Buildings.

Steve Biko (1946-1977): Biko, a medical student turned activist, led the Black Consciousness Movement encouraging people to take pride in their identity. He believed that mental liberation was the first step toward ending apartheid and his work is still remembered today for empowering ordinary South Africans.

Late 1990s - 2000s (active in democratic South Africa)

Edwin Cameron (b. 1953): A Constitutional Court judge, he publicly shared his HIV status and fought against the stigma faced by people living with HIV/AIDS at a time when fear and misinformation were everywhere.

Imtiaz Sooliman (b. 1962): A hero to those in need, he founded "Gift of the Givers" to help people affected by disasters and poverty, showing that kindness can go a long way in making the world a better place.

Zackie Achmat (b. 1962): Fought tirelessly for those living with HIV/AIDS in South Africa. He stood up to powerful forces to demand access to life-saving treatment and healthcare rights, showing that everyone deserves dignity and respect, no matter their health status.

Thuli Madonsela (b. 1962): Former Public Protector of South Africa, she fought to combat corruption, promote government accountability and to protect the rights of all South African citizens.

IF WE MUST DO
AFRIKAANS, VORSTER
MUST DO ZULU!

VIVA AZANIA!

1976 Youth Uprising South Africa

On 16 June 1976 black school children in Soweto took to the streets to protest against the introduction of Afrikaans as a medium of instruction in schools. This sparked mass action against apartheid across South Africa.

EDUCATION
SHOULD NOT
BE A DEBT
SENTENCE

FREEDOM
INCLUDES
EDUCATION

2015 #feesmustfall South Africa

In 2015 students demanded free education and protested against fee increases at universities. Later the government agreed to support poor students through a national bursary scheme.

Names are in birth order and dates are correct as of January 2025.



Can you change the world?

After the end of apartheid there was a great need to transform (change) South Africa into a fairer place, free of discrimination, where everyone has equal opportunities. Many initiatives have been created to advance nation building, where we work to bring different people together and make everyone feel that they belong. An initiative is a specific action or project to address a particular issue or achieve a specific goal.

In this context, initiatives focus on raising awareness about and eliminating discrimination and human rights violations and promoting equality. Examples include community service projects, educational programmes, public holidays and other **campaigns**. These initiatives help create a shared national identity, heal historical divisions and strengthen social unity.

Read about some of these initiatives below before you get involved on page 43.

INITIATIVES AND CAMPAIGNS

Heritage Day

24 September

Promotes the celebration of South Africa's diverse cultural heritage and traditions

16 Days of Activism against Women and Child Abuse

25 November to 10 December

Raises awareness and mobilises action to prevent violence against women and children

Reconciliation Day

16 December

Commemorates the end of apartheid and promotes reconciliation and healing among South Africans



Brand Proudly SA

A marketing campaign promoting South African products, services and industries to showcase the innovation and uniqueness of local brands, boost the economy and build national pride.



"... The best memorial that we can build for the people who sacrificed so much, who are lying before us ... We must work to end all forms of violence, particularly violence against women and children and we must build safe homes and safe communities. We must tear down the divisions between black and white, between men and women and between rich and poor."

President Cyril Ramaphosa speaking at Freedom Park Heritage Site in Pretoria, where a homecoming ceremony was held for 49 liberation heroes whose remains have been repatriated from Zambia and Zimbabwe. 27/09/24

Campaign:
an organised effort involving a series of activities to achieve a specific goal e.g. marketing campaigns which raise awareness about human rights issues and educational campaigns which promote equality.

Get involved!

Youth have played an important role in creating change across the world. There is a lot that still needs to be done to build a just, democratic and equal society in South Africa. There are many different types of actions you can take. Everyone can find something they are comfortable with doing.

Read about the ways you can take action.



Do your research and present your ideas or hypothesis

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

Campaigning for change

- Analyse a South African initiative or campaign that addresses discrimination and human rights violations.** Examples include initiatives promoting gender diversity and inclusivity; anti-xenophobia campaigns; disability rights awareness events.
 - Describe your initial impressions of the campaign's goals and methods.
 - Identify the campaign's strengths and areas that could be improved to increase its effectiveness in addressing discrimination.
 - Evaluate which aspects of the campaign are most effective in achieving its goals.
- Reflect on the campaign's impact on your values and understanding of discrimination.**
 - Discuss how the campaign aligns with your personal values and experiences.
 - Explain how evaluating the campaign deepened your understanding of discrimination and human rights.
- Identify ways to promote positive change based on insights from the campaign.**
 - Suggest actions you can take in your community to combat discrimination and promote inclusivity.
 - Describe how these actions are inspired by the strengths and learnings from the campaign.

Different ways to take action

- Discuss the problem with others and clarify its causes and effects
- Research what the Constitution or laws say about the issue
- Create an online petition and share it widely
- Start a social media campaign using hashtags, photos and videos
- Write an opinion piece for your school newsletter or a local publication
- Speak at a school assembly or community event
- Email or call a Member of Parliament, ward councillor or local government representative
- Host a podcast or create a YouTube channel to share perspectives
- Organise a peaceful protest, march or awareness event
- Boycott companies linked to unethical practices or decisions
- Create a banner, posters or digital infographics to raise awareness
- Hold a virtual or in-person meeting to discuss solutions
- Design T-shirts or merchandise to support your cause
- Post your concerns or ideas on social media.
- Start a support group or advice network for those affected
- Make a short documentary or awareness video using a digital device
- Organise a fundraising event like a walkathon, sports match or concert
- Hold a sit-down protest to make a statement
- Write letters or emails to local politicians or leaders in your area
- Develop an app or website to raise awareness or share resources
- Create an online community or discussion group to gather support
- Post images or stories that highlight the issue on digital platforms
- Use crowdfunding platforms to fund your campaign or initiatives
- Partner with local organisations or NGOs to amplify your efforts
- Organise an art exhibition, photo series or creative project about the issue

Be safe online

- Be careful what you share online and avoid posting personal details or harmful content
- Check facts before sharing to avoid spreading misinformation and fake news
- Stay respectful in discussions even if others are not
- Use secure platforms to organise campaigns or share content
- Protect accounts with strong passwords and avoid suspicious links
- Think before you post as online content is hard to remove



Generic stretches

DYNAMIC STRETCHES

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

STATIC STRETCHES

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

BENEFITS OF FLEXIBILITY TRAINING

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

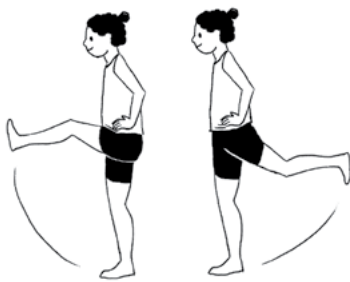
WARM-UP: DYNAMIC STRETCHES

1. Lateral movements



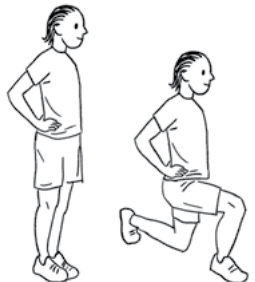
With your feet apart and hands on hips or waist, shift your weight from side to side. Bend your supporting knee and extend the other leg. This is to prepare knees, ankles and hips for any and all movement patterns. Start in a half squat position with legs apart, and then shuffle sideways. Do a variation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

2. Leg swings



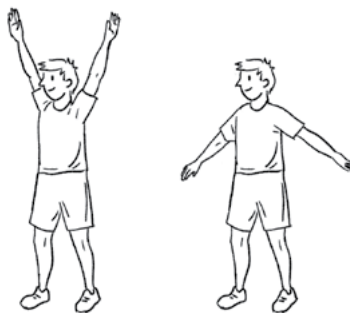
Swing and kick your leg up as high as you can, feeling a stretch in the hamstrings and glutes while activating your hip flexors. Try to keep your other heel flat on the floor. Continue with the opposite leg.

3. Lunges



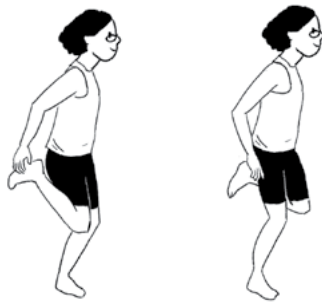
For dynamic lunges, take a longer stride than traditional lunges. Allow your back leg to bend only slightly, and keep your front knee behind your toes. Hold the downward position of the lunge for two to three seconds, then push off the front leg and continue with the other leg.

4. Arm circles



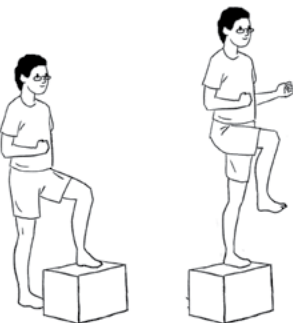
Controlled arm circles activate the muscles of the shoulders, back and chest while stretching those same muscle groups. Circle your arms forward and backward for 30 seconds each. Do torso twists by keeping your arms up while rotating at the hips, back and forth, to activate the abdominals and lower back.

5. Butt kicks



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

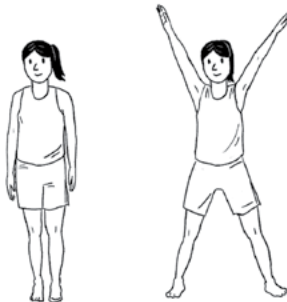
6. Knee raises



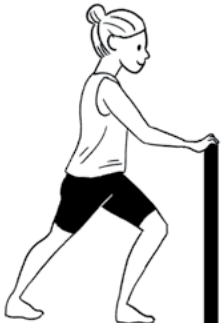
While running on the spot, raise your knees in line with your waist. The progression would be to raise your knees toward your chest. For variety, use boxes for stepping up and down as well.

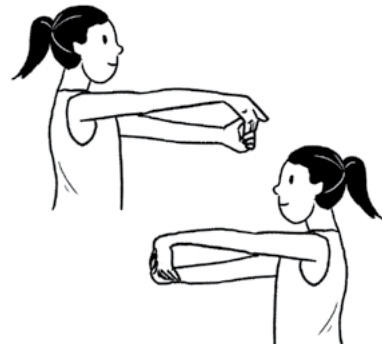
7. Jumping jacks or star jumps

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



COOLDOWN: STATIC STRETCHES

1. Chest stretch	2. Tricep stretch backward	3. Calf stretch
		
Push both arms backward and lock your fingers behind your back. Now raise your arms behind your back as high as possible. Hold this position at its highest point for 30 seconds. Do 4 reps.	In an upright position, let your shoulders relax, with your arms hanging at your sides. Bring your right arm behind your back with your hand touching the middle of your shoulder blades. With your left hand, grab your right elbow and push it backward as far as you can. Hold this position for 30 seconds, relax and repeat for other side.	Stand up straight with your feet evenly placed, approximately your shoulders' width apart. Put your hands on your hips and step forward with your right leg. Bend the front leg while pushing your left leg backward. Keep your left foot flat on the ground and push your body weight forward onto your right leg. Hold that position for 30 seconds. Reverse the position with the other leg. Use support for this stretch if you need it.
4. Hamstring stretch A	5. Hamstring stretch B	6. Quadriceps stretch
		
Stand up straight with your feet evenly placed, approximately your shoulders' width apart. Step forward with your right leg. Straighten the front leg while bending your left leg. Bend your body forward and move your head toward your right knee. Hold that position for 30 seconds. Reverse the position with the other leg.	Sit on the ground with your feet extended. Raise your right leg towards your left arm and then do the same for your left leg towards your right arm.	Unlike your hamstrings, the quadriceps involves the front of your upper leg. In a standing position, lift and bend your right leg backward. With your left hand, reach behind you and grab your right ankle. Gently pull your right foot up toward your buttocks. Hold this position for 30 seconds, then relax and return your foot to the ground. Repeat for the left leg. Use support for this stretch if you need it.

7. Gluteus stretch	8. Groin stretch	9. Outer thigh stretch
		
Lie on the floor or a mat. Bend the right leg and keep the right foot flat on the floor. Cross your left leg over the right thigh. Hold onto the back of the right thigh with both hands. Pull both legs toward your torso. Repeat on the opposite side.	Sit on the floor with the soles of your feet touching. While holding your feet, lean your upper body forward, bending from the hips. Hold this position for 30 seconds.	Sit with your legs flat on the floor. Bring your left leg toward your chest then place your left foot on the outside of your right leg. Place both hands onto your left knee and pull the knee toward your chest. Hold this position for 30 seconds. Change legs and repeat.
10. Lower back stretch	11. Abdominal stretch	12. Wrist stretch
		
Lie on your back with your knees bent. Hug your shins and slowly pull your knees up to your chest until you feel a gentle stretch in your lower back.	Lie on your stomach with your hands underneath your shoulders. Gently push your upper body off the ground and use your toes to balance, keeping your back and legs as straight as possible. Hold.	Extend both arms straight forward and on top of each other, with your palm facing away from your face. Take your left hand to bend your right wrist backwards as far as you can until you feel a stretch in your wrist/forearm. Repeat with the other hand. Then bend your wrist in the opposite direction until you feel a stretch. Repeat with the other wrist.

Circuit training

Warm-up

Jog and leapfrog

Jog across the play area in groups of six in a line, one behind the other.

On the signal, all the group members stop and bend forward. Starting from the back of the line, each member leapfrogs over all the group members to front position. The whole group then jogs again.



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

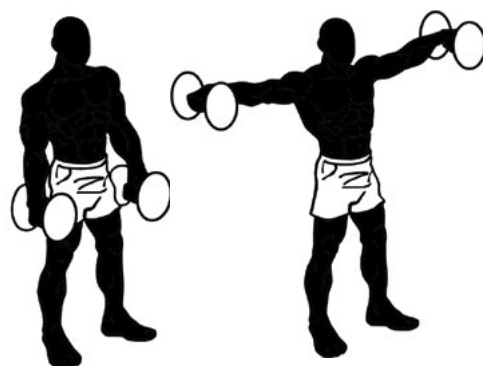
1 Box jumps

With your feet together, jump onto a box or object placed at knee height. Then jump off the opposite side, then turn and repeat the sequence.



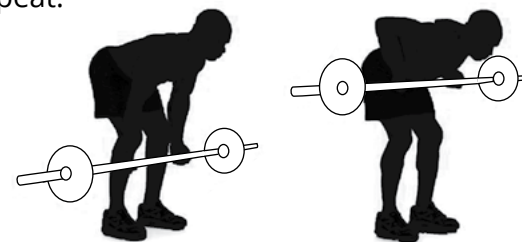
2 Lateral arm raises

Do lateral arm raises to shoulder height. Use 2L bottles filled with water or sand if you don't have weights.



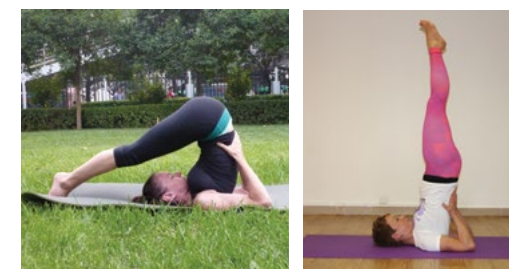
3 Bent-over rows

Bend forward at the waist so that your upper body is almost parallel to the floor. Keep your core tight and your back straight as you row the weights up to your chest, then lower and repeat.



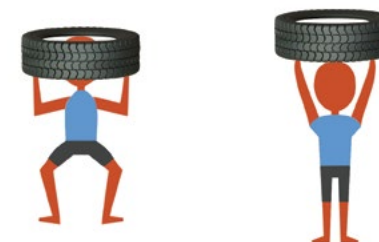
4 Shoulder stand

Lift your legs up, supporting your lower back with your hands, and put them over your head. Then straighten them up into a shoulder stand.



6 Tyre squats

Lift a tyre overhead into a shoulder press, then lower yourself down into a squat position.



7 Bridge standing

Lie on your back with your knees bent. Tuck your hands under your shoulders with the palms flat on the ground. Push up into the bridge pose.



8 Shuttle runs

Do shuttle runs back-and-forth between five markers spaced 5m apart.



5 Double leg jumps

Do double leg jumps through a set of ten tyres. After the last tyre, turn and jump back again.



Cooldown

Box walking and static stretches

Slowly walk forward. On command, side-step to the right, walk backwards, side-step to the left. Repeat. Finish with static stretches.

Circuit training

- Do each station's activity for as many repetitions as you can within 30 seconds.
- You will also have 30 seconds to rest and move on to the next station.
- Record your score for each station on a circuit training score sheet to monitor your performance over time.

Try to do some circuit training as part of your home-based fitness routine.

Obstacle course

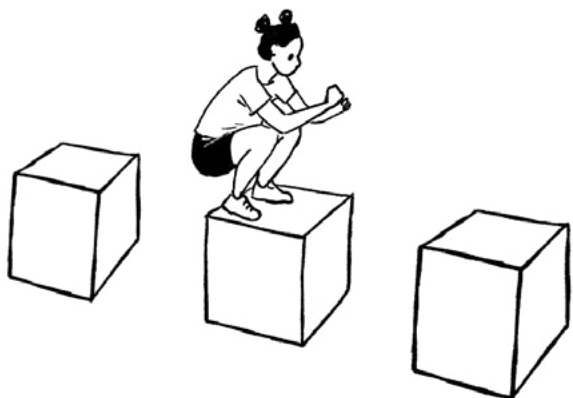
Warm-up

Dynamic stretches

Warm up with a light jog and then do some dynamic stretches.

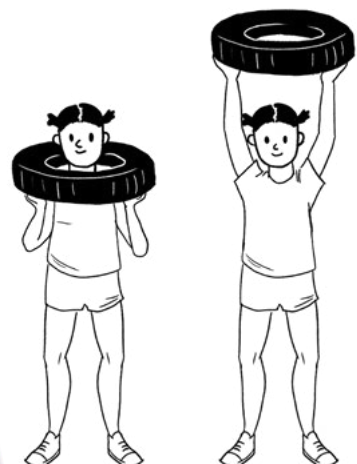
OBSTACLE 1 Box jumps in a row

Do the double leg box jump over a set of ten boxes that are at knee height.



OBSTACLE 3 Shoulder press

Perform a shoulder press with a tyre or log.



Safety tip: Vary the weight of the tyre or log, depending on your strength.

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

OBSTACLE 2 Shot put throws

Stand in a row and do shot put throws with proper shots or round stones of similar weight. Carry on throwing for 25m and then throw again, returning. Be sure to alternate arms.



OBSTACLE 4 Hurdling

Jump over five hurdles or ropes placed 5m apart. Then turn and hurdle back to the start position.



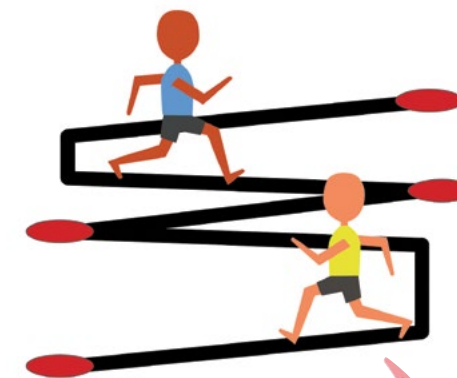
OBSTACLE 5 Tyre drag

Drag a tyre or any similar object across a distance of 10m. Tie the rope around your waist and around the tyre or alternative object.



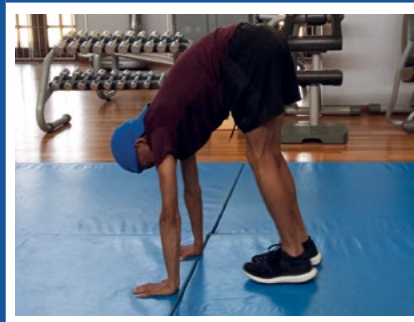
OBSTACLE 6 Bench balance

Walk across benches turned upside down and positioned in an S pattern. If you fall off the bench at any stage, restart the activity.



OBSTACLE 8 Caterpillar walks

Do caterpillar walks with 5 push-ups every 5 metres for 20m and back again.



OBSTACLE 7 Bucket race

Carry two buckets of sand for 20m and back.



Cooldown

Full body movement and static stretches

Perform synchronised walking across the field. The group with the best routine wins, and the entire class joins in to perform the routine. Finish with static stretches.

Partner activities

Warm-up

Full body movement and stretching

Run freely across the play area. On command, form groups of however many are called for. Those who do not find a group must perform a fancy dance! Next, complete the full body dynamic warm-up stretches.

These lessons are for developing the components of health-related physical fitness using partner activities. What is the training-sensitive (target) zone for developing cardiovascular fitness? How do you calculate the lower and upper limits of the training-sensitive zone for developing cardiovascular fitness?

Partner activities

Perform these six partner activities that focus on understanding the training principles for developing cardiovascular fitness.

Activity 1 - Measuring resting heart rate (RHR)

Find your radial pulse on the inside of your wrist, by using the two middle fingers. Do not use your thumb, which has its own pulse. Count the number of heartbeats for an entire minute. Later, as you get better at taking your heart rate, you can measure it for 20 seconds and multiply by three to get the number of beats per minute (bpm). Record your RHR on a data recording sheet, e.g. RHR = 68 beats per minute (bpm).



Practise taking RHR at the carotid pulse on your neck.

Activity 2 - Measuring exercise heart rate (EHR)

Exercise heart rate (EHR) can be predicted from the recovery heart rate (HRrec). Because the heart rate slows rapidly during recovery after exercise, measure your HRrec for just ten seconds, then multiply it by six for the bpm of your EHR.

Make a table, like the one below, for yourself. Perform each of the exercises in the table for one minute. Find the radial pulse within five seconds and measure your HRrec to estimate your EHR. Record the EHR for each activity listed below on the data recording sheet like this.

Activity	Recovery heart rate (HRrec) measured for ten seconds	Predicted exercise heart rate (EHR) – multiply by six
Walking on the spot	17 beats	102 bpm
Sit-ups	19 beats	114 bpm
Skipping on the spot	24 beats	144 bpm
Bench step-ups	21 beats	126 bpm



Activity 3 - Determine your target zone (TZ)

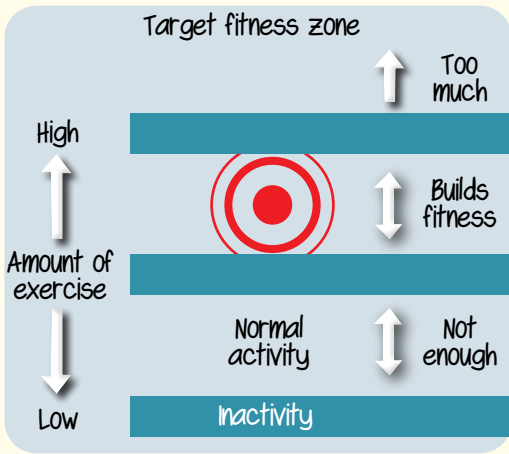
The training-sensitive zone (TSZ) or target zone (TZ) shows the level when your heart rate is elevated enough during exercise to result in improvements in your cardiovascular fitness.

The lower limit or training threshold of the TZ is 65% maximal heart rate (MHR), while 80% of MHR will be the upper limit or ceiling threshold. MHR can be estimated by age using an equation. So age-predicted maximum heart rate (APMHR) = 220 bpm – your age. If you are 15 years old, then your APMHR = 220 – 15 = 205 bpm. The lower and upper limits of the target zone for cardiovascular fitness can now be calculated like this:

TZ lower limit = 65% of APMHR
= (65 ÷ 100) X 205 bpm
= **133.35 or 133 bpm**

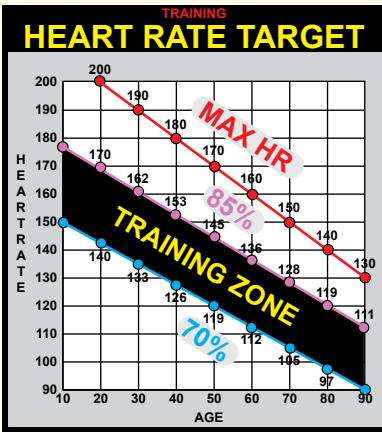
TSZ upper limit = 80% of 205 bpm
= (80 ÷ 100) X 205 bpm
= **164 bpm**

A 15-year-old will improve their cardiovascular fitness when their EHR is from 133 to 164 bpm.



Activity 4 - What is your optimal running speed for cardiovascular fitness?

- Run around the area marked out, at whatever is a comfortable running speed for you.
- Measure your predicted EHR as you did previously.
- This EHR will probably be below the lower limit of the training threshold of your APMHR. So go for a second run at a faster pace to be within your TSZ.
- Measure your EHR again and see if it is within your TSZ. This optimal running speed should be maintained and improved to develop cardiovascular fitness.



Work out the optimal running speed for your TSZ

Activity 5 - Do a cardiovascular fitness challenge!

Now complete a 2.4 km run and try remain within your TZ throughout the run. Measure your HRrec immediately after the run and record it. Record the time taken to complete the run as well. You have good cardiovascular fitness if your time for the 2.4 km run is less than 12 minutes for males and 16 minutes for females. Compare your results with others in your class by making graphs.

Do the challenge three times a week and keep track of your results and fitness improvements. This is a good way to start a simple running programme for health and fitness.

Cool-down

Static stretching

Walk across the area and swing your arms in various directions: forward, backward, sideways, upward, etc. Then do some static stretches.

Group fitness

Warm-up

Dynamic stretches

Warm up before each activity by doing some dynamic stretches.



Team or group activities are a fun way to develop your physical fitness. You do not have to be a sports star to benefit from these group activities.



Play a game of ball tag

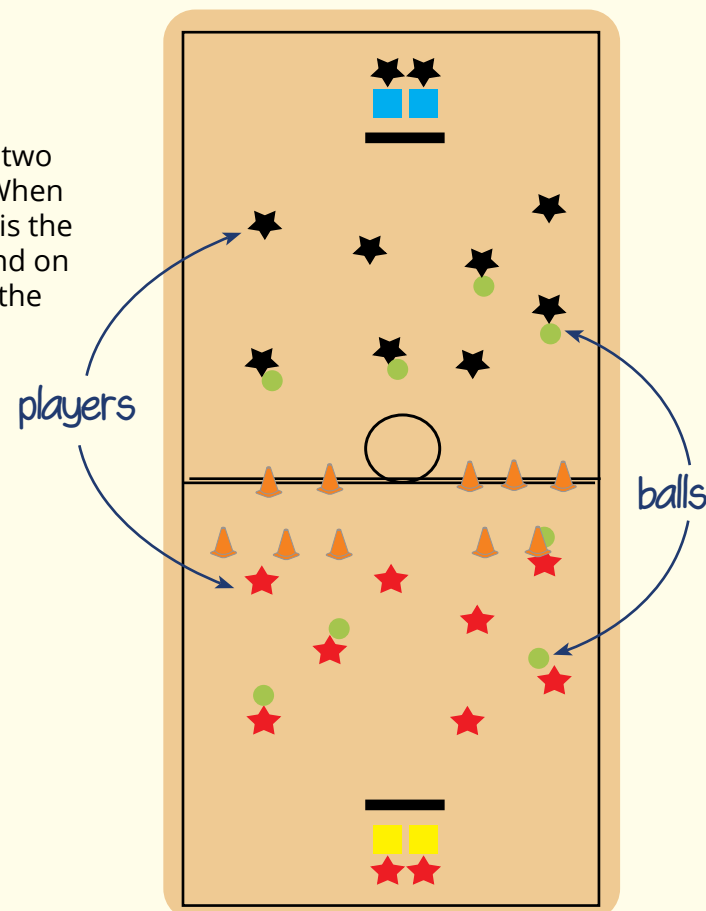
Players move freely between two lines about 10m apart. Two players stand on the lines and throw a ball to try tag the players in the middle. Tagged players then join the throwers.

Activity 1 - Fitness dodgeball

Divide into two teams with balls on each side of two lines, 10m apart. Place five cones on each line. When all five cones have been knocked over the team is the winner. Players can guard cones but cannot stand on them. If a player is hit by a ball, they must go to the side and do ten of one of these exercises:

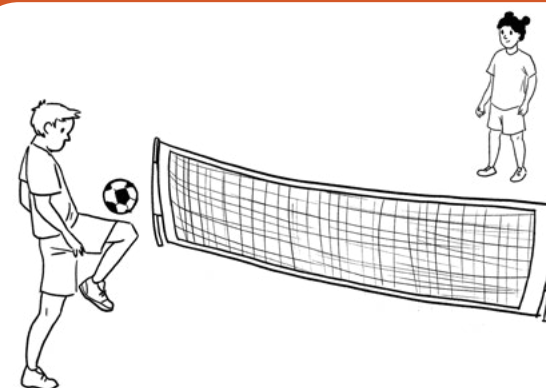
- sit-ups
- press-ups
- squat jumps
- double-leg skip jumps
- burpees
- star jumps.

If a player catches a ball then the thrower must do ten of an exercise.



Activity 2 - Tennis soccer

Two teams play tennis with their feet according to tennis rules. You can make a net with a rope or suitable material strung between two poles. Each player gets a turn to serve by volleying the ball into the opponent's half of the court. Players then continue serving until the point is lost. You will be penalised for using your arms! Play best of three games. To make the game more challenging, the whole court area can be divided into quarters – the ball must be served into a quarter.



Activity 3 - Modified basketball



Two teams play basketball against each other, but instead of regulation basketball posts, a player stands on a chair and catches the ball without falling off the chair – they may not catch the ball if it is not within arm's length. The team with the highest points after five minutes wins.

Cooldown

Light activity and static stretching

In teams of six, perform synchronised movements with your arms and legs. The team with the best sequence wins, and all the other teams then do the winning sequence. Then finish with static stretches.



Seeking justice

Justice means treating everyone in society fairly and equally. Social justice is about creating equal opportunities and reducing inequalities. Environmental justice ensures that all people have the right to live in a healthy environment and have equal access to resources such as clean water, air and food.

Social and environmental justice help to create a fairer world by addressing the inequalities in society whereby some people have access to resources while others are left without. Injustice occurs when individuals or groups are treated unfairly, deprived of their rights or experience discrimination. Racism, sexism, gender-based violence and bullying are social issues that lead to injustice.



Question the way you make moral judgements

Divhudziseni nga ha nqila ine na dzhia maga o teaho

Exploring justice

Justice has many different meanings, and it can be understood in a variety of ways.

1. Define what justice means to you.
2. Reflect on the definitions of justice below and consider how they apply to everyday life.

Treat others fairly and with respect

- What does it mean to treat others with dignity, fairness and respect? Why is this important?

Make things right when something wrong happens

- How can we take responsibility for our actions and make things right when someone has been wronged?

Face consequences to grow and learn

- What makes a consequence fair, and how can it help someone learn and grow?

Stand up for what is right

- How can we ensure everyone's rights are respected, even in challenging situations?

Create equal opportunities for everyone

- What steps can we take to build a world where everyone has the same chances to succeed?



Sandile Goje, *Making democracy work*, 1996. Constitutional Court Art Collection.

In your journal

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



Reflect on how you perceive or experience justice and injustice in your daily life.

What can you do to address experiences of injustice?



Find, examine and weigh up the evidence

Tolani nga vhuronwane ni kale vhuṭanzi

Justice and culture

In African cultures, justice often emphasises community harmony and reconciliation, focusing on resolving conflicts and maintaining social unity. Read about the history of traditional law and how justice has been administered in South Africa, over time, on Info Page F *Traditional Justice: past and present*.

3. Discuss:

- How was justice administered traditionally in South Africa?
- How has the justice system changed over time?
- How does South Africa's mixed legal system balance African customary law with the Constitution?
- What happens if there is a conflict between the two systems?



Structure your argument

Vhekanyani khani yaqu zwavhugi

Schools moot court

A schools moot court is a 'mock' or imaginary court set up for learners to practise arguing law cases.

In a schools moot court, learners take on the roles of **plaintiffs** (the side bringing the complaint) and **defendants** (the side responding to the complaint) to present their arguments and seek justice.

Each side has its strengths and challenges as they aim to persuade the court.

4. Read Info Page G (page 60) to find out about the moot court competition and then read the case study on page 61 to see how social justice issues affect individuals and communities.

- What social justice issues does the case study highlight regarding Roland's education?
- What injustices (inequalities or unfair treatment) can you identify?
- Discuss the impact of the social justice issues highlighted by the case study.

5. Explore the issues by role-playing as lawyers and judges to argue and decide on the social justice issue of equal access to education. Use the information on page 61 to prepare your arguments.

- Divide into groups. Each group needs to have lawyers representing Ms. Kabongo and Roland, and others will be lawyers for the school.
- Gather the facts. Choose relevant information to support your case. Also do your own research.
- Each team takes a turn to argue opposing positions.
- When opposing teams take turns to present, the rest of the class judges who has the best argument.



The Constitutional Court in Johannesburg, courtesy of Business Day

Traditional justice: past and present

Traditional courts in the past

Looking back in time, traditional leaders and customary law were respected and abided by. People gathered in groups, or as 'community-in-council', to discuss community matters. This was an opportunity to express opinions and participate in decision-making. These gatherings were therefore democratic forums which aimed to maintain order and heal relationships. Difficult matters were resolved through consultation, participation and communication.

Traditional courts in colonial times

During the 19th century, traditional authorities were used by British colonisers to indirectly govern and control black Africans. Traditional leaders therefore became proxies of the colonial government. They were dependent on the British government for resources and were given orders about how to administer and govern their communities. Colonial power also divided African people into artificial categories, using concepts of 'race' and 'tribe'. In spite of this oppression, some forms of traditional justice survived such as the Dare raMambo in Zimbabwe and the Sungusungu in Tanzania.

Traditional courts during apartheid

When the National Party came to power in 1948, the traditional leadership system fitted its plan of separate development. Traditional leaders became the administrators of the apartheid state in the homelands or Bantustans. Within this system, traditional leaders had extensive powers. They were sometimes oppressive and distorted customary law.

eBandla – isiNdebele
Huvo – Xitsonga
inKantolo ye Ndabuko – isiZulu
iNkhundla – siSwati
iNkundla – isiXhosa
Kgoro – Sepedi
Kgotla – Sesotho
Khorro – Tshivenda
Lekgotla – Setswana



British officials collect poll and dog taxes from Zulu chieftains, 1906.



Elder of the Bakwena ba Mogopa speaking at a kgotla protesting the incorporation into Bophuthatswana, 1986.

Traditional courts in a democratic, constitutional South Africa

South Africa has a mixed legal system – a hybrid of Roman Dutch civilian law, English common law, Customary law and Religious personal law. Legal matters can be resolved through African customary law or civil law. However, the Constitution makes it clear that customary law is subject to the Constitution itself. Therefore, if there is a conflict between the Constitution and customary law, the Constitution should prevail.

How does the tree, in the Constitutional Court's emblem, represent the changing ideas of justice?



A traditional tribal court in the village of Manhlaneni, 2012 – photo courtesy of the New York Times

The uMgungundlovu Kraal was established in 1829 as the royal capital of the Zulu king, Dingane. This name stems from ungunguwe ndlovu which means: 'the secret gathering of the elephants'.





Schools moot court

Every year the Department of Justice and Constitutional Development – in collaboration with The South African Human Rights Commission and the Department of Basic Education – hosts the National Schools Moot Court Competition (NSMCC).

The aim of the competition is for young people to engage with the Constitution and its values and find out how the law works – Grade 10 and 11 learners are invited to take part.

The competition is divided into three phases:

- the essay writing phase
- the provincial oral rounds
- the national oral round

Participating learners from all schools in the country begin by submitting written essays. The ten teams with the highest scores for their essays qualify to participate in the provincial oral rounds. This prepares them for arguing and presenting in the national round of the competition. Four teams with the highest scores are then invited to the national oral rounds.

The final round is held at the Constitutional Court in Johannesburg. Lots are drawn to determine the composition of the two teams in the final round, and a coin toss determines who will argue the case for the Applicant or Respondent. The subject matter of this hypothetical case focusses on national Constitutional law. Intensive coaching with law student volunteers helps to prepare the contenders for the final battle. The teams get to put their thinking and oratory skills to the test before real Constitutional and High Court Judges.

Shout out Team SA!

The finalists from the national competition represent South Africa in the International Schools Moot Court Competition. This international competition focusses on international criminal justice and humanitarian law. The teams need to remain highly motivated as every day they have to argue through many rounds without knock-offs. The two teams with top marks qualify as the finalists.

The 2019/2020 NSMCC finalists represented Team South Africa in Poland. South Africa and the USA achieved the highest scores and competed in the final before renowned Judges of the International Criminal Court – and won!



L-R: Sureshka Naidoo and Caitlin Schwarzer from Eden College; Nondumiso Ntshangase and Nosipho Dube from Mathubeszwe High School; Mhlali Precious Stotile and Ondeke Bede from Holy Cross; Okhela Sigwela and Lizalise Dlomo from Hudson Park High School.

Use the information below for the schools moot court activity on page 57.

Case Study No South African ID document

Ms Kabongo and her son Roland are refugees from the DRC and have refugee status in South Africa. They have a permit allowing them to stay in the country. Ms Kabongo has enrolled her Roland at Madiba High School. She wants him to get an education like other children but she does not have a South African ID document. The school says this means he cannot get free textbooks or access the school's nutrition programme. She was told that he would not be able to get a matric certificate. She has decided to take the matter to court.

Plaintiffs vs. Defendants

Plaintiffs (Ms. Kabongo and Roland)

Argue that that Roland should be allowed to go to school, obtain a matric certificate, and access free textbooks and the school's nutrition programme just like everyone else. Denying Roland his right to access due to his lack of a South African ID document constitutes discrimination and violates his rights as guaranteed by the Constitution and international human rights standards.

Defendant (Madiba High School)

Argue that it is the school's right to ensure that all learners enjoy their right to quality education. This means they must have enough resources to teach everyone well, and meet its other socio-economic responsibilities e.g. nutrition programmes. If they give these resources to learners who don't have the right documents, they might not have enough for everyone else, and the quality of education could suffer.



Social issues are connected

Social issues such as poverty, crime, and a lack of basic services create challenges for societies. These issues affect the health and wellbeing of individuals, making it difficult for communities to develop and prosper. Poverty often leads to hunger, poor living conditions and limited access to basic needs such as clean water and healthcare, increasing the risk of disease. Crime and violence contribute to feelings of fear and insecurity, and also disrupt the stability and safety of communities. We all need to play our part in solving these issues and creating healthier, safer and more resilient communities.

Read the case studies to see how two organisations are playing their part.

Case Study 1: Food insecurity

In South Africa, 36% of rural households face hunger, while one-third of the country's food is wasted. FoodForward SA addresses this by collecting surplus food from farms, retailers and manufacturers. They distribute it to 1 000 non-profits, feeding over 400 000 people each day. Their FoodShare system connects beneficiaries to nearby food sources, tackling both hunger and food waste. Their work highlights how unequal access to resources affects rural communities leading to poor health and reduced opportunities.



FoodForward SA distributing food to communities during Covid-19, 2020



Case Study 2: Water scarcity

Water scarcity affects 64% of South African households, especially in rural areas. Gift of the Givers drilled 325 boreholes and delivered 200 trucks of water during a severe drought in the Eastern Cape. This work addresses the lack of basic services showing how communities suffer when they do not have access to clean water which is essential for maintaining health and preventing disease.



Gift of the Givers supplying drought relief in the Eastern Cape, 2019



Do your research and present your ideas or hypothesis

Itani tse-dzuluso yaqu ni tshise mahumbu-lelwa aq

Think like a sociologist

Investigate a social issue as a **sociologist** would by exploring causes, effects and potential solutions. Choose one of the questions below to discuss in groups. Use examples from news reports (social and traditional) to help you explore the topics. Look for real-life examples that show how these issues affect communities and what steps are being taken to address them.

Sociologists explore how social issues affect individuals and communities. By asking questions, gathering data and analysing patterns, they help discover the causes of problems and suggest ways to address them.

1. Explore the causes and effects of food insecurity and lack of access to clean water.
 - What factors contribute to these issues in communities?
 - What actions are being taken to address them?
- OR
2. Analyse how crime and violence affect personal safety and community wellbeing.
 - What are the social and economic factors that increase these issues?
 - What strategies can reduce their impact on communities?
- OR
3. Evaluate how unequal access to resources and basic services contributes to social instability.
 - How does inequality contribute to division and unrest in communities?
 - What steps can be taken to reduce inequality and its long-term effects?



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

Sumbedzani muhumbulo kana data yaqu nga tshinepe kana tshifanyiso kana modele

Making a difference

4. Investigate an organisation in your neighbourhood, town or province that is addressing a social issue.
 - Describe the social issues people are dealing with. Explain how the organisation is making a difference.
 - Identify how the issues are affecting the health and wellbeing of the community (e.g. physical health, mental health or access to resources).
 - Analyse the impact of the organisation's work. How is it helping to reduce the negative effects of the issue on the community?
 - Suggest ways you and your friends could get involved to support the organisation.

Inequality is the problem

Poverty and crime sometimes seem to occur simultaneously. However, evidence shows that crime is not driven by poverty alone, but rather by inequality. Countries with high overall levels of poverty do not necessarily have higher levels of crime. It is places with high levels of income inequality that typically have the highest levels of crime. Another driver of crime is a breakdown in social norms and values which results in, and is worsened by factors such as unemployment, incomplete education, a break down in family structures, limited opportunities and exclusion from the formal economy.

Crime and poverty: Exploring the link between inequality and crime in South Africa and Mozambique. Published by WWF South Africa.

Skills for civic life

Civic life means that individuals participate actively (get involved) in their communities and society. It includes taking part in democratic processes (e.g. voting), volunteering, standing up for social causes and contributing to the common good. Activities or behaviours that are harmful to others, and do not contribute to the wellbeing of the community, are not considered part of civic life e.g. criminal behaviour or violating the rights and needs of others.

Ask questions that guide, probe and produce useful information

Vhudzisani mbudiso dzine dza sumbedza ngila, u vhudzisesana na u bvedza maphungo a ndeme

Making sense of the world

1. Consider how each of the following three skills can help you make sense of the world around you and contribute meaningfully to civic life.



Social thinking skills

Participation in civic life requires us to understanding the perspectives and needs of others.

- Why is it important to consider these perspectives?
- How can practising empathy and cooperative communication strengthen community bonds?



Constructive thinking skills

Creative and innovative thinking drives societal progress.

- How can these skills contribute to solving social challenges?
- What role do problem solving and innovation play in building a better world?



Critical thinking skills

Participation in civic life requires us to be able to analyse information, question assumptions and evaluate evidence.

- How can critical thinking help create a more just and equitable society?
- Why is it important for effective civic participation?

2. Review the *Skills in this book* section, on pages viii - xi, to read more about these skills.
 - Reflect on the skills and consider how they can guide your actions as a responsible member of society.
 - Look at your skills bookmark and think about what other abilities might help you contribute meaningfully to civic life.

In the next four lessons you will use these skills as you work towards solving a social challenge.

Make a difference

There are four steps that you can use – as a group – to address a challenge. You will follow this process in the next few lessons. Before beginning Step 1, read through the steps to get an idea of the whole challenge.

Step 1: Identify a challenge

Identify a challenge that motivates all members of your group



Step 2: Investigation and research

Find out more about the challenge through investigation and research



Step 3: Decide on an action

Decide what you can do to help address the challenge and develop an action plan



Step 4: Reflection and sharing

Reflect on the process. Consider how to share your experience with others so your project becomes part of a sustainable movement for change.



Let's get started!

Step 1: Identify a challenge



Participate actively in productive dialogue

Dzenelelani nga u diimisela kha nyambedzano i vhuyedzaho

What's our vision?

3. Discuss a local problem that affects your community, or a community of your choice, that you would like to get involved with.
 - Identify what you would like to change.
 - Look at what you and your group can do to solve these problems.
 - Describe how the three thinking skills can help you solve these problems.
 - Share the strengths each of you can contribute as you work towards changing this situation.
 - Discuss what you would like to gain from this experience.
4. Brainstorm ideas in your group:
 - Document your ideas in a simple, clear way.
 - Select and focus on one group challenge.
 - Define your chosen challenge carefully.

Remember that Steps 2 to 4 will follow.

How can we improve the quality of life of those living in poverty?

How can we prevent violence in our community?



Youth Citizens Action Programme (YCAP)

An initiative that empowers young people to take action on social and environmental issues in their communities. By participating in the YCAP challenge, learners have the opportunity to enter a national competition where they can display their challenges, compete for prizes and gain recognition for their efforts. For more information, visit <https://www.schoolclub.co.za/ycapsa>.



Find out more

Find out more about your challenge. A deeper understanding can help you change this situation



Researchers must be ethical

Always treat people with respect. Ask permission before taking samples, measurements or photographs of people and their property. Never put yourself or anyone else in danger.



Step 2: Investigation and research



Ask questions that guide, probe and produce useful information

Vhudzisani mbudzo dzine dza sumbedza ngila, u vhudzisesana na u bveledza mafhungo a ndeme

What do we know about it?

1. Research begins by clarifying what you want to find out. These questions will help you to do so:
 - Who is affected? How are they affected?
 - How is the environment affected?
 - What do the people affected want to change?
 - What are all the things that contribute to the challenge?
 - Are there other important questions to ask?
2. Explore the situation in a deeper way by asking more specific questions. Here are some examples:
 - What happened in the past leading up to this problem?
 - How are livelihoods and money involved?
 - Which leaders, interest groups or individuals are involved? What are their needs or agendas?
 - How do people's beliefs, values and cultural practices affect this situation?
 - What do experts say?
 - How are different aspects of this situation linked?
 - Who has the resources and influence to help change this situation?

Note: As you find out more, your understanding of your challenge might change. You may change the way you define it. This could affect your ideas about interventions.

Consider how you can find the answers to your more specific questions. You may need to do surveys, draw maps, take photographs or conduct interviews. Note that it can be useful to document your results in the form of a diagram or mind map.

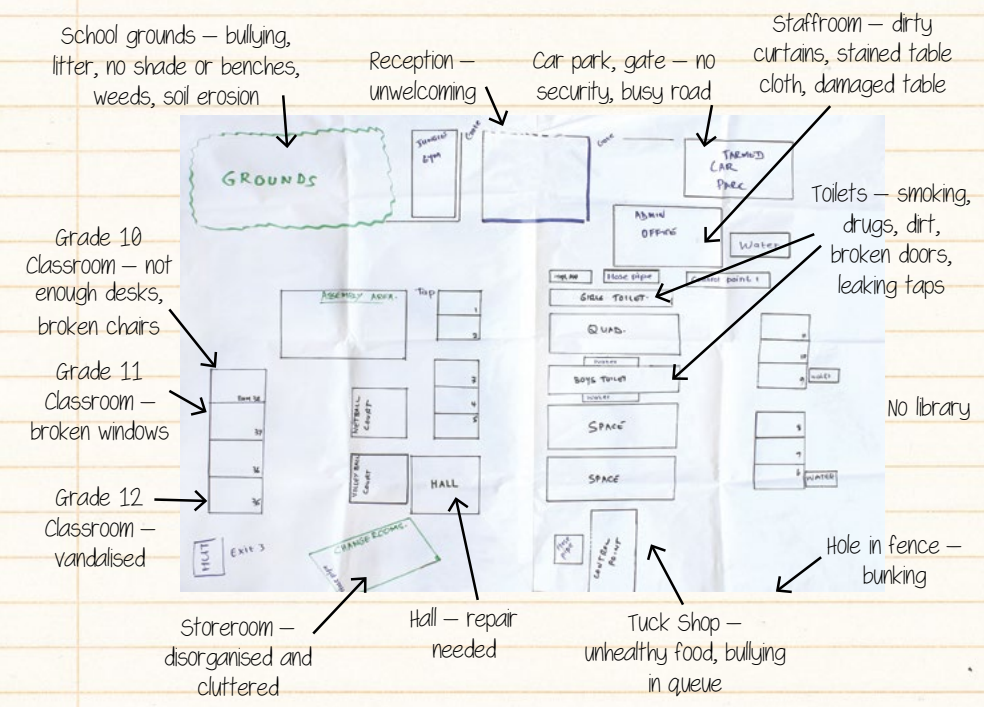
Challenge: Absenteeism

We noticed that there were a lot of girls waking around town. We found out that it was because they could not afford to buy sanitary towels. It was either bread or sanitary towels, not both. So, rather than face embarrassment every month at school, they drop out.

Challenge: Substance Abuse



Challenge: School Clean Up



Baseline data

This information shows what the situation is like before your intervention. After your intervention, you can gather similar information to compare with your baseline data. The difference will provide evidence of the impact of your actions.



What actions can we take?

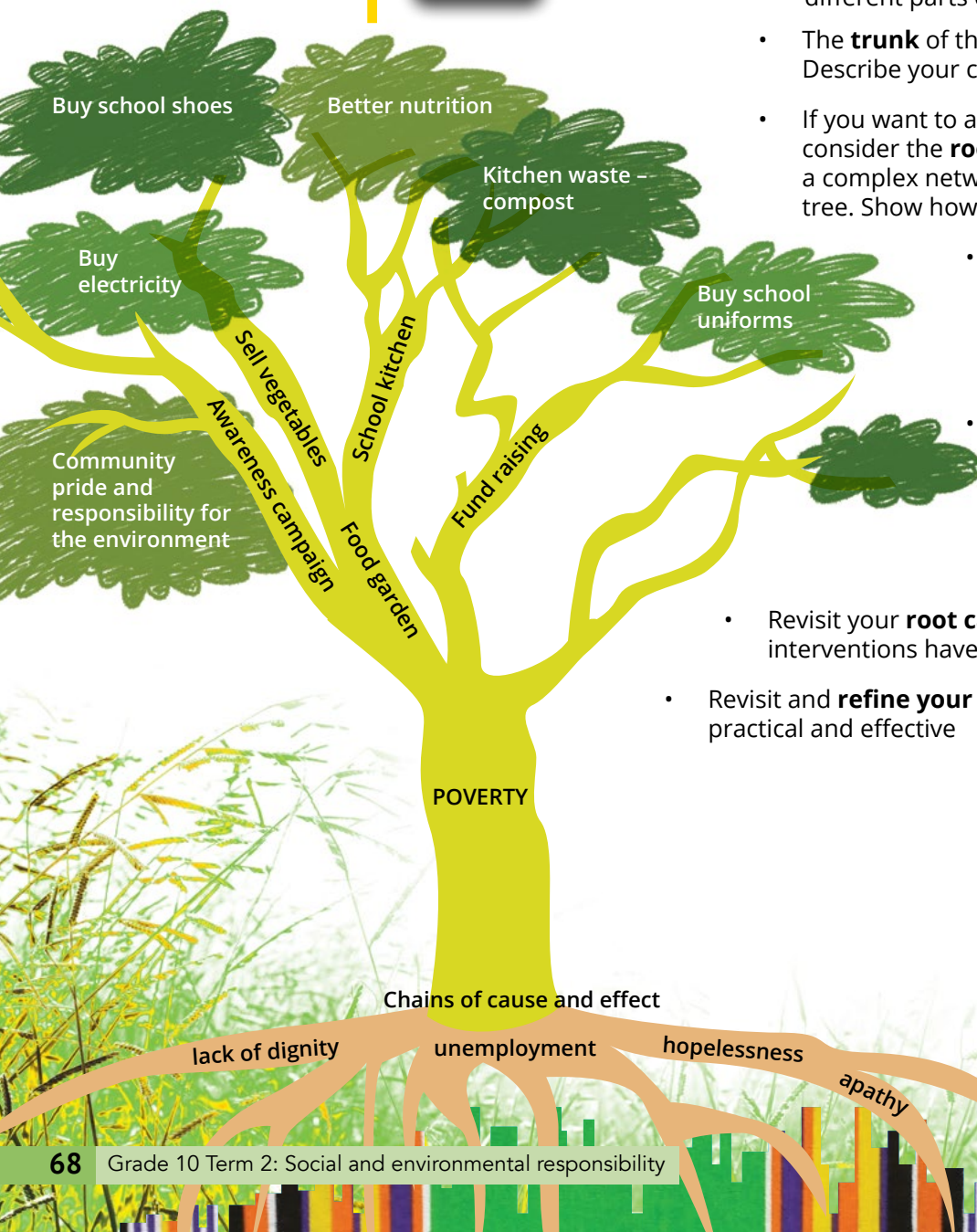
Organising research findings can help to identify practical interventions.

Step 3: Decide on an action



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

Sumbedzani muhumbulo kana data yaŋu nga tshinepe kana tshifanyiso kana modele



Make a thinking tree

1. Draw an outline of a tree on a large sheet of paper, on the ground or a wall. Use small pieces of paper to stick on your tree – this enables you to be flexible as you make connections between different parts of the tree.

- The **trunk** of the tree represents your challenge. Describe your challenge here.

- If you want to address a challenge you need to consider the **root** causes. Challenges often have a complex network of causes – like the roots of a tree. Show how they are connected.

- What change do you want to effect? The **leaves** represent the future benefits of your actions. Write down the changes you want to see.

- The **branches** represent actions that can help the situation. What needs to happen first? Brainstorm things you can do to achieve your goals.

- Revisit your **root causes**. What impact will your interventions have?

- Revisit and **refine your ideas**. Make sure they are both practical and effective



Make an informed choice with an awareness of consequences

Nangani ni na ndivho na tsivhudzo nga masiandaitwa

Make an action plan

2. Now it is time to think practically about how you will make an intervention. Look at the planning tool to see how to break this down into manageable tasks. Make sure you document the situation 'before' and 'afterwards' to reflect the impact of your work.



Artwork by Kimi Shambale

ACTION PLAN: Paint a mural – Don't Litter

Action	Roles and responsibilities	Resources and/or Information we have	Resources and/or Information we need	Funds we have	Funds we need	Time cost
Select a wall – take photos	Whole team	Cindy's phone	N/A	N/A	N/A	30 minutes
Request permission to paint wall	Cindy and Nukuleko	Thinking tree diagram	N/A	N/A	N/A	30 minutes
Research materials and cost	Nazreen and Sfiso	Notepad and pen Local hardware shop	What kind of paint etc. and how much do we need? What will this cost?	N/A	N/A	1 hour
Plan mural design	Whole team	Pencils, crayons and paper	N/A	N/A	N/A	2 hours
Strategise for Materials	Whole team	Plastic sheeting and cleaning materials Plastic containers Hardware shop will donate primer. Borrow 3 big brushes	1/2 red, blue, purple, yellow and black PVA Brushes	No funds	R400	30 minutes
Fundraising: raffle	Lebogang Sfiso	Raffle sheets Money box Prize	N/A	N/A	N/A	Break-time: Mon-Thurs
Fundraising: car wash	Cindy Nkuleko Nazreen Elvis Elizabeth	Buckets Cloths Soap powder	N/A	N/A	N/A	Break-time: Mon-Thurs
Buy materials	Nazreen and Sfiso	N/A	Final list of materials	R585-50	N/A	1 hour
Paint wall	Whole team	As above Old clothes / overalls and hats Ladders	Refreshments Someone to take photos	R100	N/A	Whole day
Research school impact	Whole team	Questionnaire Paper and pens	N/A	N/A	N/A	Break time

INFO

Be flexible and realistic

You might not be able take on everything you would like to do. Adapt your plans as things change, or as you find out new information.

Sharing for sustainability

After the hard work it is time to reflect on your experience and what has been gained.

Step 4: Reflection and sharing



Pause,
reflect and
assess your
emotions and
thoughts

Imani,
qisedzuluse
ni sedzuluse
zwiipfi na
mihumbulo
yaṇu



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

Ni ṭhogomele
zwiipfi, ni
gude khazwo,
ni songo vha
zwiipfi

I've learnt about
people from different
backgrounds

Sometimes things are
more complicated than
you first realised

Self-reflection

1. Consider what you have gained personally from the project.
 - Identify the part of the project you liked best and explain why.
 - Describe what you can do now that you could not do before.
 - Reflect on what surprised you about yourself during the project.
 - Evaluate what you would do differently if you had the chance to do the project again.
2. How does your Skills Self-assessment tool reflect your growth? Identify specific skills you have strengthened and explain how you will apply them in future projects.

Group reflection

3. Consider your situation before, during and after your intervention.
 - Share insights on the impact of the project on yourselves as team members and as a group.
 - Was there a change in the team dynamic from the beginning to the end of the project? Explain.
 - Did you work well together on all aspects of the project? What have you learnt through the difficulties you faced?
 - What do you think still needs to be done or improved?

Even the best plan
needs to be flexible

Forming a good
team is difficult

Small goals help
solve bigger goals



Persevere
and work it
out

Kongelelani
ni shume
phindulo

Sustainability

4. What now? Discuss how your achievements can be sustained.
 - Can you continue work on your challenge, or address another part of it?
 - How can you set up a system to continue your project? Do you perhaps need to involve other people?
 - Do you need to train or mentor a new group of learners in the year below you to continue the project?

I feel more confident
about my opinions
and ideas

Time
management
is important

It feels good knowing
we've made a
difference



Artwork by Tarika Pather



Sharing your experience
can inspire others and help
your project to become
part of a sustainable
movement for change.
There are different ways of
doing this.

Consider creating an
internet meme, FaceBook
page, exhibition,
PowerPoint presentation,
public sculpture or
performance art.

Serving and volunteering

When we care for the environment, we care for our future. Volunteering your time, in community service and youth programmes, gives you the chance to take meaningful action, contribute to building a better society and learn valuable life skills.

Dzomo la Mupo is a community project where both the youth and the elderly came together, as volunteers, to protect their cultural traditions and environmental resources.

Case Study: Mupo – all life on Earth is connected

The Ziwfho are sacred sites in Venda. These are forests, springs, wetlands, caves, rivers, lakes and waterfalls. In the past, the Ziwfho were protected by women in the VhaVenda clans, but Western culture weakened these traditions.

In 2007, people living in the Vhembe district noticed a road being built across a river near the Phiphidi Falls. It passed over a sacred rock, the site of ritual ceremonies that have been done for centuries to bring rain. Suddenly trees were cut down and bulldozers cleared the land. Then chalets were built for tourists coming to the 2010 Soccer World Cup.

The senior women in the community, known as the Makhadzi, formed a group called Dzomo la Mupo. With the support of the Gaia Foundation and the African Biodiversity Network, they took court action to stop the development. The judge recognised that the development violated their right to protect their cultural and spiritual practices, the developer had also violated planning regulations.

To secure the long-term protection of all their sacred sites, Dzomo la Mupo and local communities, including youth organisations, came together to document guiding principles to protect their sites under national and international laws. The youth, inspired by the elders' knowledge, volunteered their time to help preserve both the land and the traditions. They collaborated with the

elders, using a mix of old methods (e.g. community meetings) and new tools (e.g. social media) to raise awareness. By volunteering to record oral histories and sharing the stories of the sacred sites, the youth are helping to pass down this cultural knowledge to future generations.

In Venda, there are many wild plants that can be eaten and used for medicine. The Makhadzi have traditional knowledge about food. They were concerned that people were less healthy following a Western diet. The Makhadzi taught the youth, in an educational programme, about the benefits of growing indigenous seeds and crops. This means they do not need to buy all their food or seeds from outside the community. Through civic participation, Dzomo la Mupo and the youth are working together to re-establish food sovereignty – the ability of a community to control the way food is produced, traded and consumed.

The youth have become caretakers of the land and its cultural legacy, giving them pride in their identity and a civic responsibility to ensure environmental sustainability and sustainable livelihoods in their communities.

Ziwfho

The VhaVenda people have sacred sites which they call Ziwfho. This means 'to give and be given'.

Mupo

The VhaVenda word for the world – or all known living things – is mupo. This word stresses that all living things are interconnected.



Tolani nga
vhuronwane
ni kale
vhuṭanzi

Community connections

1. **Analyse the case study.**
 - Explain what Ziwfho means and why you think these sacred sites are called Ziwfho.
 - Discuss why this cultural wisdom is important for the wellbeing of the VhaVenda people.
 - Describe the role that the Makhadzi played in protecting the sites.
 - Discuss how the cooperation between the youth and elders contributed to the success of the project.
 - Explain the advantages of growing your own food and producing your own seeds.
2. **Explore ways in which you could learn from Dzomo la Mupo to protect cultural and environmental resources in your own community.**
 - Explain the purpose of the programme and how it contributes to the community.
 - Identify the strengths of the programme and suggest improvements to make the programme more impactful.
3. **Reflect on your own experiences in a youth or volunteering programme of your choice.**
 - Explain the purpose of the programme and how it contributes to the community.
 - Identify the strengths of the programme and suggest improvements to make the programme more impactful.

Paperbark Albizia (*Albizia tanganyicensis*). The English name describes the tree's peeling bark. Known as Mulelu in VhaVenda, this refers to the light weight of the wood and roots of the tree.



Mufhoho - finger millet - is the sacred seed of the VhaVenda people. It is used for mpambo (rituals), food and to make a drink called Mabundu.

In your journal

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



Reflect on your own cultural or spiritual practices.

How could these practices guide you to contribute positively to civic life and community wellbeing?



Your amazing brain

Your brain controls your body by receiving messages and sending instructions to keep you alive and functioning. Each person's brain processes and stores information differently.

Understanding how your brain works allows you to adapt your study strategies to match the way your brain processes and remembers information. For example, learners who remember pictures better than words may use diagrams to help remember information; others may find that repeating information out loud helps them to memorise it more effectively.



Make an informed choice with an awareness of consequences

Khetha ngokusekelwe kulwazi ngokuqondisisa imiphumela

Grey matters

Neuroscience is using new technology to understand how our brains work. How much do you know about your brain?

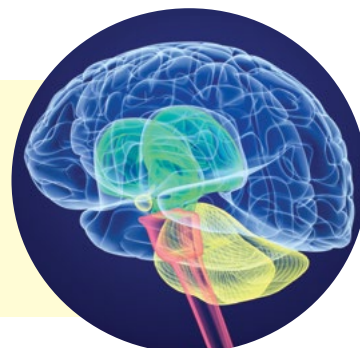
1. Decide whether each of the statements below, about our brains, are true or false.
2. Compare your answers with your classmates. Discuss what you have learned about your brain.

Game True or False?

- | | | |
|--|---|--|
| 1. The human brain is bigger than all other animals' brains. T
?
F | 2. Each person is born with a set level of intelligence and number of brain cells. T
?
F | 3. We use most of our brain most of the time, even when we are sleeping. T
?
F |
| 4. Our brains produce enough electricity to power a small light bulb. T
?
F | 5. The way each person's brain works is as unique as their finger prints. T
?
F | 6. Information in our brains can travel faster than Formula 1 race cars. T
?
F |
| 7. Our brains cannot concentrate on two things at once. T
?
F | 8. Brain surgery can be performed while a patient is awake with no pain or discomfort. T
?
F | 9. When some parts of the brain are damaged, healthy parts may take over those functions. T
?
F |
| 10. Our brains store information like a computer. T
?
F | | |

Quiz answers: All the answers to the quiz are true, except for No 1, 2 and 10.

Humans have the largest brains proportional to our body weight compared to other animals, but we do not have the biggest brains. We keep growing new brain cells, as our experiences change the structures of our brain change. Each time you remember something, your brain cells fire and reconstruct connections from scratch. We can move back and forth between tasks, but this decreases our attention span and overall mental performance.



Study strategies include both study skills and study methods.

Study skills are general abilities, such as reading comprehension and time management, that support you to learn effectively.

Study methods are specific techniques, such as note-taking and mind-mapping, where you apply these skills to process and understand information efficiently.

Together, these strategies help you to organise, absorb and retain information more effectively.



Persevere and work it out

Qinisela ebese uzitholela khona

Exercise your brain

3. Making new connections can sometimes be uncomfortable. Read *How does the human brain work?* Then, try the simple task below.
 - Write your name with the hand you do not usually use.
 - Then try to write your name backwards, starting at the exact point where you would normally finish.
 - Think about how well you concentrated during the task and talk about your experience.
4. Discuss how you could apply the concept of 'neural plasticity' to develop and improve your study habits.

summary



Participate actively in productive dialogue

Bamba iqhaza ngomdlandla kwingxoxo enomphumela

Assess your study strategies

To improve your learning, it is helpful to assess the strategies you use and practise them regularly. You will practise some of these strategies in the following lessons.

5. First, assess your study strategies.
 - List the study methods that help you understand complex texts (e.g. note-taking, mind-mapping, summarising). What else?
 - Describe how you manage your time when handling different study tasks (e.g. creating a schedule, prioritising tasks). What else?
 - Describe the methods you use to remember key information (e.g. flashcards, teaching the material to someone else or to yourself). What else?
 - Assess how you check if you have fully understood the material (e.g. answering questions, explaining content to a peer). What else?
6. Share your study strategies with a partner and compare notes. Discuss what methods work best for each of you and consider trying some new strategies!

How does the human brain work?

Your brain is a network of nerve cells, called **neurons**, that collect and transmit electrochemical signals. Scientists have discovered that the brain can change in a process known as **neural plasticity**. This means your brain can develop new cells and form new connections depending on how you use it. At the same time, if certain pathways are not used they may stop working. Every day your brain loses connections and forms new ones.

Neuroscientists study the brain to understand how it works and how these changes affect behaviour, learning and health.

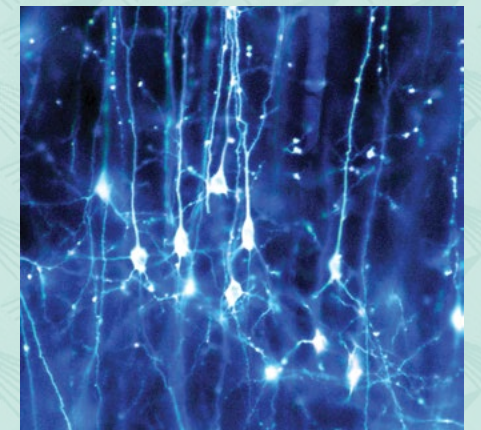


Photo by Dr Jonathan Clarke

In your journal

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

How can you use positive self-talk to influence the way you approach learning and problem solving? Reflect on how changing the messages you give yourself could change the way you use your brain's full potential.

Lalela, listen up



Hearing is the ability to sense sound, while listening means understanding what is being said. Listening helps you connect with others and respond in a meaningful way. Without listening actively, important details and ideas can be missed.



Use empathy to perceive emotions and explore perspectives

Zwelana nomunye umuntu ukuze uqondise ngemizwa yabo kanye nokuqondisa imibono yabo

Choosing to listen

Listening is not something that just happens, it is an active process. What does this mean?

1. Find out what this means by taking turns to speak and listen.

The speaker's role

Speak freely for about three minutes and talk about anything you like.

Use the following questions as prompts if you need to.

- How are you right now?
- Why do you feel like this?
- What has happened to you recently?

The listener's role

Do not interrupt or say anything, even if the speaker stops talking.

Here are some guidelines:

- Face the speaker and make eye contact regularly.
- Be attentive and also relaxed.
- As you listen, try to keep an open mind about what you are hearing.
- Make sure your body also shows you are listening – do not fold your arms or turn away.

2. After listening actively, take time to reflect.

- How did the speaking part of this activity impact you emotionally? What did you notice about your feelings during the process?
- How did you experience having someone listen to you attentively? Was it easy to remain quiet and focus on the other person?
- Identify the benefits of active listening.

Listening is a choice

Listening requires you to focus and pay attention – this is a choice that you can make. However, our brains are also curious about things happening around us. This means it is natural to be distracted. We need to learn to concentrate!

Concentrate

Concentration means focusing on one task without getting distracted. It helps you understand and remember information better by allowing your brain to process and store it more effectively. When you focus, you are more likely to remember what you study. Without concentration, your mind can wander, and you may miss important details. Concentration also improves your listening skills, making it easier to understand and remember spoken information.

Switch off to switch on

In today's world, distractions like phones, social media and notifications can make it hard to concentrate. To boost your focus, put your device away while studying or use apps that limit distractions. Research shows that being constantly connected can affect your ability to focus for long periods, so taking a break from screens can really help. Short breaks during study sessions can also give your brain a rest, improving your concentration when you return to your work. Try to find a quiet place to study and remove distractions to give yourself the best chance to focus.



Find, examine and weigh up the evidence

Hlola/Vivinya kanye nokukala ubufakazi

Active listening in class

3. Read these tips to see how you can concentrate and listen more actively.
- Observe the learners in the picture. Are they concentrating? Explain your reasoning.
 - Identify the challenges you face with listening actively in class.
 - Evaluate the tips provided. Which ones could be useful for you?
 - Share tips from your own experience on listening actively.
 - Discuss how being connected to the internet all the time has shortened our attention span.
 - Propose ways to improve your listening skills at school and in your relationships with friends and family.

Every one of us is deaf until our ears hear the voice of ...



Helen Keller

Helen Keller became famous for overcoming enormous challenges to learn and communicate despite being deaf and blind.

Can you decode this quote? Read Info Page H for help and to find out about South Africa's 12th official language!



Artwork by Kimi Shambale

Listening tips

- **Look at your teacher.** Make eye contact; show that you are listening.
- **Sit up.** You may also need to shift in your seat to stay alert.
- **Make sure there are minimal distractions.** Sit near the front and in the centre. Switch off your cell phone in class.
- **Take notes.** Write down the main ideas. Use your own words, diagrams and symbols.
- **Participate.** Follow instructions, answer questions and contribute. Ask questions if you are curious or do not understand.
- **Prepare for class.** Go over your homework and notes from the previous class. Identify gaps that you need to follow up on.
- **Take care of your body.** Get a full night's sleep. Exercise and eat three healthy meals a day and drink enough water.



Another language

Communication is one of the most important human needs. The muscles in babies' hands grow and develop quicker than their mouths, so 'signs' are often their first form of communication. Some scientists think that human language may have also have started as a gestural system, and that this later became speech.

Sign languages are used by Deaf and hard of hearing people across the world. Each country generally has its own sign language, some have more than one. But sign languages are also used by people who can hear. In the past, American Indians in North America used sign language to communicate amongst groups who spoke different languages. Also during mourning and initiation rites it was taboo for Australian Aboriginal people to speak. In these situations they used sign languages.

When hearing parents with no sign language skills have a Deaf child, the child often develops a system of signs naturally, this is called 'home sign'. Formal sign languages are more complex and – just like any other language – have their own grammar and language structure.

Sign language can be used to discuss any topic, from the routine and concrete to the abstract. Just as your tone adds meaning to the words you speak, much of the message in Sign Language is conveyed through body language, movement, position and importantly: facial expression. For example, a question must be accompanied with a questioning expression, which includes raising one's eyebrows.

South African Sign Language (SASL) is the primary sign language used by Deaf people in South Africa. Do you know that SASL is recognised as the 12th official language in the South African constitution?

When referring to people by name, it is not necessary to spell their name out in full. Deaf people use signs to refer to people. These name signs often refer to something that distinguishes that person uniquely. When you meet a Deaf person, it is good practice to introduce your name sign.

Can you 'speak' this language?

Use this alphabet to decode the quote on page 67.

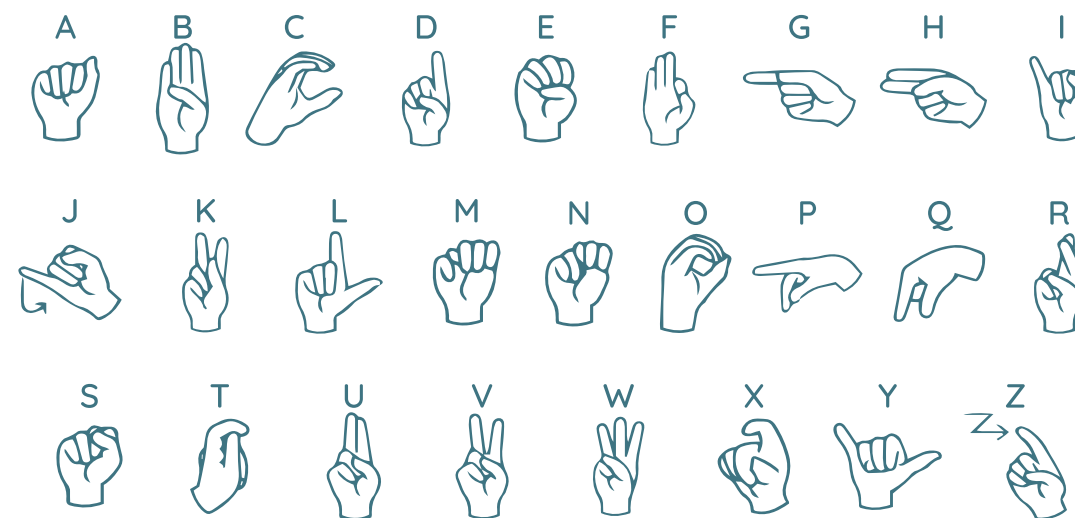


Photo by Marc E. Mary Kohn School in Observatory, Cape Town



Read and remember

Skillful reading can help you do well at school and pass exams. It also improves your ability to understand and remember information. With the right strategies, you can make learning faster and easier.



Be willing to challenge your thinking habits

Zimisele ukufaka inselele kwimikhuba yakho yokucabanga

A reading comprehension strategy

1. Experiment with the following steps to help you remember what you are reading.

Step 1 Scan the text on page 81

Look at the title and subheadings. Read the first and last sentences of the paragraphs. This prepares you to read the text in more detail.

Step 2 Consider what you know about this topic

Make connections between what you already know and the new concepts.

Step 3 Read a full paragraph

Look for small points you might have missed while scanning. You do not need to understand every word. Reading out loud may help you to concentrate.

Step 4 Select important concepts

Re-read the paragraph. Highlight important words and phrases.

Step 5 Identify the main idea

Explain the main idea in your own words.

Repeat Steps 3 to 5 until you have finished reading the text

Read smaller chunks and give yourself breaks if needed.

Step 6 Organise the main ideas to form a diagram or mind map

Use key words, symbols and pictures if needed.

Step 7 Questions and comments

Note down your responses and queries that you need to follow up on.

Step 8 Review later

To keep the concepts fresh in your mind, re-read your notes and diagram.



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

Khombisa umbono wakho noma ulwazi ngomfanekiso noma isilinganiso, noma imodeli

Study methods to improve reading and memory

Effective study methods help you understand and retain information.

2. Use the techniques below to explore the urgency of changing the transport sector in South Africa.

Note-taking: Writing down important information creates a condensed record for easy revision.

- Identify the key points that highlight why transforming the transport sector is urgent. Focus on capturing the most relevant details.

Mind-mapping: A mind map is a diagram linked to, and arranged around, a central concept, and is useful for visualising relationships between ideas.

- Create a mind map to show how different technologies contribute to reducing emissions and accidents. Highlight the connections between these ideas.

Summarising: Summarising condenses the main ideas of a larger text into a shorter version that captures the important information.

- Write a summary explaining how electric vehicles could change transport in South Africa and what challenges they bring.

The future of transport is here

Change is urgent

Emissions from the transport sector account for 10.8% of South Africa's greenhouse gas (GHG) emissions. In addition to these discharges arising from the combustion of fuels, there are emissions from the production, refining and transportation of fuels.

GHS emissions contribute to the brown haze we see over many of South Africa's main cities. These pollutants affect human health, increasing risks of respiratory diseases, heart disease, lung cancer and low birth weight. Children and the elderly are particularly vulnerable. This places an even greater burden on the healthcare system. The need for real change within the transport sector is therefore urgent.

In addition to air pollution, close to 15 000 lives are lost every year from road traffic incidents at a cost of R140 billion. About 94% of all crashes around the world are due to driver error. Autonomous – or driverless – vehicles can help to eliminate crashes in the future.

Automated electric vehicles

The future vision is to create zero crashes, emissions and congestion. Imagine a connected network of vehicles on our major highway, freeway and city centre routes. The vehicles will be pre-programmed to abide by the laws of the road. They will be able to connect to the latest in GPS mapping and data from other sources. These vehicles will be safer, more sustainable and more efficient than the vehicles of today.

Not only will future cars be driverless, they will also be electric. The electric car, however, has its problems. This includes a range of not more than 200km and a four hour charging time. To address this, hydrogen cell batteries are being developed. These engines take five minutes to charge and provides a 600km range. The purchase cost of electric vehicles is still about three times as much as traditional petrol or diesel vehicles.

The benefits of electric vehicles far outstrip those of the vehicles currently on our roads. They are much cleaner to run, with almost no emissions. The running costs of electric vehicles are also much lower and their batteries can be recycled.

The downside of electric vehicles is that we still need to rely on Eskom's fossil fuel power plants to generate electricity. This may also put more pressure on Eskom's reserve margin for power generation. Going forward, we need increased use of renewable energy generation. Plans are afoot in South Africa for electric cars to be mass produced by the middle of the next decade.

Electric and autonomous multimodal public transport systems are needed to reduce the number of cars entering big cities. In the future shuttles, freight carriers and rubbish removal trucks will be driverless. Our future cities will also be connected. There will be multimodal mobility systems connecting trains, buses, bicycles, ride-sharing and scooters all on one app.



Use the Pomodoro Technique

You remember better by studying in short, focused periods. Pick a task; Set a timer; Work for 25 minutes (1 'Pomodoro'); Take a 5-minute break; After four cycles, take a longer break of 15-30 minutes. Repeat.

Memory muscle



Tests and exams put your memory to the test and measure what you understand. They also help you apply what you have learned and identify areas where you can improve. Strengthening your memory is like building a muscle – it gets better with practice and effort.



Be willing to challenge your thinking habits

Zimisele ukufaka inselele kwimikhuba yakho yokucabanga

Play some memory games

1. Play these games as a memory experiment.

Game 1 I went shopping ...

Play this game as a class. The aim is to remember as many items bought at the shops as possible.

- The first player starts the game by saying: "I went shopping and bought a ____."
- The second player continues, "I went shopping and bought a [names the first player's item] and a ____", therefore adding a new item to the list.
- Players continue taking turns to remember the items and the list gets longer and longer.
- The winner is the last person who correctly names all of the items in sequence.



When you have tried a few times, think about how easy it was to remember the list. How many items did you find you could remember?

Artwork by Kimi Shambale

Game 2 Picture recall

Play this next game on your own. Spend a minute looking at the pictures and try to remember as many as you can. This time invent a story about the pictures as you go. After a minute is up, use this story to see how many you can recall and write down.

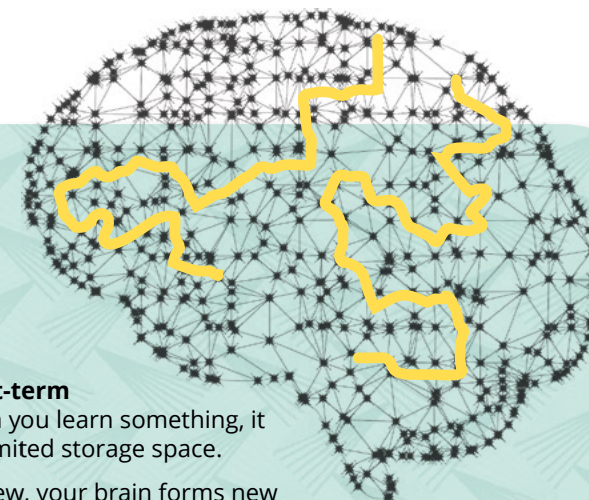
For example: "One starry night I rode out on a bicycle with a pair of scissors to cut a flower..."



How does your memory work?

As you read this sentence, you are making sense of words and using your **working memory**. In a few minutes you may not remember exactly what you read. This is because you hold this understanding in your **short-term memory** which has limited storage space. However when you learn something, it becomes part of your **long-term memory** – this has unlimited storage space.

Neuroscience suggests that when you learn something new, your brain forms new connections between neurons. Your ability to remember depends on the strength of these **pathways**. Learning is an **active process**. Each time you make the same connections those neurons get better at connecting with each other. It is also easier to recall if you connect new things with what you already know.



Pause, reflect and assess your emotions and thoughts

Yima kancane, buyekeza kanye nokuhlola imizwa kanye nemicabango yakho

Use it or lose it

2. Reflect on your experience playing the memory games.

- Explain why it was hard to remember many shopping items in the first game.
- Discuss if the story you created in the second game helped you remember more and why this is.
- Explain why it is helpful to organise and summarise new information.
- Analyse why it is better to focus on one subject at a time when you learn.
- Explain why last-minute cramming does not help with long-term memory.
- Identify the strategies you use to help you remember. Refer to the study tips and add your own.

3. **Test your memory!** Think back to the article on the future of transport. What were the three study methods you used?

Study tips

- Avoid or minimise distractions by putting your cell phone away.
- Take notes and ask yourself questions as you read.
- Write out what you have to memorise.
- Make flash cards to remember important information. Write a question on one side and the answer on the other side.
- Develop mind maps or diagrams – show the connections between ideas.
- Create rhymes or visualise things connected with what you need to remember.
- Form a study group. Discuss what you are learning, quiz each other, or teach someone else.
- Take regular breaks.
- Organise your desk, follow a study schedule.
- Keep your exercise routine going.

Give it some thought.

We live in a world where information has never been easier to access, but how do you know if it is trustworthy? Learning how to think carefully about what you read can help you stay informed and make better decisions. It is about asking questions, understanding the bigger picture of why the information was shared, and working out what is true and what is not.



Make an informed choice with an awareness of consequences

Khetha ngokusekelwe kulwazi ngokuqondisisa imiphumela

Game True or False?

- Is it easy to distinguish fact from fiction? Play this game to find out. Check your answers below.
- Reflect on your choices in the game.
 - Explain how you knew for certain that something was correct.
 - Explain how you decided when you were unsure if something was true.
 - Our knowledge of the world is changing. Identify some things we once thought were facts but now know better.
 - Discuss other things you assume are true but do not know for sure.

1. It is not physically possible to lick your elbow.

T

?

F

2. Elephants drink water through their trunks, like a straw.

T

?

F



3. South Africa is the only country to have hosted the rugby, cricket and soccer world cups.

T

?

F

4. One quarter of your bones are in your feet.

T

?

F

5. Table Mountain is growing higher.

T

?

F

6. South Africa has the most official languages in the world.

T

?

F

7. Polar bears' skin is black.

T

?

F



8. Once a year the sun moves round the earth.

T

?

F

9. Bananas grow on trees.

T

?

F



10. South Africa is one of the most unequal countries in the world.

T

?

F

Answers: 1:T, 2:F, 3:F, 4:T, 5:T, 6:F, 7:T, 8:F, 9:F, 10:T



What is fake news?

The internet makes it easy to share information, but not all of it can be trusted. Fake news is false information created to change your opinions, get you to buy something, spread rumours or cause arguments.

To avoid being misled, it is important to check where the information comes from. Is it from a reliable source? Is there evidence to back it up? For example, fake posts on social media often warn about prices suddenly increasing or advertise fake job offers. These posts are designed to create panic or trick people into scams.

Taking time to verify (check) the facts can help stop the spread of false information.

Critical thinking

Critical thinking means being curious and working out the reasons people give for their claims, explanations and arguments. It involves exploring and thinking more deeply. Sometimes this can be uncomfortable and requires courage.

Eating meat is unethical. It causes unnecessary suffering of sentient beings and is destructive to our environment.

We fought for this land from a white minority. We cannot surrender it to foreign nationals. We fought for this country for generations of South Africans.

Social media is not social. It does not allow for meaningful relationships and real connections, it makes people lonely and isolated.



Question the way you make moral judgements

Zibuze indlela owehlulela ngayo okuhle nokubi

Let's get critical

- Work with someone and choose one of the above statements.

Follow the steps and practise thinking in a critical way.

- Identify the claim the statement makes and the reasons given to support it.
- Explore what underlies this view and write down more ideas in support of this claim.
- Put yourself in the shoes of a person with an alternative view. What could make them think and feel this way? Write these ideas down.
- Weigh up how you feel about this issue. Do you think this affected your earlier exploration?
- Analyse if your view has changed in any way after thinking about the topic more critically (widely and deeply).

Critical thinking strategies

- Question other people.** Just because you saw information in a book or on TV does not mean it is true. Consider possible agendas and motives. If your gut is not satisfied with an explanation, find out more.
- Question your assumptions and biases.** What if your idea about something is wrong, or not entirely correct? Judgements can be subjective, our biases affect how we deal with information.
- Put yourself in other peoples' shoes.** Consider different views and experiences.
- Remember: we do not always have to agree.** If relevant, consider how best to agree to disagree.

Think out of the box

The world is unpredictable and constantly changing. Creative thinking is key to problem solving.

Schools usually emphasise concentration, following instructions and doing things correctly. Although this is important, divergent thinking requires a different kind of mindset.

To be 'divergent' means to be different to the norm. Openness and a willingness to make a mistake are often part of being creative. Expect the unexpected, but watch out for self-criticism and perfectionism – this can limit your potential to innovate.



Neuroscience and creativity

Neuroscience suggests that creativity does not take place in one part of the brain. Rather, it involves different parts working together. Research also shows that all people are creative. In fact, creativity is one of the most important characteristics of being human. It is one of the main traits that have made us successful as a species.



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

Khombisa umbono wakho noma ulwazi ngomfanekiso noma isilinganiso, noma imodeli

Creative warm ups

1. Try the two divergent activities below.

Ink blot imaginings

Have you ever looked at clouds in the sky and seen faces, figures or perhaps dinosaurs?

Look at the ink blots. Use your imagination – what can you see?

Share your ideas with others. Did they 'see' different things?



Divergent alternatives

Consider ordinary everyday objects, for example, a broom, book or brick. Think about what these objects are normally used for. Take turns to think of 'out of the box' strange and surprising ways of using these objects – as many as possible.

For example, a paper clip could be used as earrings, porcupine quills, marsh mellow sticks, a book mark, emergency hair clip, to unzip a broken zip, hold a hem in place, clean a keyboard, unclog a salt shaker, or to poke a hole in fast food tomato sauce.



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

Qaphela imizwa, funda kuyo, ngaphandle kokuthi iphenduke ibe nguwe

Creative problem solving

Now put some divergent thinking to work.

Game Unknot a human knot

- Work in groups of eight to ten and stand in a circle.
 - Each person takes a turn to hold hands with two people who are not directly next to them.
 - When everyone is tangled together, untangle the knot and form a perfect circle without letting go of anyone's hand.
- Discuss your experiences with others.
 - Reflect on how important it was to be flexible and open-minded.
 - Describe what you learned from 'getting it wrong.'
 - Describe the kinds of emotions you experienced during this process.
 - Consider other ways of looking at problems besides viewing them as negative.
 - Share some of your personal problem-solving experiences.
- Reflect on the quotes below.
 - Explain how persistence and resilience can help you approach problems in a more creative way.
 - Discuss how experimenting with different ideas can lead to out-of-the-box solutions.



Artwork by Georgia Rae Luce

"Persistence and resilience only come through having been given the chance to work through difficult problems."

Gever Tulley, Entrepreneur

"I have not failed. I've just found 10 000 ways that won't work."

Thomas A Edison, Inventor

In your journal

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

Think of a personal challenge.

Write down some creative ways you could approach it.

Let your mind go beyond the obvious.

Journal about how you can use these ideas to move forward.

Time Management = Self-Management

Being organised and managing your time effectively are important skills as you prepare to finish school. Prioritising your activities, which means arranging them in order of importance, is a key part of this process. Learning to prioritise will help you balance your schoolwork, interests and activities efficiently.

Time management is really about managing yourself and making decisions about what to do and when to do it, based on what is most important to you and what will help you achieve your goals.

Try these strategies to manage your time better:

- If a task takes less than two minutes, do it immediately;
- Focus 100% on one task at a time and switch off your devices or alerts.
- “Eat the frog” by tackling your biggest, toughest task first thing in the morning, when your willpower is at its peak.

The Time Quadrants

Sean Covey’s four time quadrants help you prioritise your activities and manage your time by categorising activities based on their urgency and importance.

Quadrant 1

Tasks like starting a project due tomorrow or studying last minute fall into this quadrant.

Procrastinators create unnecessary stress by delaying until things become urgent. Good planning helps you avoid last-minute rushes and reduces stress!

	URGENT	NOT URGENT
IMPORTANT	1 THE PROCRASTINATOR • Test tomorrow • Late to class • Essay due today • Car breaks down	2 THE PRIORITISER • Planning & goal setting • Essay due in a week • Relationships • Exercise & relaxation
NOT IMPORTANT	3 THE PLEASER • Texting endlessly • Distracted by other people’s small problems • Peer pressure	4 THE CHILLER • Time wasters • Stuck on social media • Nonstop gaming • Mindless gossip

Quadrant 3

Pleasers often struggle to say no, diverting their focus from important tasks. Interruptions that seem urgent, like replying to non-urgent texts or social media notifications, fall here.

Learn to limit these interruptions, especially when studying or completing schoolwork.

Quadrant 4

Chillers spend too much time on activities like aimless social media browsing or excessive gaming. These do not help with personal or academic goals. Keeping them to a minimum is important, especially during exam periods.

Quadrant 2

This quadrant includes activities like preparing for exams early, working on a project in stages, or setting future goals.

Prioritisers manage tasks before they become urgent, reducing stress and gaining better control over their studies and life.



Take better care of yourself

Zinakele kangcono

Managing myself; managing my time

1. Discuss the quadrants.
 - Outline the benefits of spending more time in Quadrant 2 for both school performance and personal wellbeing.
 - Explain how technology can negatively affect time management.
 - Assess how technology can be used positively to improve your organisational skills.
2. Reflect on yourself in relation to the quadrants.
 - Think about the last week and work out which quadrant you spent the most time in.
 - List two activities you can move from Quadrant 1 to Quadrant 2. Think about how prior planning could change the urgency of these activities.
 - Think of one activity you did last week that belongs to Quadrant 4. Discuss how you can reduce time spent on such activities.
 - Consider how you can shift more of your daily activities into Quadrant 2.
 - Evaluate the impact of distractions from Quadrant 3 on your last major assignment.



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

Phenyisisa ngokwendlule – qagela ngekusasa – kuqhathanisa nokwenzeka manje

Creating a study plan

A study plan is an excellent way to use your time efficiently, especially before exams.

3. Follow the steps below and the tips to create a study plan.
 - **List all subjects and topics:** Write down everything you need to study.
 - **Prioritise:** Use the four quadrants to decide which topics are most urgent and important.
 - **Allocate time:** Decide how much time to spend on each topic based on its difficulty and importance.
 - **Set goals:** For each study session, set specific goals you want to achieve, like understanding a concept or memorising facts.
 - **Review regularly:** Set aside time for review sessions to go over the material you’ve studied.

Study plan tips

- Use a calendar or planner to block out times for studying each subject.
- Remember to include important events as well as projects and assessment due dates.
- Stick to your plan! Commit to your schedule and make changes as needed based on your progress and upcoming exams.
- Include short breaks and plan rewards to keep you motivated.

Remember to include your home-based fitness routine into your plan! Discipline improves your motivation, concentration and mood.



Good job

Adapted: Covey, S. (1998). The 7 Habits of Highly Effective Teens. Touchstone.

Ultimate frisbee and *kgati*

Warm-up

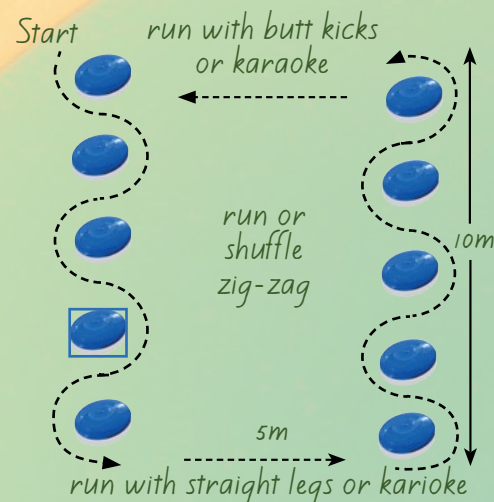
Frisbee circuit

On the first round:

- Run forwards and zigzagging through the frisbees.
- Run across, kicking your legs straight forward.
- Run backwards, zigzagging through the frisbees
- Run across, doing butt kicks.

On the second round:

- Shuffle sideways through the frisbees.
- Run karaoke across.
- Shuffle sideways through the frisbees again.
- Skip across.

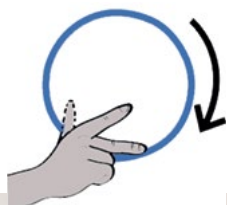


In these lessons you will take part in activities that promote the skills for the playground, community and indigenous games. You will do this by participating in ultimate frisby and kgati.

HOW TO THROW AND CATCH A FRISBEE

Forehand throw

Hand: thumb on the top of the disc. Balance the outside of the disc with your pinky and ring-finger. Keep the face of the frisbee facing down flat towards the ground. **Arm:** Pull the frisbee back, then flick the wrist to throw it forward. **Feet:** Step forward with the opposite foot to the hand in which you are holding the frisbee.



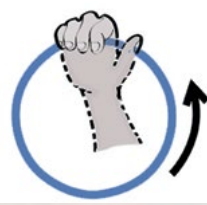
Pancake catch

Catch the frisbee with your palms facing each other like a pancake.

Hand: thumb on the top of the disc, forefinger along the rim of the disc, using the rest of your fingers to balance the disc.

Arm: pull the disc back across the body, then flick the wrist to throw.

Feet: Use the same foot as the throwing arm to step forward.



Two-handed rim catch

Use both hands to grab the leading edge of the frisbee.

FRISBEE SKILL DRILLS

1 **Forehand throw and catch:** Stand opposite your partner and throw the frisbee with the forehand throw. Catch it using the pancake catch.

2 **Backhand throw and catch:** Repeat the drill with your partner, but this time use the backhand throw.

3 **Run and pancake catch:** Throw to the left or right side of the catcher, who runs and catches the frisbee with the pancake catch.

4 **Run and two-handed catch:** As in Drill 3 but use the two-handed rim catch.

PLAY KGATI

Play *kgati* in groups of four. Try to change swingers after each set without interrupting the swing of the rope.

1. In and out of the rope

Two classmates swing the rope while jumpers run in, skip, and run out in turn without disturbing the rope. Then two jumpers run through the rope at the same time, without skipping. Change swingers frequently and ensure that everybody gets a turn to swing and jump.

2. Basic *kgati*

Two classmates swing the rope, and the other two run in and jump normally five times, then duck under two high swings of the rope, jump five times again, and then run out and change with the swingers.



Kgati: normal swing and jump

3. *Kgati* with chant

Jump the same as for Station 2 but do it faster now, with a chant counting aloud.

4. Own *kgati* sequence

Work out your own sequence of jumps with your own rhyme, chant or count. Practise your sequence and then show the class.



Loop the rope above the jumper's heads

Example of a chant:

"Salt, mustard, vinegar, pepper" – on "salt", "mustard" and "vinegar", the jumpers jump normally, but on "pepper", the rope is swung much faster and the jumpers try to keep up.

Example of a jumping sequence:

Five jumps with legs together, then with a single leg, then with alternating legs while turning, and then with your hands on your knees.

Cooldown

Two teams of four to eight players play against each other in 20m x 20m areas.

Jumpsies and boeresport

Warm-up

Three-legged circuit

Use a scarf or rope to tie your right leg and your partner's left leg together. Move through the circuit as fast as you can together, but first walk it and coordinate your steps with your partner's.

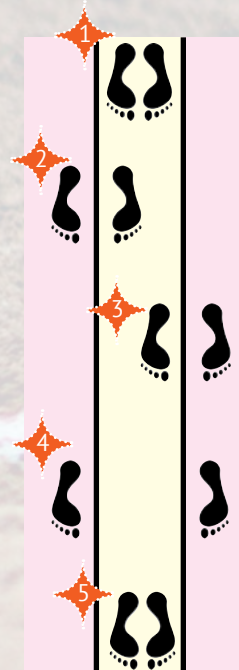


You are going to take part in well-known playground games like jumpsies, various races, and games like dodgeball, also known as bok-in-die-hok.

PLAY JUMPSIES IN GROUPS OF FOUR

1. One-player jumpsies

Two players hold a piece of elastic string (with the two ends tied together to form a rectangle), around their ankles. Players take turns jumping in the middle and jumping out with both feet at the same time, in the five-jump pattern. Each time a round has been completed by the jumpers, the elastic string must then be moved to a higher part of the body of the holders.



2. Two-player jumpsies

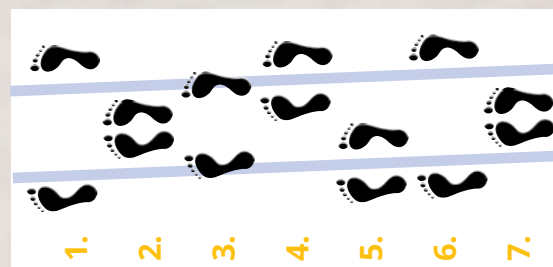
Now try it again but with two players jumping in the middle simultaneously. How many times can you repeat the pattern without a mistake?

3. New pattern

Jump the pattern of seven jumps together in pairs. Who can jump the best and the quickest? You must change fast between holders and jumpers.

4. Design a jumpsies pattern

Now make up your own jumpsies pattern with your group. It must have ten jumps. Practise it and demonstrate your game design to the class.



Change holders and see who can do it faster!



ALTERNATIVE GAMES AND RACES

Do these activities in groups of four. Remember to communicate with your team and have fun!

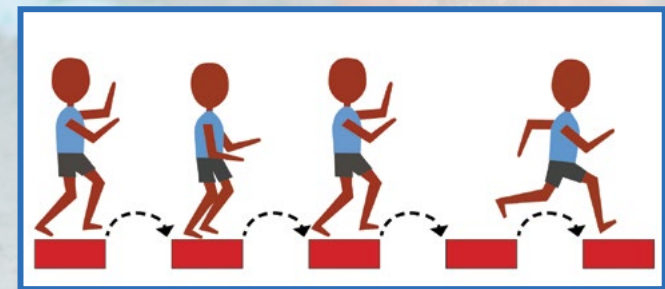
1. Egg throw

Try this game with a ball before you use a real egg! Stand in a square formation and gently throw the egg to each other. Remember to use soft hands and not snatch at the egg or the ball when catching. Each time everyone has caught the egg, take a step backwards to increase the distance.



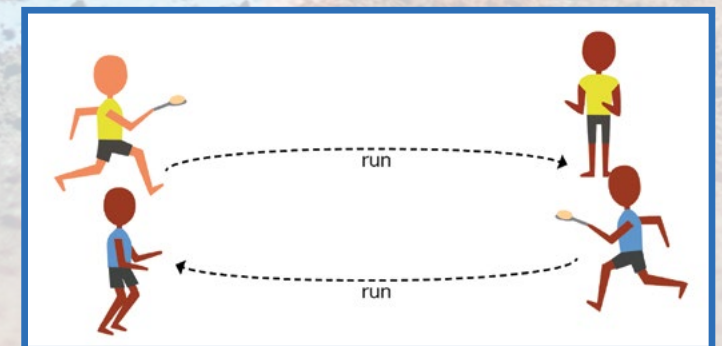
3. Stepping stone race

Stand in a line with each player on a bean-bag. There is one spare beanbag in front, that the first player must step onto. Each player steps forward and the last player passes the spare beanbag to the front.



4. Potato race

Two players stand on opposite lines of the race area. You must walk or run across, while balancing the potato on the spoon. Pass it to the next player using the spoon. If the potato falls, it must be scooped up with the spoon – no touching!



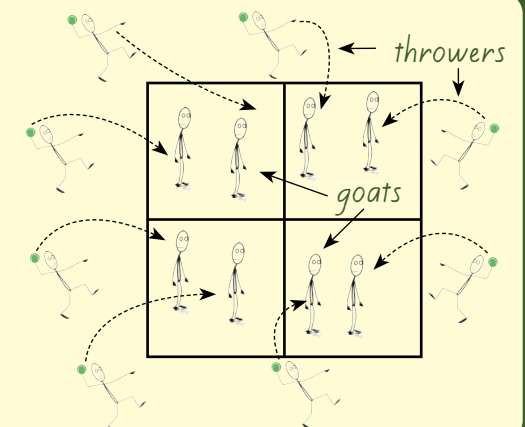
2. Bean bag race

Stand in a line and pass the bean-bag backwards over your heads when the bean bag reaches the last player, they must run with it to the front and start passing it backwards. See which team wins when everyone has run and everyone is seated in their original places. Then try variations like twisting and passing.

Cooldown

Dodgeball / Bok-in-die-hok

Eight players are the goats that stand in the pens. This is a marked area, divided into four equal squares. Eight other classmates are the goat farmers who stand outside the pens. With four balls, the farmers must try to hit the goats, who must join the farmers if hit. They can't throw at the goats if they are in their pens, but only if they are in the other pens. Use soft balls, and do not throw at people's faces.



Heritage games

Heritage games and indigenous games are an important part of our culture. They are fun team-building activities that promote teamwork, communication and decision-making skills.

Warm-up

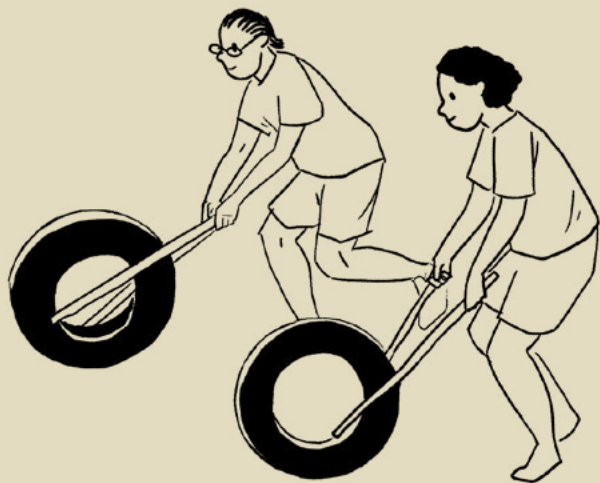
Play cat and mouse



In each group, one learner is the cat and one is the mouse, while the other players form a circle and hold hands, starting with the mouse inside the circle and the cat outside it.

The aim of the game is for the mouse to get outside the circle and avoid being caught by the cat. The mouse must keep moving while inside the circle and cannot stay there for more than ten seconds.

The cat cannot come into the circle but they can reach in to grab the mouse. The circle players try to keep the cat away from the mouse by blocking the cat and making openings for the mouse, by holding up their hands. If the mouse is caught, the mouse becomes the new cat, while the old cat takes the place of a player holding hands and another player becomes the mouse.



Tyre race

Tyre racing is a fun activity that needs some coordination skills.

Divide into teams for this relay race. You have to manoeuvre the tyres around obstacles using the two wooden poles provided.



Bhati

Divide into teams of two or four, depending on the size of your class. The aim of *Bhati* is for one team to pick up as many objects as possible and place them in a crate. But you are only allowed to use your feet!

The other team must try and hit the players with a soft ball. If anyone is hit by the ball they have to leave the playing area.

Once the whole team is out, the teams swop around. See which team puts the most objects in the crate!

Fruit basket

Divide into four roughly equal groups. Each group needs a name of a fruit. Mix everyone back together and have them sit or stand in a circle on a piece of paper marker taped to the floor.

One player is chosen to stand in the middle of the circle on their paper marker. So the outer circle is minus one space. The centre player calls out a fruit name. Each member of that group moves to a different marker, while the centre player tries to steal a place. The player left without a place stands in the middle and play resumes. If the person in the middle calls out 'fruit basket' all players must change places. Let the mayhem begin!

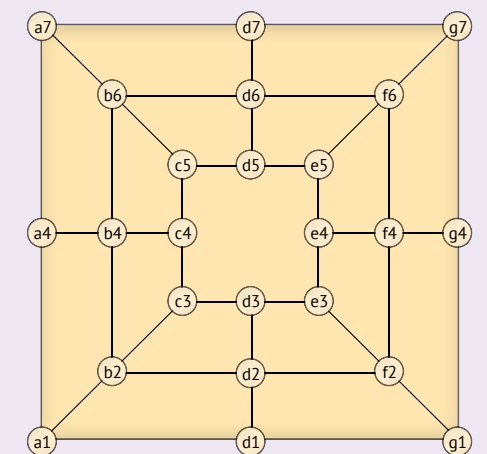


Back to back balloon relay

For this relay race you and your partner have to run the race with a balloon or ball between your backs. If you drop it, you have to either go back to the start or work out how to pick it up together without using your hands! For extra messy fun, play with water balloons.

Play marabaraba

Two players start with 12 "cows". Place the cows on the empty spaces on the board. When three cows have been placed in a row, a "mill" is formed and you may remove a cow from your opponent. Once all the cows have been placed on the board, cows may be moved into empty adjacent spaces. Spaces may not be jumped unless a player is left with only three cows and only the have permission to "fly" cows. The player who gets to two cows loses the game.



Cooldown

Static stretches

For your cool-down, do some static stretches before going back to class.



Games and races

Coordination, depth perception, balance, spatial awareness, rhythm and timing are all developed with these exciting traditional activities.

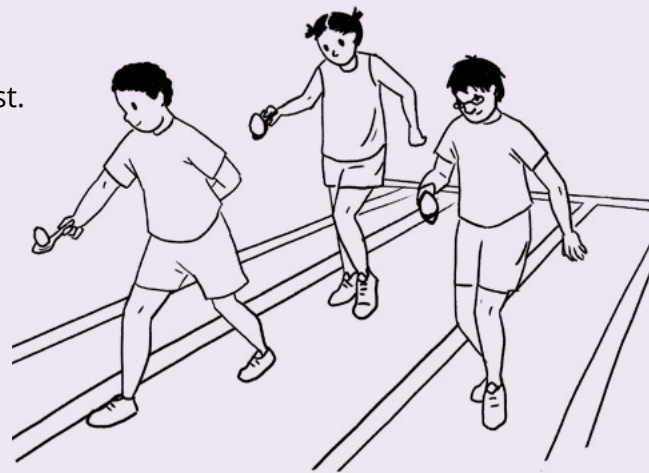
Warm-up

Egg and spoon race



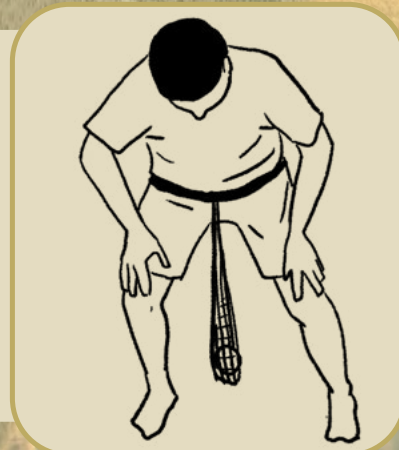
The main objective of this activity is to balance an egg on a spoon, and race with it to get to the finish line first.

The race takes place between individuals or between teams in the form of a relay race. Whenever a participant drops their egg they either have to stop at that spot and reposition the egg, or go back to the start, or be disqualified, depending on the rules agreed before the race. To make the event more challenging, contestants may be required to hold the spoon with both hands or even in their mouth.



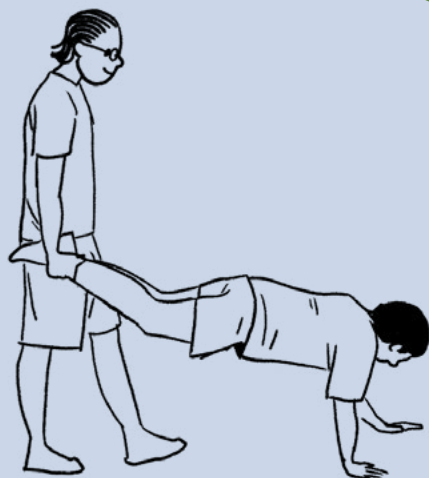
Pendulum walk

In this hilarious activity the participants need to use thrusting movements to get a heavy object tied dangling from their hips, to manoeuvre a plastic ball from point A to point B in a relay race. This activity is definitely not as easy as it looks, but everyone is sure to laugh a lot trying!



Wheelbarrow races

Also known as *kruwiwa stoot*, wheelbarrow racing is a fun and energetic team-building exercise. Two team members compete in a race, where one crawls on their hands and their partner lifts their ankles. Once the specified distance has been completed, the next pair continue the relay race.



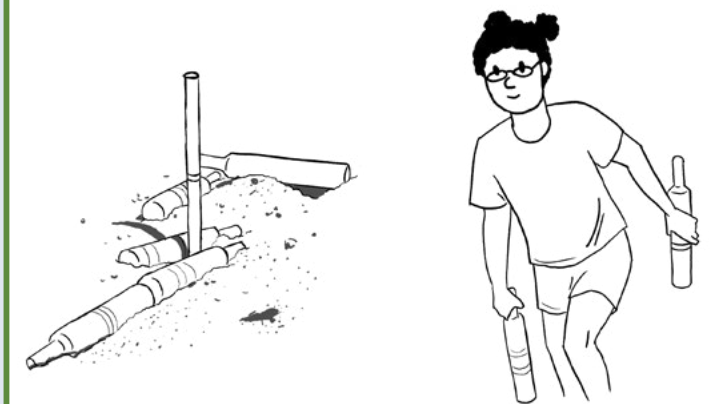
Sack races

The sack race is a competitive game in which racers get inside a sack that reaches their waist or neck, and hop forward from the starting point to the finish line. The first person to cross the finish line is the winner of the race. You can also do this activity as a relay race by dividing the teams equally and lining up half on the start line and half on the finish line. The first team to have their last player cross the finish line wins!



Indigenous games: Jukskei

The aim of the game is to knock over a peg that is planted in a sandpit, at a distance of up to 16m from the players. It is played in teams of four players each. Each player has two *skeis* to throw per turn.



Games and races

Plan a class or inter-class event to compete in a series of games and races. You can set up an obstacle course with all the games you've tried, and maybe add some new ones or variations. This will be a fun day of competing against other teams.

Cooldown

Static stretches

Do some static stretches.



Roles and responsibilities

A role is the way people are expected to act, and the responsibilities they have, based on their position or relationships with others. As your life changes, so too do your roles, defining your duties, relationships and identities. Some roles are given – or even imposed on you. These include family, professional and civic roles e.g. sibling, manager or citizen. Others you can choose e.g. athlete, volunteer or mentor.



Roles are the behaviours and responsibilities expected in certain situations. **Identities** are how we see ourselves — our personality, values and uniqueness, which can change over time. Our roles can influence our identity and — as our identity changes — it may influence how we perform our roles.

Socialisation is the process through which we learn and practise the norms of our societies and cultures.

Norms are the 'unwritten rules' that guide how people are expected to act in their different roles and situations, including the values and behaviours that are considered 'appropriate'.

Socialisation happens within our families, schools, religions and other groups. Cultural norms also create expectations which influence the roles we play and the identities we assume. For example, in many cultures, young people are expected to respect and care for their elders.

Role flexibility

At any time, you may have different roles, each with its own expectations, and balancing them requires flexibility. Managing your roles will help you keep up with responsibilities, support others, and stay true to your identity. For example, you may need to balance schoolwork with a passion for sports or cultural activities.

When roles shift, e.g. becoming the captain of a team, it can change how others relate to you and impact your identity. How you handle these new responsibilities can help you build stronger relationships; if not managed well, it could lead to tension with others. If your roles clash, try to communicate truthfully, and cooperate with others, to find solutions that work for everyone.



Liphotu

Girls and women belonging to the SiNdebele from Mpumalanga wear different traditional aprons to show their role and status.



Lighabi



Isiphephetu



Ijogolo



Liphotu

The way people dress is an expression of their role, and the traditions which give them status, in a group or society.



Clothing design by Mzukisi Mbane

Leaders and followers in context

Leaders and followers play roles in families, friendships, school and work. You may lead in one context and follow in another. For example, you might lead a class project but follow your captain's instructions on the sports field.

Leaders set goals, make decisions and motivate the group. In a family, parents often lead by making household decisions. Effective leaders must communicate clearly and be responsible because their decisions affect the group.

Followers help leaders by participating and working towards the group's goals. In friendships,

one friend may lead in planning activities while others join in. Good followers are active, not passive. They are committed to the group's goals and perform their tasks. They must be flexible, able to support the leader and step up when needed. For example, if a parent is unavailable, an older child may take charge to help younger ones.

Your roles are only part of your life. They do not fully define your personality, feelings or identity. You are more than the expectations others place on you.

Shifting roles

1. Define what a 'role' means in society.
2. Explain your understanding of socialisation. How has it influenced your life roles and identity? What part has culture played?
3. List the life roles you play.
 - Describe how changes in your life have impacted your roles, relationships and identities. How have you adapted?
 - Explain the difference between given roles and chosen roles with examples from your own life.
 - Assess how you balance your different roles and responsibilities. Evaluate what you could do differently.
4. Identify the roles you would like to play in the future, such as student, partner, parent, employee, employer or entrepreneur. Find out about the responsibilities of one of these roles. Identify what you need to do – or not do – now to achieve future success in this role.

In your journal

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



How can you make the roles you play more balanced, fulfilling and true to yourself?

Journal about how you want your roles to feel and how to make that happen.

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

Phenya okudlulileko – bonela phambili ingomuso – lihlobanise nesikhathi sanje



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

Khombisa umcabango namkha idatha yakho ngomfanekiso namkha ubujamo obuthileko namkha isifaniso

Leading and following

5. Discuss whether you see yourself more as a leader or a follower in your current life roles.
 - Explain where you lead and where you follow.
 - Think about a time where you had to lead a group. Describe the strategies you used and the challenges you faced.
 - Think about a time where you supported a leader. Describe how you contributed to the group's goals.
 - Reflect on your leadership/followship styles.

Sharing at your comfort level

This lesson set explores sensitive topics. Sharing your thoughts can help you gain new perspectives, but you do not have to discuss anything that feels too personal. You can talk to a trusted friend or write in your journal to reflect and work with the material in a way that feels right for you.

Shifting roles; evolving identities

Families, like the roles we play in life, are not fixed – they shift and adapt over time.

The nuclear family – usually two parents and their children – became common during the Industrial Revolution in England, but it is only one way of fulfilling family roles. In many communities, extended families with grandparents, aunts, uncles and cousins live together, taking on roles that create a shared sense of responsibility. Family structures, and people's roles in them, come in many forms – from single-parent households to blended families, both of which are on the increase in South Africa.

No matter the structure, the most important role a family should play is to provide love, support and a sense of belonging.

Read the information and study the photographs on Info Page I. Then, complete the activities below.



Find, examine and weigh up the evidence

Hlahluba begodu kala/hlolisisa ubufakazi

Family matters

1. **Identify some examples of non-traditional families.**
 - Discuss how understanding the unique roles in different family structures can build inclusivity and respect in society.
2. **Look at the family portraits on Info Page I.**
 - Describe the family structures and roles as you imagine them.
3. **Read the facts on page 102 of Info Page I.** Discuss what they reveal about family diversity and the variety of roles families play in South Africa.
- Identify assumptions people may make about families based on their structure and the roles within them. Explain how to challenge these assumptions.
- Describe how your experiences have shaped your views on family.

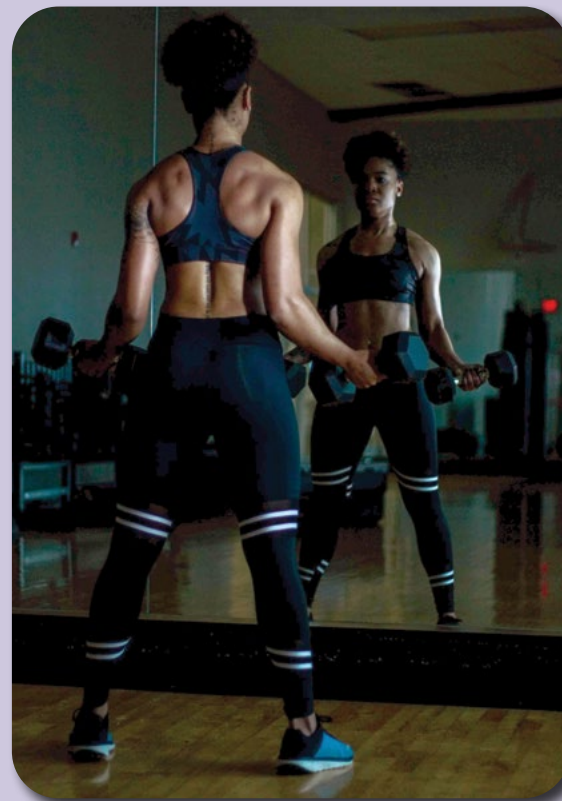


Be willing to challenge your thinking habits

Iba nekareko yokwakha bewufu-mane ilwazi, ukwazi ukulimga umkhumbulo wakho ngokun-geneleleko

Mapping fluidity in identity and roles

4. **Discuss what it means for identity and roles to be fluid.**
 - Provide an example of how one of your roles has changed over time and explain how it has affected your identity.
5. **Draw a line on a piece of paper. Label one end "fixed" and the other "fluid".**
 - Using sticky notes, drawings or words, place different aspects of your identity and roles along the line based on how fixed or fluid you feel about each one. Think about interests, friendships, family roles, hobbies, gender, personal style, beliefs and values. What other aspects might fit?
 - Discuss with a partner why you placed each aspect of your identity and roles where you did. Explore how recognising the fluid nature of identity and roles can help you adapt to changes in your life and those around you.



Respecting diversity

Patriarchy is a system that gives men more power and authority in many areas of society including politics, economy and culture. It places men in leadership roles and creates unequal opportunities for others, especially women and those who challenge traditional gender roles. Patriarchy shapes laws, institutions and expectations about how people should behave based on their gender, often keeping norms in place that limit individual freedom and equality. We can challenge the negative effects of patriarchy by promoting inclusive and equal opportunities for all.

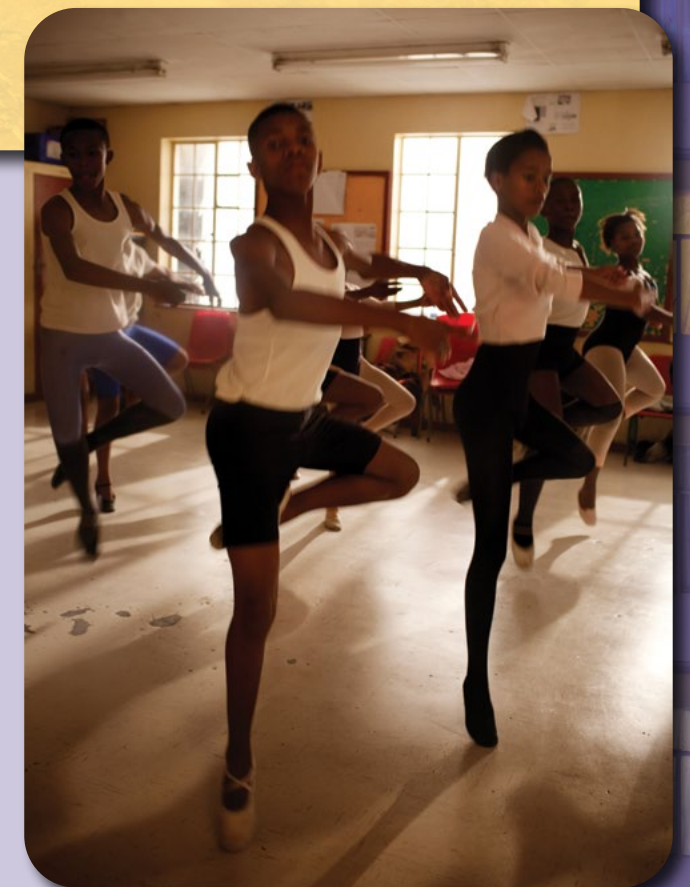
While much progress has been made in terms of gender equality in South Africa, patriarchal attitudes and structures still persist, leading to othering, exclusion and discrimination. Othering occurs when we treat people as different, or not part of 'our' group, based on factors such as race, gender, sexuality or disability.



Gender expression

Patriarchal norms often dictate how people should express their masculinity or femininity. Gender expression is how we present ourselves to the world - through clothing, hairstyles, mannerisms and other behaviours - based on our gender identity. This is separate from sexuality, which is about who we are attracted to. Gender expression involves embracing individuality and expressing your identity in a way that feels authentic. This can include challenging traditional norms, using chosen pronouns or simply presenting oneself truthfully.

Read Info Page J to find out about the different gender and orientation terms.



Structure your argument

Hlela amabanga wekulumo yakho

Respecting diversity

6. **Review the equality clause in the Bill of Rights on Info Page D.** Discuss how the Bill of Rights ensures respect and acceptance for your individual and freely-chosen identity, as well as for diverse gender expressions.
7. **Study the photograph on page 100 and here.**
 - Analyse how the individuals are challenging patriarchal gender norms.
 - Discuss the potential consequences of challenging gender norms.
 - Assess whether norms for male and female behaviour are changing in your community. Explain.
8. **Reflect on a time when you participated in or saw 'othering'.** How did it make you feel and what did you learn from the experience? Write about how understanding the impact of 'othering' can help you recognise and prevent it.



Families and fluidity



INFO

Types of families

- **Blended families:** These are families where parents have remarried or cohabit (live together), bringing children from previous relationships into the new family.
- **Extended families:** These families include multiple generations or relatives, such as grandparents raising their grandchildren.
- **Nuclear families:** This traditional family consists of a mother, father and their biological children living together.
- **Same-sex partner families:** Families where a same-sex couple raises children.
- **Single-parent families:** Families where only one parent, due to divorce, separation or personal choice, is responsible for raising the children.

Fluidity in identity

Just as families can change over time, so can the roles and identities of the people within them. Identity is not something fixed; it is fluid, meaning it can evolve as we grow, take on new roles, and learn more about ourselves. Your interests, career choices or roles within your family (caregiver or provider) may shift as you move through life. These changes in roles and identity are a natural part life's journey.

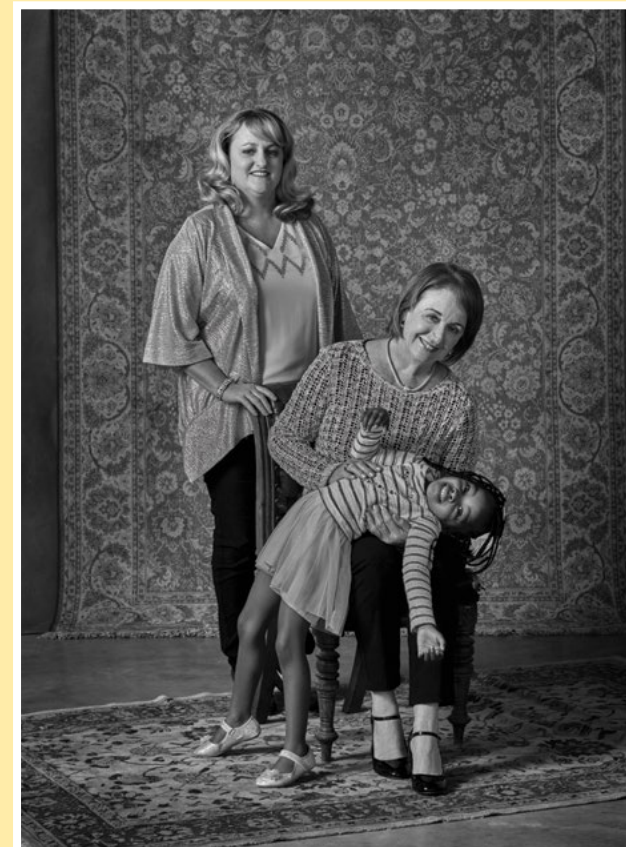
Examples of fluidity in roles and identity

- **Career paths:** A person may start out in teaching but later discover a passion for business, leading them to take on the role of entrepreneur. This shows how interests and goals can change as we explore new opportunities.
- **Gender identities:** Some people may feel that they align with one gender at one time but later identify with another. It is important to respect each person's journey as they navigate their identity and roles in society.
- **Interests:** What you love now may not always be what excites you later. You may be into sports in school but later take on the role of artist or musician. This shows how personal interests can shift with experience.
- **Social connections:** Friendships often change. You may be close with someone in school, then build new relationships as you grow and take on different roles in life. These shifts are a natural part of life.

Just as our interests, roles and identities can change, the people we see as family can change too. These changes do not weaken the concept of family but rather show that families are flexible and adaptable, growing with us over time.

Facts about families

- The number of single parents raising children is on the increase around the world.
- Most South African children have a woman as a primary caregiver. However, there is growing evidence that men are increasingly taking responsibility for their children.
- Only 36% of children in South Africa live in the same household as their biological father. About 35% of children live with a man who is not their biological father.
- South Africa has one of the lowest number of children living with their biological parents in the world.
- Children who are foster-cared or adopted can belong to any type of family.



South African families, Photos by Jan Verboom



INFO

Families and sustainable livelihoods

Families play an important role in the economy, but they also face many challenges including the cost of childcare, education and medical care. The need for government support, e.g. childcare grants, can affect economic stability. Before you consider having a child, think carefully about how you will be able to sustain your family, both emotionally and financially.

Terminology for respecting diversity

Understanding gender and orientation terms

Understanding and respecting diverse identities starts with using the correct terms to describe our differences. Language helps us acknowledge and value the unique experiences, perspectives and characteristics that make up our communities.

This Info Page provides important terms to help us communicate thoughtfully and respectfully, promoting greater understanding and inclusion.

As a rights-based country, governed by a constitution, South Africa strives for a society where everyone is treated with fairness, respect and dignity, and is protected from violence and discrimination, regardless of their gender or sexual orientation. This includes promoting:

- **Gender diversity:** The inclusion and representation of different gender identities.
- **Gender equality:** Equal rights, responsibilities and opportunities for all genders.
- **Gender equity:** Fairness in treatment for all genders, sometimes using different approaches to achieve equal outcomes.
- **Gender mainstreaming:** Considering gender perspectives in all policies and actions to ensure equality.

Sex ≠ sexuality ≠ gender

Biological sex: male and female: The physical differences between males and females such as reproductive organs and chromosomes.

Sex characteristics: Physical features related to one's sex, including chromosomes, hormones and reproductive organs.

Sexuality: How people experience and express themselves as sexual beings, including their sexual feelings and behaviours.

Sexual orientation: Who you are attracted to romantically or sexually such as being a heterosexual, homosexual or bisexual person.

Gender: Gender refers to whether someone is a boy, girl, both, neither or somewhere in between. Gender can be different from the sex you were assigned at birth.

Gender norms: Societal expectations about how people should behave based on their gender.

Gender identity: This is how a person feels and identifies inside. It is a personal sense of one's own gender.

Gender expression: How you show your gender to the world through clothing behaviour and appearance.

Femininity and masculinity: Traits that are culturally associated with being female or male.

Pronouns: Words used to refer to people like he, she or they that reflect their gender identity.

Gender identity

Agender: Not identifying with any gender.

Bigender: Identifying as two genders either simultaneously or switching between them.

Cisgender: When your gender identity matches the sex assigned to you at birth.

Genderfluid: Having a gender identity that changes over time.

Genderqueer: Identifying as neither male nor female or as both.

Intersex: Someone born with physical sex characteristics that do not fit typical definitions of male or female.

Non-binary: Not identifying strictly as male or female.

Transgender: Identifying with a gender different from the one assigned at birth.

Transsexual: A person who physically transitions from one sex to another through medical procedures.

Transvestite: A person who wears clothing associated with a different sex. Today, they prefer to be called "cross-dressers". Cross-dressing is not linked to sexual orientation.

Two spirit: A gender identity in some Indigenous cultures that represents a blend of masculine and feminine qualities.

Diverse orientations

Ally: A person who supports and stands up for the rights of LGBTQ+ individuals.

Asexual: Experiencing little or no sexual attraction to others.

Bisexual: Attracted to both men and women.

Heterosexual: Attracted to people of a different sex.

Homosexual: Attracted to people of the same sex.

Gay: A person who is attracted to people of the same sex.

Lesbian: A woman who is attracted to other women.

LGBTQI+: Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex. The "+" includes other diverse identities.

Pansexual: Attracted to people regardless of their gender.

Queer: An inclusive term for people who do not fit traditional categories of sexual orientation or gender identity.

Questioning: Exploring one's sexual orientation or gender identity.

SOGIESC: Sexual Orientation, Gender Identity and Expression, and Sex Characteristics. It goes beyond LGBTQI+ by including gender expression and sex characteristics, recognising and respecting all identities and experiences.

Gender identity: challenges and issues

Conversion therapy: Harmful practices aimed at changing a person's sexual orientation or gender identity, often using psychological or physical methods.

Conversion through faith healing: Attempts to change a person's sexual orientation or gender identity using religious rituals or practices.

Femicide: The killing of women or girls because of their gender, often rooted in sexism or misogyny.

Gender affirmation surgery: Medical procedures to change a person's body to align with their gender identity.

Gender-based violence (GBV): Violence directed at someone based on their gender, including physical, sexual or psychological harm.

Gender dysphoria: Distress caused by a mismatch between a person's gender identity and biological sex.

Hate crimes: Crimes motivated by bias or prejudice against a specific group, such as people with diverse SOGIESC.

Slut shaming: Criticising or humiliating someone, typically a woman, for their sexual behaviour or appearance.

Addressing gender inequality

Recognising challenges related to discrimination, gender inequality and GBV is the first step toward change.

If you or someone you know is affected, support and understanding can make a difference. Speak up, offer help and seek guidance to create a safer, more inclusive community.

A time of change

The journey from adolescence to adulthood involves many changes in your body, emotions, social life and mind. Understanding these changes can help you navigate this important time with awareness and confidence.

The words **teenager** and **adolescent** describe individuals aged 13 to 19. **Puberty** refers to the biological processes that causes a child's body to change and develop, marking the transition to adulthood.

Adolescence involves not just physical changes, but also emotional and social changes which you will explore in Lesson 6.4.



Persevere and work it out

Zingisa uziso- mbululele ngokwakho

Teen talk

Sometimes you may feel that you are alone in your challenges. Sharing what you experience is not always easy, but supporting each other can make a big difference.

1. **How are you feeling about adolescence?** Let's check in:
 - Identify what excites, worries or irritates you most about being an adolescent.
 - Identify some concerns that you think adolescents share.
 - Identify one step you can take to manage one worry or enhance (do more of) something that excites you.

2. **Think of three words that describe what adolescents need the most.** Share and discuss them with the class.
 - Identify an action you can take this week to address one of these needs in your own life.
 - Discuss with a partner how you can support each other.



Take better care of yourself

Hhoya impilo yakho

Becoming me

This poem explores the unique journey each of us takes as we grow, highlighting our individual likes, dislikes and physical changes.

3. **Read the poem.**
 - Reflect on how your body has changed over the past year and describe your feelings about these changes.
 - Identify a physical feature you have grown to appreciate and discuss its contribution to your sense of self.
 - Explore your feelings about the pace of your physical development and its impact on your self-image.
 - Examine how your personal style and physical expression have evolved in response to your changing body and identity.

Becoming me

Our personalities
Our likes and dislikes
When and how our bodies develop
Our own special shapes, sizes, styles,
walk and talk
We are each unique
In our sexual awakening
Who we're attracted to
romantically and sexually
And what kind of chemistry
we feel
What we enjoy doing
Who we enjoy doing those things with
You are you. I am me.
It does not help to compare myself with you
I can only live my own life.

– Karen Hurt



Read Info Page K *Development is different for everyone*, as well as the information below, before completing the activity.



Physical changes during adolescence

Hormonal changes: Your body begins producing more hormones, chemicals that signal different parts of the body to start the transition from childhood to adulthood.

Rapid physical growth: You may notice a sudden increase in height and weight, often referred to as a growth spurt.

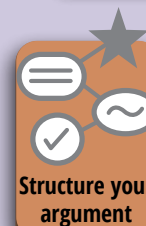
Growth and maturing of genital organs: This includes menstruation and ovulation in females, regular cycles that prepare the body for the possibility of pregnancy, and the formation of sperm and occurrence of wet dreams in males.

Development of secondary sex/gender characteristics: Features like broader shoulders in males, wider hips in females, and the growth of body hair begin to appear.

Skin changes: Many adolescents experience acne and other skin issues due to hormonal changes; as your sweat glands become more active, body odour can become more noticeable.

Skin Care Tips

- Steam your face with warm water and rooibos or use aloe vera gel to soothe irritated skin. Buchu, an African herb with antiseptic and anti-inflammatory properties, has cleansing and healing benefits.
- Change your pillowcase regularly as oils and bacteria from your skin and hair can build up, potentially worsening acne. A clean pillowcase helps to keep your skin healthier.



Structure your argument

Qingqa ingxoxo yakho

Physical growth and change

4. **Examine the physical changes associated with puberty.**
 - Define hormones and identify the roles they play during adolescence.
 - Share your thoughts on how physical changes have impacted your personal experiences and relationships.
 - Explore how these changes can influence relationships with peers and family. Reflect on how different cultures perceive these changes.
5. **Choose a society or culture and research their rites of passage or support systems for adolescents.** Present your findings and have a class discussion on how different societies support adolescents through these changes.



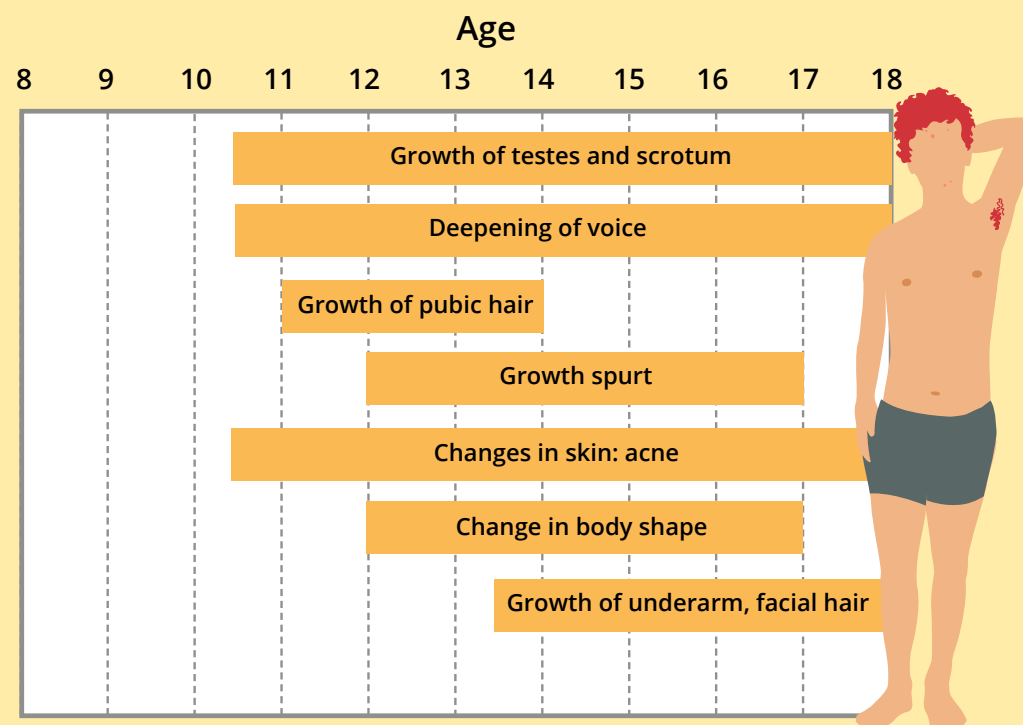
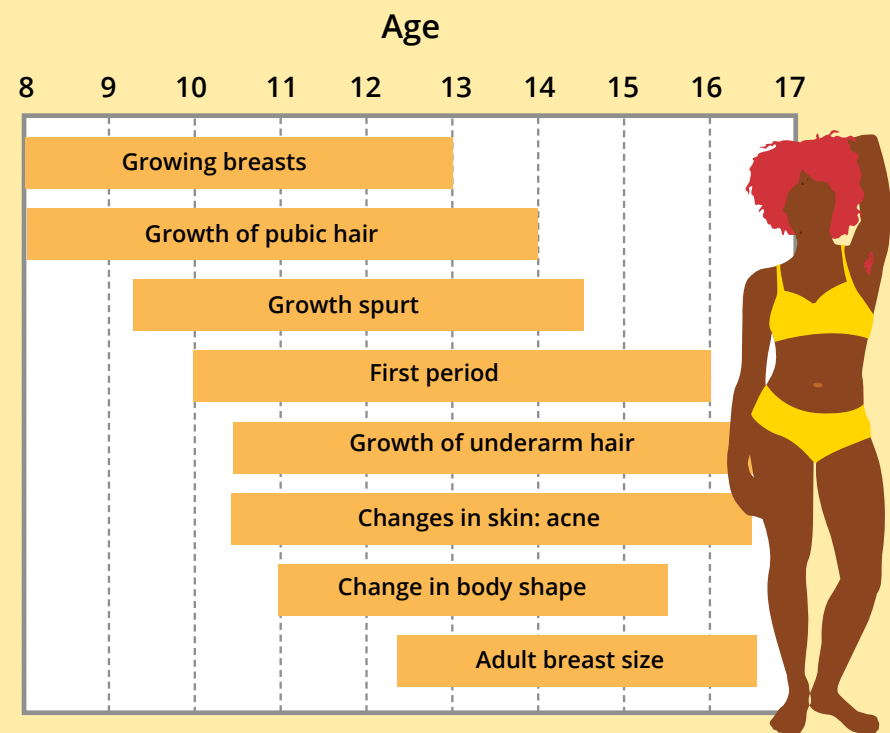
The role of nutrition in managing changes

Nourishing your body with healthy foods, staying active and managing stress are important to manage the changes associated with adolescence. Proper nutrition supports healthy physical growth. By eating a balanced diet, you provide yourself with the energy and nutrients needed for healthy physical development, as well as to perform well and recover effectively after exercise. Include a mix of carbohydrates and proteins in your meals before any physical activity to fuel your body and aid in

muscle repair afterwards. Make sure to eat plenty of fruits and vegetables, which are often cheaper when in season. Remember to drink 2 litres of water everyday, especially when you are physically active, to stay hydrated. Most importantly, stay away from refined sugars, sweets, fizzy drinks, processed and 'fast' foods. They can cause energy spikes and crashes, making it hard to concentrate. Cutting sugar out of your diet helps you to maintain steady energy levels and to focus better.

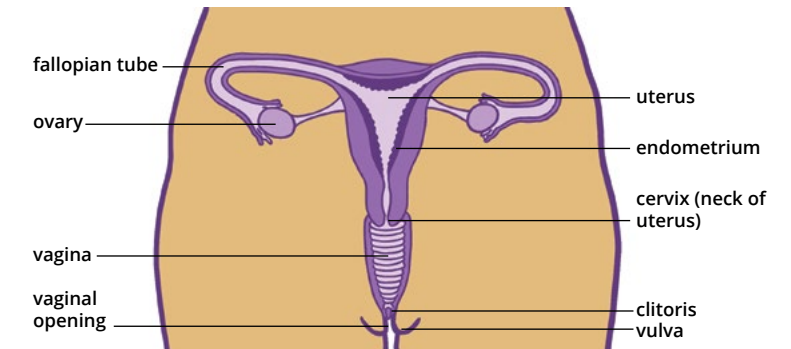
Development is different for everyone

How your body grows, and whether you identify as young woman or young man – or are intersex (born with both male and female sexual organs) or transgender – is different for each of us. It is important to honor the uniqueness in everyone.



Females

A girl is born with thousands of tiny **eggs** in her **ovaries**. When she reaches puberty, chemicals called **hormones** cause the eggs to be mature. About once a month an egg is released from the ovaries and travels down the **fallopian tubes** towards the uterus. In preparation for the egg the **uterus** forms a lining of **blood and tissue**.



If it is fertilised by a man's sperm, this is where the baby will grow inside the woman's body. If the woman does not have sex, or uses protection such as condoms, the egg cannot be fertilised. In this case the blood lining and the egg will pass out of her body through her vagina during her **menstrual period**.

This means a girl has her period about once a month, it can take between **2 and 8 days**. Sometimes a woman may not menstruate because of stress, or a change in diet.

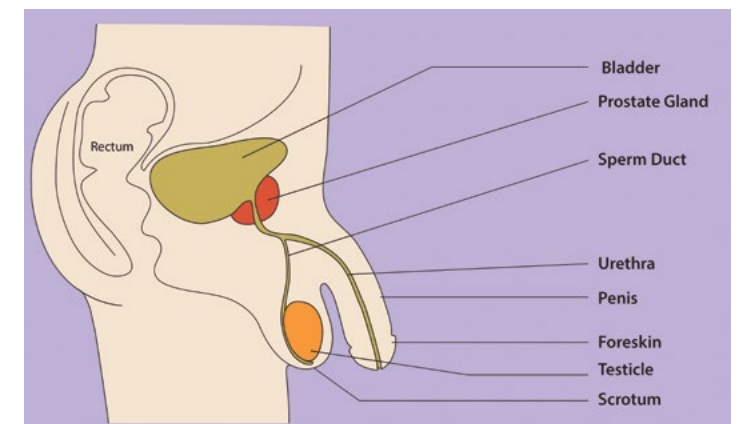
If a woman is pregnant she will not bleed because the blood remains in the body to cushion the fertilised egg. Girls start their periods at different times and it takes a while before the body has a regular pattern.

The menstrual cycle continues until the ovaries stop producing eggs. This is called **menopause** and normally occurs after the age of forty-five or later.

Males

Sperm, which can fertilise a female egg, is produced in the two **testicles** which are inside the **scrotum sac**. Other fluids are produced in glands inside the male body. The mixture of these liquids is called **semen** and it travels through small tubes inside the body to the penis head. The semen is released through the **urethra** which is also where urine is released from.

Male **circumcision** is when the foreskin is removed from the **penis**. Male circumcision reduces the risk of HIV infection.



Remember: going through puberty, and the changes which come with this time of your life, are natural and normal.

Emotional and social changes

Adolescence is a time of emotional and social growth, with changes that can feel intense or confusing. Your emotions may become stronger and harder to control, sometimes leading to mood swings—quick shifts in how you feel, such as being happy one moment and sad or angry the next. These emotional shifts are normal and part of growing up.

At the same time, your relationships begin to change. You may feel a stronger need to fit in with friends, which can influence your choices and actions. As you gain independence, your family dynamics might shift, and balancing new freedoms with responsibilities can be challenging. Your social groups and friendships may also change as your interests grow, with being accepted by peers often feeling very important.

These changes, while challenging, are a natural part of finding your place in the world. Learning to recognise and manage your emotions, while maintaining healthy relationships, can help you navigate this important stage of life with more confidence.



Emotional changes during adolescence

- | | |
|--|--|
| • Feelings of insecurity: You may feel unsure about yourself and your place in the world. | Remember: It is okay not to have all the answers! |
| • “Invincible” thinking: You may feel you can do anything without consequences. | Remember: It can happen to you! |
| • Challenging authority: You may try to test limits and challenge the rules set by parents and teachers. | Remember: Testing limits is natural, but respect and understanding can help you get your point across. |
| • New beliefs and values: You may be reconsidering beliefs and values previously taken for granted. | Remember: It is normal to question things, and finding what matters to you is part of growing up. |
| • Changing sexual interests: You may find yourself physically attracted to others and begin having more intimate relationships. | Remember: It's your body; your choice. Be responsible! |

Managing mood swings

- Get regular exercise, which can improve your mood and reduce stress.
- Get enough sleep (7 – 8 hours) to help stabilise emotions.
- Talk about feelings with trusted people, who can provide support and perspective.
- Practise relaxation techniques such as deep breathing, meditation or yoga.



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

Lugqale uvakalelo lwakho, funda kulo, kodwa ungalawulwa lulo



Participate actively in productive dialogue

Thatha inxaxheba ebonakalayo kwingxoxo eneziphumo ezilulutho

Emotional and social changes

1. Describe some common emotional changes teenagers experience during adolescence.
2. Explain what mood swings are and why they happen.
3. Reflect on your own experiences.
 - What emotions have felt stronger for you recently?
 - Can you describe a time when your feelings changed quickly? How did you handle it?
 - Imagine giving advice to a friend who is feeling overwhelmed. What would you say?
 - What would help you feel more confident in dealing with changes in your emotions or relationships?

Overcoming challenges

This poem suggests that, just like trees, people grow stronger through overcoming challenges. During adolescence, these challenges can help you develop **resilience** and a stronger character.

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

4. Read the poem.
 - Identify a time when you felt you grew from a social or emotional challenge. Share what you learnt about managing difficult situations.
 - Recall a time when peer pressure tested your values. Share how you responded and what you learned about your own strength and resilience.
 - Think about a significant change in your life that was difficult to accept. Share how you have adapted and what strengths you have developed as a result.
5. Write about how overcoming challenges during adolescence may help shape you into a stronger person. How will you become “good timber”?

Good Timber*

The tree that never had to fight
For sun and sky and air and light,
But stood out in the open plain
And always got its share of rain,
Never became a forest king
But lived and died a scrubby thing...
Good timber does not grow with ease,
The stronger the wind, the stronger the trees.

– Douglas Malloch

* Timber refers to the wood that is used for building and making things.



Making responsible decisions

Adolescence is an important time to understand your sexuality. Many adolescents experiment with new behaviours such as giving in to peer pressure, taking risks and engaging in intimate physical contact. These behaviours can lead to sexual intercourse. Understanding the risks of unintended pregnancies, sexually transmitted infections (STIs), as well as the emotional consequences, will help you make responsible and informed decisions about your sexual health.

Lack of knowledge about contraception, i.e. condoms or birth control pills to prevent pregnancy, and engaging in unprotected sex increase the risk of teenage pregnancy. Emergency contraception, such as the morning-after pill, can prevent pregnancy if taken soon after unprotected sex, but it is not a substitute for regular contraceptive methods and saying no.

Being in unsafe environments, using alcohol or drugs, and not understanding or respecting personal boundaries, can also lead to sexual abuse and rape.

It is normal to experiment (try new things to see what they are like), but this comes with risks. You should never feel forced into doing something you are not ready for. Waiting until you feel emotionally ready to take a relationship further is a healthy choice.

It is normal to:

- understand the risks involved and make informed choices about your health and wellbeing.
- practise safe behaviours to protect yourself and others.
- respect your own boundaries and those of others.
- talk openly and honestly about your feelings and needs.

Read the two scenes before completing the activity.

The weekend has been boring and hot. You and a few friends decide to spend the day at the river. It is a long walk but swimming sounds exciting and the cool water will refresh you.

Scene 1

You arrive ready for a day of fun. The water looks calm and the tree is perfect for jumping into the river. You notice the water is not clear and you wonder if it is clean. You cannot see how deep it is or if a branch is lying below the surface. You try to discuss this with your friends. But some people are already jumping into the water and splashing. Some are daring you to dive in. It does look inviting but you are not sure.



Scene 2

Later everyone relaxes next to the river. The grass is cool and soft. The slight breeze through the trees is soothing and life feels fun and exciting. You are lying next to someone you like. You notice that some of your friends are starting to kiss. You turn to look at the person next to you. You move closer and then you start to kiss. The kiss is warm and your body reacts with excitement. You realise that this may lead to something else. You are not sure what to do next. Part of you wants to go with the flow. Maybe you should just copy your friends? No. You want to be true to yourself. What does that even mean?



Pause,
reflect and
assess your
emotions
and thoughts

Yithi xha,
cinga
uvandlakanye
uvakalelo
lwakho
neengcinga
zakho

Responsible behaviour

Both scenes show how peer pressure affects the decisions you make with your friends, a common challenge during your teenage years. Even though the settings are different, the main challenge is the same: deciding whether to follow your friends or listen to your own feelings.

1. **Evaluate the risks in each situation.**
Explain how these challenges could impact your personal safety and comfort.
2. **Work as a group and put yourselves in the situations.**
 - Use the scenes to analyse how the following **guidelines for responsible behaviour** could lead you to make an informed decision.

* Some guidelines only apply to Scene 2.

Respect for self and others

- Understanding and maintaining mutual respect in all interactions.

Abstinence

- Choosing not to have sex is the only 100% effective way to prevent pregnancy and sexually transmitted infections (STIs).

Self-control

- Managing impulses and emotions, especially in heated moments.

Right to personal independence

- Respecting privacy, setting boundaries and confidently saying “no” to unwanted actions.

Taking responsibility for your actions

- Owning up to your choices and understanding their consequences.
- 3. **Explain why it is important to stay true to your values when making decisions.**
- 4. **Consider the risks highlighted in Scene 1 and the emotional dilemmas in Scene 2. Discuss the strategies you could use to manage each situation.**

The right to consent

Open and honest communication improves intimate relationships. It is important to listen carefully and to make sure that you both give consent for everything you do. Owning the right to consent empowers you to make decisions about your body and relationships with confidence, and it ensures that everyone involved is treated with respect and care.

In pairs, read the following dialogues between friends:

CONSENT

STOP
Do not force them to have water.

STOP
Do not make them have water.

STOP
Accept that they no longer want water.

STOP
Even if they had water before, it does not mean they want it now.

STOP
Note: If they are not fully conscious they cannot tell you if they want water or not. So do not give them water.

After you have read this, read it again but replace having 'water' with 'sex'.

Understanding consent

Consent is a mutual agreement between two people, requiring both to fully and freely agree to engage in any activity. It goes beyond a simple "yes" or "no"; it is a whole-body experience that includes verbal, physical and emotional cues. Consent must be enthusiastic – if it is not an enthusiastic "yes," then it is not enough. Consent must happen without manipulation, coercion or threat – and it must be continuous.

You have the right to stop at any time or change your mind. Saying yes to one thing does not mean agreeing to everything else. If someone does not respect your refusal or forces you into a sexual act, that is rape. Non-consensual sex includes date rape, marital rape, incest and statutory rape.

Owning the right to consent

Owning your right to consent means recognising and asserting your boundaries and understanding that your decisions about your body and choices matter. Whether it is about sex or situations involving substance use, you always have the right to say "no," and others must respect it. Consent cannot be given when someone is under the influence of drugs or alcohol, as these substances impair decision-making.

Being strong also means listening to your partner and respecting their boundaries. A strong person checks for consent throughout any activity and immediately stops if their partner communicates – through words or body language – that they want to stop. Emotional manipulation or physical force has no place in any relationship or interaction.



Make an informed choice with an awareness of consequences

Khetha okusekelwe kulwazi, ngokuqonda futhi iziphumo zako

How do you recognise consent?

- Discuss what you learned from the dialogues on page 114 and reflect on what consent means to you.
 - Describe what it means if a partner says nothing. Does that mean they consent?
 - Explain how you would interpret a partner saying 'yes' but seeming unsure.
 - Suggest reasons that someone might agree to have sex even if they don't really want to. What advice would you give them?
- Use a dictionary or online source to find the meanings of the words below, and explain what they mean in the context of consent.
 - coercion
 - manipulation
 - continuous
 - threat



Consent and the law

South African law is clear: sex without consent is rape. This applies in all situations, including marriage or long-term relationships. The law also recognises that consent can be withdrawn at any time. Forcing someone to have sex or engage in any intimate act without their permission is a crime, and it is punishable by law.

In your journal

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

What does owning the right to consent mean to you?

Journal about how you can respect others' boundaries and ensure your own boundaries are always respected.

Informed choices

Making an informed choice about your sexuality means understanding all your options and their possible outcomes. Remember, while we are free to choose our paths, we can't choose the consequences that come with them.

Consent is not just about agreeing to sexual activities – it is about making choices that affect your self-esteem and determine whether your relationships become sources of support or stress.

Healthy relationships make both people feel safe, valued and supported, without pressure or harm.

They are built on trust, respect and mutual understanding, while unhealthy ones involve disrespect, poor communication or lack of care.

Abusive relationships include harmful behaviours that hurt you physically, emotionally or both.

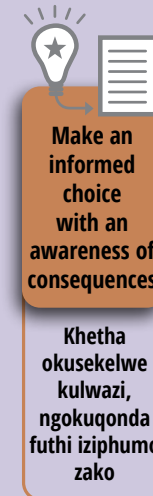
Read Info Page L to understand these relationships better and the actions you need to take if you find yourself in an unhealthy or abusive relationships.

The Info Page contains a **women's robot** and a **men's robot** to help you gain the knowledge and skills to make informed and safe choices:

Lights for life: The importance of clear communication and respecting boundaries.

See the signs: How to identify situations where consent is needed and how to respond appropriately.

Run for your life: How to make decisions that prioritise your wellbeing and when to seek professional help.



Pause the moment

- Reread Scene 2 on page 113. Roleplay the scene. Practise 'pausing the moment' using the steps alongside.
- Discuss how the skills for responsible choices (on page 116) could be used in this scenario.
- Examine making considered, informed choices.
 - Describe the experience of feeling conflicted and unable to make a decision.
 - Explain why 'pausing the moment' is a valuable tool.
 - Identify what you can expect from supportive friends and what they can expect from you.
 - Assess if you have values that are different from your friends and discuss how you can best deal with this.



Fragile masculinities

Boys do not need to act 'tough' or follow stereotypes. The term 'fragile masculinities' refers to the pressure boys often feel to behave in ways that do not reflect their true feelings.

It is perfectly okay for boys to be cautious, sensitive or not ready for sex. It is also okay to insist on using a condom without feeling ashamed.

Intimacy does not always have to include sex. Cuddling, talking and spending time together are valid and meaningful ways to connect.



Pause the moment

a. Stop and reflect

What could happen? How would this affect me and my life?

Remember that if the person you are with cares about you they should allow you to pause and think.

b. What do I really want?

My satisfaction is important, not just in this moment, but in my life as a whole. What do I really want? Am I ready and able to trust the person I am with? Is the risk is really worthwhile?

c. Strategise

How can I be honest about what I want? How can I say I need time to work it out? How can I get the most out of the experience without taking the risks I am not ready for? What can I say or do to protect myself from harm? How can I get my friends to watch out for me and protect me from harm?

d. Make a considered and informed choice

Do I have all the information I need to make an informed choice? What do I expect the consequences of my choice to be?



Take better care of yourself

Hhoya impilo yakho

Skills for responsible choices

You can develop important skills to help you make responsible decisions about your sexuality and lifestyle, while supporting your personal wellbeing and safety.*

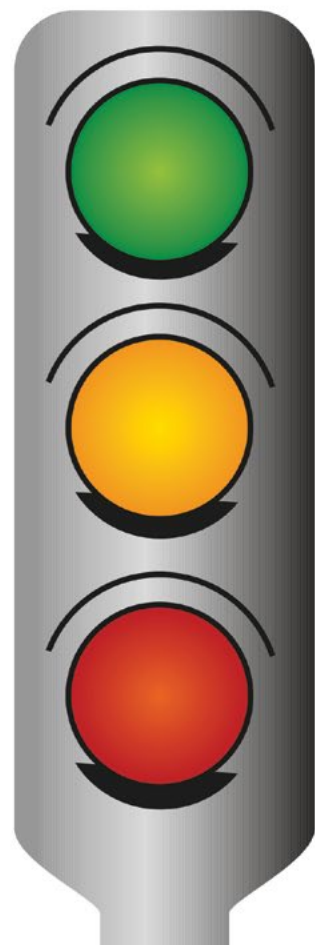
- Discuss why each of the following skills is important when making choices, using examples from your own experiences.
 - Self-awareness:** Understanding your own body, emotions and values helps in recognising your boundaries and needs.
 - Assertive communication:** Being assertive by standing up for yourself and clearly expressing your thoughts and feelings without being aggressive.
 - Critical thinking:** Evaluating situations, influences and potential outcomes to make well informed choices.
 - Decision making:** Choosing between options after considering all possible benefits and consequences.
 - Problem solving:** Identifying problems and finding solutions.
 - Negotiating:** Finding a middle ground in situations where compromises are needed.

* You will practise the skills in the following lessons of this lesson set.



Making responsible decisions about consent

WOMEN'S ROBOT



Women's Rights are Human Rights

#HearMeToo!
A Woman of Fortitude

SA Police Service: 10111
Presidential Hotline: 17737
Gender Based Violence Command
Centre: 0800 428 428
Department of Justice and Constitutional
Development Stop Gender Violence
Helpline: 0800 150 150
Department of Women: 012 359 000

#LightsForLife

IF THEY REALLY LOVE YOU, THEY WON'T HURT YOU

GREEN – ENJOY YOUR HEALTHY RELATIONSHIP! (#CoupleGoals)

There is mutual respect, open communication, and support for each other

- Your partner often tells you how much they love you and how beautiful you are.
- You value love above all else in your relationship
- Your partner respects you at all times
- Your partner always shows you affection
- You can be open with your feelings and you can always be honest with your partner
- You trust your partner at all times
- Your partner shows you kindness
- Your partner is always thoughtful and forgiving
- Your partner respects your decisions
- Your partner does not try to control you
- Your partner always encourages you to follow your dreams
- Your partner assists you with chores and duties around the home
- Your partner always makes time for you
- You understand that negotiation is a healthy part of a relationship
- You have a constant feeling of happiness in your relationship

#SeeTheSigns

ORANGE – BE AWARE OF THE SIGNS. START SEEKING HELP! (#SeeTheSigns)

- Your partner constantly belittles or insults you
- Your partner tries to control your decisions
- Your partner decides who you can be friends with
- Your partner wants to control how you spend your money
- Your partner is always telling you what you can and cannot wear
- Your partner does not trust you, always wanting to see your cellphone messages, or emails
- You feel like your partner is jealous of you
- Your partner hurts you with their jokes and often ridicules you
- Your partner lies to you
- Your partner humiliates you in public
- You are often blamed for things going wrong
- Your partner damages or destroys your property
- Your partner physically handles you in a way that makes you feel uncomfortable or insecure
- You feel like you are only being used for sex
- Your partner carries resentment for fights that have long passed

#Run4YourLife

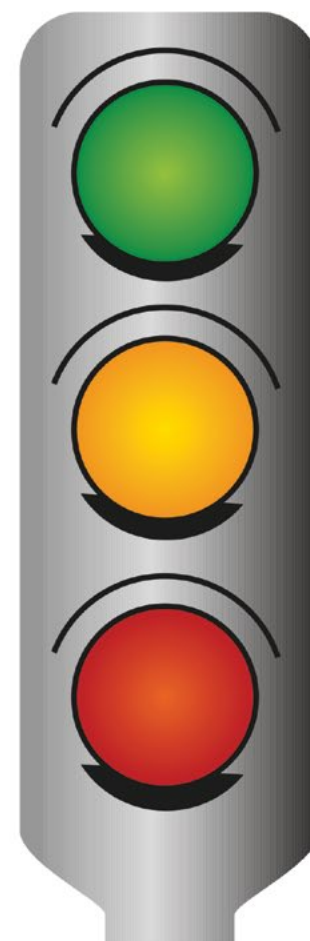
RED – SEEK PROFESSIONAL HELP IMMEDIATELY!

(You are in the danger zone - #LeaveNow)

- Your partner has threatened to kill you or your children
 - You fear for your life or the lives of your children in your relationship
 - Your partner has used weapons or picked up objects to threaten you
 - You have been physically harmed by your partner
 - Your children have been physically abused by your partner
 - Your partner constantly threatens to harm you, your children, or your family members
 - You have given your partner sex due to them being forceful or roughly handling you
 - Your partner thinks it's ok to get sex from you even though you say no
 - Your partner says you belong to them and says you cannot be with anyone else
- If your partner claims they have raped or murdered someone in their past and threatens to do the same to you, go to your nearest police station and seek help.

#NGIZWE #NDIVE #NKUTLWE #HOOR-MY #NI-TWE-NA-MINA #NTHEELETXE-LENNA

MEN'S ROBOT



Women's Rights are Human Rights

#HearMeToo!
A Woman of Fortitude

SA Police Service: 10111
Presidential Hotline: 17737
Gender Based Violence Command
Centre: 0800 428 428
Department of Justice and Constitutional
Development Stop Gender Violence
Helpline: 0800 150 150
Department of Women: 012 359 000

#EnjoyYourRelationship

GREEN – ENJOY YOUR HEALTHY RELATIONSHIP! (#EnjoyYourRelationship)

There is mutual respect, open communication, and support for each other

- You often express your love for your partner. You consider love for your partner to be above all else.
- You respect your partner at all times
- You often express your love for your partner
- You show affection towards your partner
- You are open with your feelings and always honest
- You trust your partner at all times
- You can forgive without causing harm
- You are sensitive and responsive to your partner's feelings
- You give your partner space to make their own decisions
- You respect your partner's decisions
- You support your partner's ambitions
- Always make time to talk and listen to your partner
- You understand that negotiation is a healthy part of a relationship
- You have a constant feeling of happiness in your relationship
- You understand your partner can say "No, I don't love you anymore"

#TalktoSomeoneYouTrust

ORANGE – BE AWARE OF THE SIGNS. START SEEKING HELP! (#TalktoSomeoneYouTrust)

- You constantly belittle or insult your partner
- You try to control your partner's decisions
- You want to control how your partner spends their money
- You decide when your partner can socialise with her friends and family
- You decide what clothes your partner can wear
- You invade your partner's privacy, always wanting to see their cellphone messages, or emails
- You are jealous of your partner's successes
- You ridicule and offend your partner
- You resort to lies and deceit to cover the truth
- You intimidate your partner to get your way
- You damage or destroy your partner's property
- You physically handle your partner roughly without regard for their wellbeing
- You treat your partner as a sex object
- You lock your partner away from their family and friends
- You carry resentment or grudge over a fight a long time after the fight is over

#ActNow

RED – SEEK PROFESSIONAL HELP IMMEDIATELY!

(You are in the danger zone - #ActNow)

- You threaten your partner with death
- You are constantly angry at your partner
- You use weapons or objects to harm your partner
- You cause physical harm to your partner
- You constantly think about harming or killing your partner
- You aggressively handle your partner for sexual pleasure/sex without their consent
- You think it's ok to rape or sexually assault your partner
- You believe your partner belongs to you
- If you have raped or murdered your partner, go to your nearest police station and report your crime.

#NGIZWE #NDIVE #NKUTLWE #HOOR-MY #NI-TWE-NA-MINA #NTHEELETXE-LENNA

Understanding sexual desire



The desire to get close to someone is a normal part of growing up. You need to understand the risks that come with an intimate relationship.



Sally Whines, *Aquatic - terrestrial*, 2019

I love that crazy confused feeling of falling for someone!

Sexual desire can sometimes lead to risky decisions, but being aware of your feelings and boundaries helps you make choices that are responsible, kind and safe – both now and in the future.



Test what you know about sexual relationships

1. Assess whether each of these statements is true or false.

a. A person can feel sexual desire for someone he or she does not love.

T
?
F

b. People with disabilities do not get sexually aroused.

T
?
F

c. Fear of becoming pregnant or getting a sexually transmitted infection (STI) can affect sexual interest.

T
?
F

d. If someone is sexually active, they should practice safer sex: using condoms every time with every partner.

T
?
F

e. Pornography gives people false expectations about sexual desire and sex.

T
?
F

f. Communication is not important in romantic and sexual relationships.

T
?
F

g. Everyone's level of sexual interest can change over time.

T
?
F



The myth of 'happily ever after'

Many of us grow up believing in the idea of 'happily ever after' – that relationships should last forever if they are 'meant to be'. But relationships are a time to learn about yourself, your values and what you want in a partner. Breaking up does not mean failure; it means growth. It is okay to feel sad, confused or even relieved. These emotions are normal and part of healing.

We may change, grow apart or realise that our needs are not being met. This does not make the relationship a waste; it taught you important lessons about love, boundaries and communication. Instead of focusing on forever, see relationships as chapters that help you grow.



2. Check what you know against these facts.

a. True. Sexual interest and love can be confused. You may love someone and not desire to have sex with them. You can also desire to have sex with someone you do not love.

b. False. Certain disabilities, such as a spinal injury, might require that people make some adjustments in sexual activities. However, people with disabilities can and do have sexual feelings and satisfying sexual relationships. Many are able to have children.

c. True. Emotional states, such as fear, can affect a person's interest in sex.

d. True. Practising safer sex, like using condoms every time with every partner, helps prevent STIs and unplanned pregnancies..

e. True. Pornography involves people acting out a script and is very different to what sex is like in real life. One of the dangers of watch pornography as it can create unrealistic expectations of yourself and your sexual partners. It can also become addictive.

f. False. People have much happier and fulfilling relationships when they feel comfortable enough to talk about, listen to and respect each other's needs, sexually and otherwise.

g. True. Sexual interest is affected by physical, emotional and social things in a person's life. It is therefore constantly changing.



Do your research and present your ideas or hypothesis

Yenza uphando lwakho, wenze intethkazo ngeembono ofikelele kuzo ezingekaqinisekiswa (hypothesis)

Find out more

3. Visit a clinic, or invite a healthcare worker to speak to your class.

- Ask them about male and female condoms, dental dams, contraceptives, the morning after pill, PREP and PEP.. They can also tell you about the prevention of pregnancy, sexually transmitted infections (STIs) as well as HIV counselling, testing and treatment.
- The National Department of Health website can also answer your questions. <https://bwisehealth.com/>

Read Info Page M about sexual and reproductive health. Make notes about the things you would like to question or get more clarity on.

?
Ask questions that guide, probe and produce useful information

Buza imibuzo ekhokelayo, ephanda nzulu kwakhona uvelise isiphumo esiziinkcukacha eziluncedo

Sexually Transmitted Infections

Learn the symptoms of STIs.

If you have any symptom, get medical help as soon as possible.

What is a sexually transmitted infection?

A sexually transmitted infection, or STI, is caused by living organisms that can be passed from one person to another during sexual activity. STIs are very common but people don't talk about them. Over 4 million people get a new STI every year in South Africa. There are more than 25 different types of STIs.

STIs can be passed from a man to a woman, from a woman to a man, from a man to a man, or from a woman to a woman. Some STIs can be passed from mother to infant during pregnancy or during the process of birth. Some STIs can be passed on during oral sex and some spread via skin-to-skin contact.

What organisms cause STIs?

Some STIs are caused by viruses. Some examples are Herpes, Hepatitis, HIV, Human Papillomavirus and Zika. These STIs are treatable but cannot be cured.

STIs can also be caused by bacteria. Examples are Gonorrhoea, Chlamydia, Syphilis and Chancroid. Most of these STIs are easy to cure with antibiotics if they are recognised early.

Other STIs are caused by microorganisms such as Yeast (Candida), Lice, Mites and Protozoa (a micro-organism that causes Trichomonas vaginitis).

If left untreated, what can STIs lead to?

Untreated STIs can cause pain, severe illness, emotional stress, deformity of sexual organs or pelvic inflammatory disease. If a woman is pregnant, the developing foetus can get stuck in the tubes due to scarring of the tubes. STIs can cause miscarriage (the death of unborn babies), infection and death of new-born babies. They can cause infertility in men and women – even death.

Some types of Human Papillomavirus can cause genital warts. Other types of Human Papillomavirus can cause cancer (of the cervix, vulva, vagina, penis, anus, mouth and throat).

Gonorrhoea can cause infections of the skin, throat and eyes, as well as arthritis. Syphilis can cause infections of the bone, brain and heart, as well as paralysis, mental illness, gangrene and death. Hepatitis can cause liver infections, cancer of the liver and death. HIV can cause Acquired Immune Deficiency Syndrome (AIDS), which can be fatal if not treated.

What is the relationship between HIV and other STIs?

HIV makes all STIs worse. If a person is HIV positive and then gets an STI, the STI is often much worse than it is in people who do not have HIV.

STIs make it easier to get HIV. If you have an STI that has affected your mucous membranes and weakened your immune system it is easier to get HIV during sexual intercourse from someone who already has it.

How can you recognise an STI?

STIs can show the following symptoms: unusual discharge from the penis or the vagina; bleeding from the penis, vagina or anus; burning during urination; sores, ulcers or blisters; rash; warts; itching; unusual marks or lines; swelling or the urge to urinate more often than usual.



Noria Maswanganyi and Florence Nobela, AIDS cloth, Chivunka Embroidery Project, 2001

Some STIs are ignored because of mild symptoms. Many STIs show no symptoms at all. If you have taken risks and there are unusual signs in the area of your penis, vagina or anus, see a clinic or a doctor as soon as possible. The longer you wait the more damage can be done.

Burning or pain during urination, as well as the urge to pass urine frequently can be due to a bladder or kidney infection. Early treatment is also necessary in this case.

What should you remember when being treated for an STI?

Partners should always be treated at the same time so that they do not re-infect each other. The treatment only kills the germs that are in your body at that time. Treatment does not protect you from the disease in the future. If you have an STI stop having sex until the doctor or clinic informs you that it is completely cured.

Never stop treatment early, even if the symptoms clear up. Finish the full course of medicines. During treatment, keep the urethra flushed by drinking lots of water. Avoid alcohol, because it can aggravate any inflammation of the urethra.

Do not buy medicine from people on the street as the dosages are usually incorrect and you will not get the proper advice. Do not share the medicine you receive. You need to complete the treatment the doctor or clinic has given you.

Tell all your recent sexual partners, so that they can get tested and treated if necessary. Remember that not all STIs show signs, but can still cause serious health problems.



How can you prevent STIs?

Abstain from sexual activities where sexual fluids come into contact with your body (especially mucous membranes in your mouth, vagina, anus or on the penis).

Delay having sexual relationships for as long as possible. The younger a person is when they start to have sex for the first time, the more vulnerable they are to getting an STI.

Have a mutually monogamous sexual relationship with an uninfected partner. If you are starting a new sexual relationship get tested together for STIs before having sex.

Use a condom (male latex or female polyurethane condom) every time you have sex – even for oral sex. During a session of sexual activities, change the condom for a new one every time you change the kind of sexual activity you are enjoying. If you are female, don't douche after sex as this can force STIs further up into your reproductive organs.

Have regular check-ups for HIV and STIs.

HIV infection can be prevented if PEP is taken within 72 hours of exposure. PEP can be taken to prevent transmission if there is an on-going risk of exposure.

It is possible to have safer sex with HIV positive partners if protection is used correctly and consistently, if HIV-positive partners are under treatment and they have their viral load under control.



AIDS wire baskets, Wits Art Museum

Safer Sex

When you make the choice, you have the right to practise safer sex. If you think you are ready, ask yourself how well you know and trust your partner. Do you fully understand how to have safer sex?

Safe sex means being completely safe from any risks during sex, which is not possible. Safer sex means taking steps to reduce risks, e.g. using condoms, other contraception methods, and getting tested.

It is better to say "safer sex" because it is more realistic and helps you understand how to protect yourself better. Consider why you want to have sex and how this relates to your values. Sexual intimacy can be a wonderful experience. However, without careful thought, it can also lead to emotional trauma, unwanted pregnancy, and dangerous sexually transmitted infections. Safer sex involves having an honest, responsible conversation with your partner about your needs, contraception, and other ways to feel safe.



Take better care of yourself

Hhoya impilo yakho

Making safer choices

1. Explain why it is important to discuss your feelings and decisions about your sexual relationship with your partner.
 - When is it best to have this discussion?
 - At which point should a couple make sure the male has put on a condom to avoid pregnancy?
 - How could choosing to have an abortion affect you and your relationship if you or your partner fell pregnant?

Withdrawal is never a reliable way to prevent pregnancy! Pre-ejaculate, which is released before orgasm, contains sperm.

Do not take the risk!

How do you know if you are ready?

Sex is not like how it is generally depicted in books and the media. If you think you are ready, ask yourself how well you know and trust your partner. Do you fully understand how to have safe sex? Consider why you want to have sex and how this relates to your values. Do you perhaps feel pressure from you partner or friends? Everyone is different.



Do your own research about condoms and how to have safer sex. Speak to someone you trust for advice about your sexual activities and relationships. You can also visit the **Love Life** website for advice: <https://lovelife.org.za>

Being assertive means standing up for your point of view and setting clear boundaries, while also respecting the rights and boundaries of others. Assertive communication benefits everyone by promoting mutual understanding and respect.



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

Lugqale uvakalelo lwakho, funda kulo, kodwa ungalawulwa lulo

Being assertive

2. Choose a scenario.
 - Think about what each character wants and why.
 - Use the Assertive Communication Tool to develop a way of being assertive.
 - Act out your scenario in front of the class.

Scenario 1: Your partner has been pressuring you to have sex for a while. You are not ready but are scared your partner will leave you if you do not go along with it.

Scenario 2: Your friend is sexually active but you are not. Tell them about why abstinence is the best choice for you right now.

Scenario 3: Tell your sexual partner you will only have sex if you use condoms every time and why.

3. Discuss the role plays.

- Explain whether the performance was a good example of assertiveness.
- Suggest any adjustments you would make.
- Determine if both people in the scenario benefited from the conversation. Explain.
- Reflect on what you have learned about being assertive and its importance.

INFO

Assertive Communication Tool

Step 1

Make a statement of empathy to show that you are not judging or trying to blame the other person

I understand that this might be hard for you...
I appreciate what you are trying to do...
I want to understand what you are feeling...

Step 2

Explain clearly how what they are doing or saying makes you feel

When you say... I feel...
When you try to... I feel...
This makes me feel...
This is how I feel...

Step 3

Explain why you feel this way

The reason I feel like that is because...
When people... I tend to...

Step 4

Explain what you want or need that person to do in the future

Next time it would be helpful if...
I would appreciate it if you could...

Take a stand against rape!

Every person has the right to safety, dignity and respect. Gender-based violence (GBV) is a serious issue that affects people across all communities. It is not just something we may hear about in the news; it can happen to anyone. Your body belongs to you, and no one has the right to violate that boundary or make you feel unsafe. When someone does not consent to sex, the consequences are serious. Rape does not correct anything. Rape violates a person's rights and keeps cycles of violence going. Rape is a hate crime!

INFO

Gender-based violence (GBV) is when someone is harmed because of their gender. This harm can be physical, emotional or sexual. GBV often includes threats of violence, intimidation or manipulation. In South Africa, laws have been strengthened to protect everyone from GBV and sexual assault. The Criminal Law (Sexual Offences and Related Matters) Amendment Act requires healthcare workers, counsellors, police and others to work together to protect people who have been sexually abused.

Sexual assault includes any forced sexual activities, from unwanted touching to more serious acts. It also includes harassment—unwelcome sexual comments or gestures in person or even online.

Rape is not about pleasure; it is an act of power and control. Rape happens when a person's vagina, anus or mouth is penetrated by a penis or object without their consent. Rape is a violation of a person's body and a traumatic crime that can affect every part of their life.

Victim blaming happens when people place the responsibility for an assault on the victim rather than the perpetrator. This response is unfair, harmful and can cause additional trauma. The victim is never to blame.

Boys and men can also be raped. It is often more difficult for them to come forward after an assault. Many feel ashamed or worry they won't be believed.

What can society do to make it easier for all victims to seek help?



After-rape care

How to support survivors after an assault

Talk to someone trusted: Finding support from someone you trust can be very helpful.

Report the assault: Going to the police may be difficult, but reporting helps to hold the perpetrator accountable. If you're at the police station, ask for a private space or a female officer if you prefer.

Preserve evidence: Avoid washing or changing clothes, even though it may be hard, as this preserves evidence.

Get a medical examination: A healthcare professional can provide:

- STI prevention (antibiotics)
- Pregnancy prevention (the morning-after pill)
- PEP, a drug that can help prevent HIV infection if it is taken 24 - 72 hours after exposure, is provided for free to people who have been raped.

Seek psycho-social support: Get counselling or psycho-social support to help process the trauma and rebuild emotional wellbeing.

Helplines

SAPS 1011
POWA 011 6424345
Childline South Africa 0800 055 555
Tears Foundation 010 590 5920
The Trauma Centre 021 465 7373

INFO



Use empathy to perceive emotions and explore perspectives

Sebenzisa ulwazelelwano ekuqondeni uvakalelo lwakhe nasekuyibambeni indlela azibona ngayo izinto



Question the way you make moral judgements

Zibuze ngedlela ozithatha ngayo izingqibo ezinentsulungeko

Myths and realities of rape

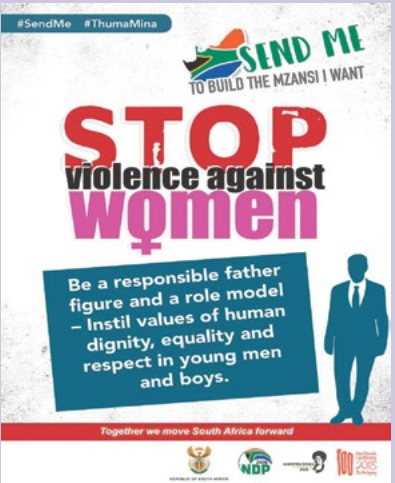
Myth	Reality
1. Rape only happens in dark places with strangers.	a. Most victims know their attacker, and rape can happen anywhere—even in familiar places.
2. It could never happen to me.	b. Anyone, regardless of gender, age, race or background, can be a victim.
3. Victims always resist their attackers.	c. Many victims freeze or become paralyzed with fear. Not fighting back does not mean consent.
4. Drinking or drug use invites assault.	d. Being under the influence is not an invitation for unwanted sexual activity; responsibility always lies with the perpetrator.
5. Victims always report rape.	e. Many victims do not report due to fear of blame, shame or disbelief from others.
6. A physical response means it was wanted.	f. Physical reactions, like arousal, are involuntary and do not imply consent.

Myths about rape - let's get real

1. **Reflect on the myths about rape and their realities.** Work with a partner or group to discuss the following:
 - Why do you think people believe these myths? How may these beliefs stop someone from seeking help?
 - How does knowing the truth behind these myths change your perspective on GBV and rape?
 - How can challenging these myths create a safer, more supportive community?
 - Imagine how a survivor may feel hearing one of these myths. What can you do to support survivors and reject harmful ideas?

Taking a stand against rape

2. **How can male role models influence young men's attitudes and behaviours?** Use the poster to explore how positive male role models can guide young men to challenge GBV and take a stand against rape.



Zanele Muholi, Photographer and activist

Zanele Muholi uses their photography to protest against the violence and rape faced by black lesbians and transgender individuals.



Take a stand

Careers for a sustainable future

Sustainability means meeting today's needs without harming the environment or depleting resources needed for the future. By promoting sustainable livelihoods, we create jobs that benefit both people and the planet, while also protecting natural resources so that future needs can also be met.

Industries around the world are organised into four main sectors, each representing a different type of economic activity. Each sector has the potential to create a diversity of jobs, enabling individuals and communities to create sustainable livelihoods.

Sectors of Industry



Primary Sector

Removes or harvests natural resources directly from the earth, helping people make a livelihood by getting essential materials.



Secondary Sector

Takes raw materials from the primary sector and transforms them into manufactured goods, turning resources into products for everyday use.



Tertiary Sector

Provides services that make life better, supporting people through activities like healthcare, education and retail.



Quaternary Sector

Uses new technology to provide information and communication services, including research and development, and brings new ideas and innovations to improve industries.



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

Ondersoek die verlede, voorspel die toekoms – bring dit met nou in verband

Sectors then and now

1. Explain which work sectors you think were most important in the past. How and why do you think this has changed? Use the photo below to guide your answer.
2. Read *Nappies then and now* on page 129. Explore how changes in product design for sustainability have created new careers. What kinds of jobs may exist in the future to support greener products?
3. Match the jobs below to the correct sector above.

beauty technician • geologist • digital content creator • social worker
 • clothing factory supervisor • robotics technician • gym instructor •
 forester • data security manager • farmer • software developer •
 fork lift operator • genetic researcher

Lonehill in Johannesburg is the site of a large Iron Age smelting and forging enterprise which serviced thousands of Tswana people living here in the 1500s



Going green

Careers in the green industry aim to reduce harm to communities and the environment while increasing sustainability. Green jobs can be found in all four sectors, from primary (e.g. organic farming) to quaternary (e.g. climate change research), helping the economy to grow without damaging the environment.



Participate actively in productive dialogue

Neem aktief deel in produktiewe dialoog

Green jobs

Look at Info Page N *Green Jobs* on pages 130 - 131 to see the diversity of green jobs in the economy.

4. Investigate green jobs.

- Match the green jobs below to the correct sector
- Discuss what you think these people do. Find out if you do not know.

Forestry worker • Upcycle-product maker • Renewable energy researcher
 • Waste collector • Solar panel installer
 • Eco-friendly furniture maker • Organic farmer • Sustainable fashion designer •
 Sustainable building designer

Look at Info Page O *Wind Energy* on pages 132 – 133 to explore the various careers in wind energy.

5. Analyse the importance of the wind energy sector.

- Identify the environmental benefits.
- Describe how it impacts local economies.

6. Choose three jobs and discuss where these workers could use their skills in other sectors.*

***Transferable skills** are abilities that can be used in different jobs and work settings e.g. communication, problem solving and teamwork skills can help you succeed in many careers.



Solar plumbers work indoors and outdoors, installing and maintaining solar water heating systems and panels which collect energy from the sun.

Nappies then and now: A greener future

Over the years, nappies have changed in many ways, reflecting shifts in technology and environmental awareness.

1900s to 1950s: People used cloth nappies, which could be reused but needed frequent washing.

1960s to 1990s: Disposable nappies became popular because they were more convenient, but they caused big environmental problems as they take hundreds of years to break down.

2000s to today: There is a move towards greener options, including a return to modern cloth nappies for their reusability and the introduction of biodegradable disposables to reduce environmental harm.

PROJECT

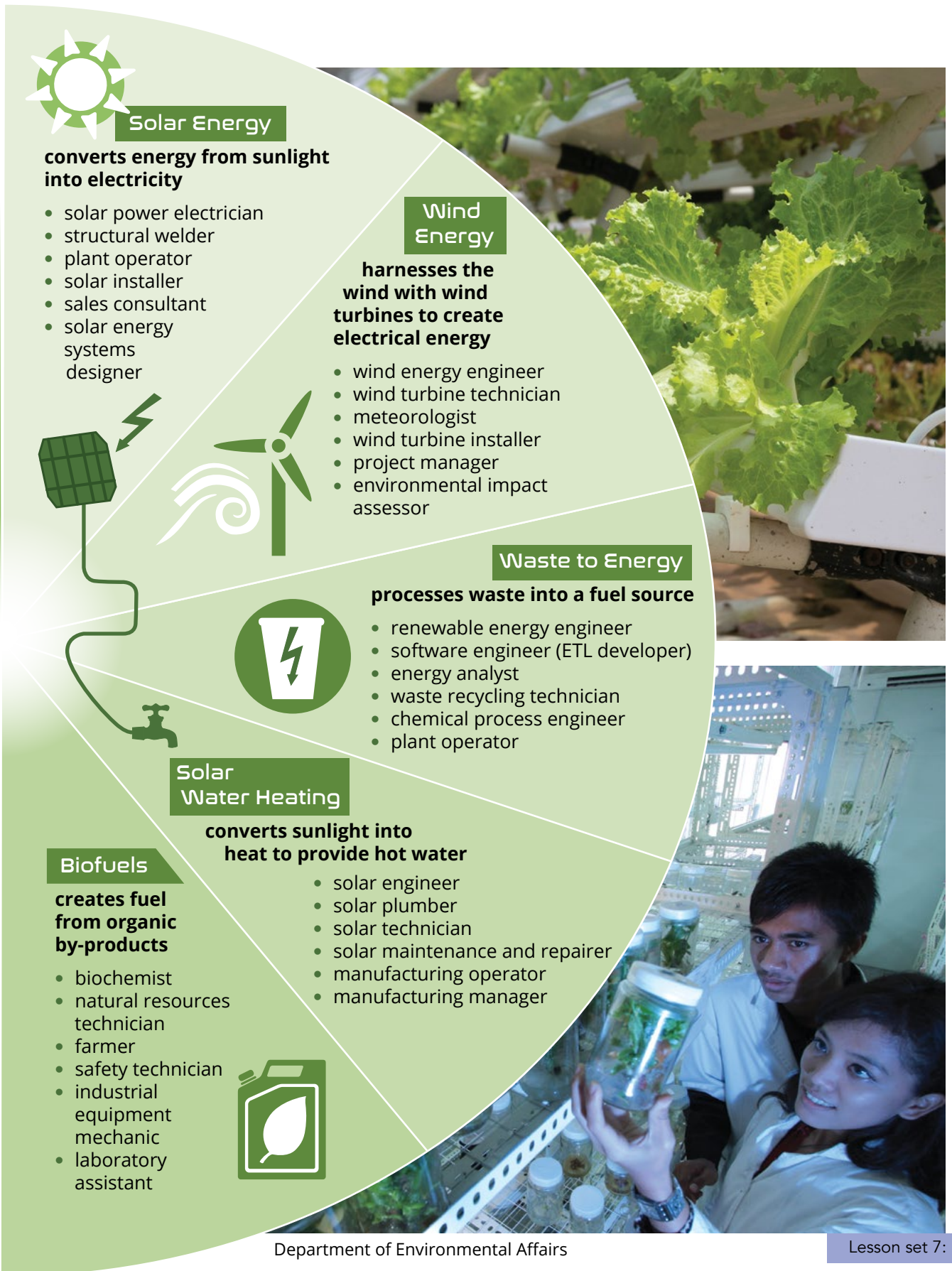
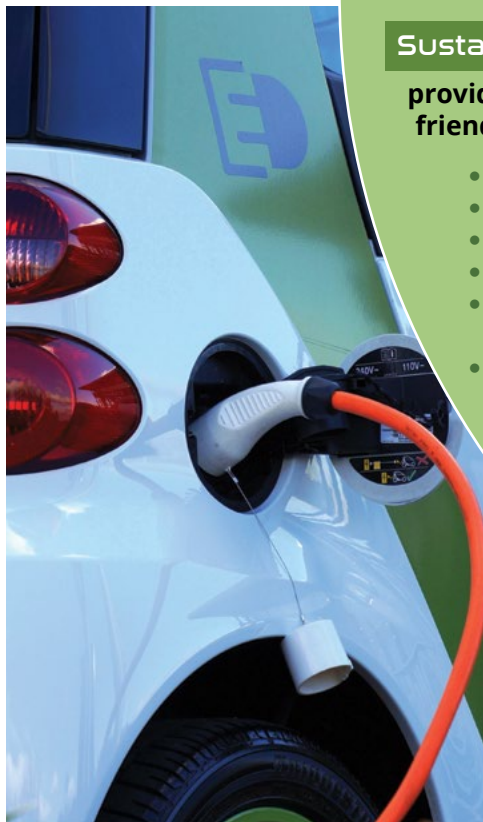
In this lesson, you will explore a variety of careers, some of which may be unfamiliar to you. Use books or online sources to learn more about them. A helpful website is: <http://ncap.careerhelp.org.za/>. Here, you will also find contact details for Khetha Career Development Services which provides free career information and counselling.

Lesson 7.3 and 7.4 each contain a project task. You may choose one of these tasks for your term's project assessment, which should be completed in pairs.

Your teacher will give you a Project Assessment Sheet for you to understand how your project will be assessed.

Green jobs

Green symbolises care for the environment. "Going green" means making choices that keep our planet healthy and sustainable for the future e.g. recycling, using renewable energy and avoiding pollution.





Wind energy

Wind energy is creating green jobs for many people in South Africa. The Kouga Wind Farm, located in the Eastern Cape near small towns, is a great example of a successful renewable energy project. It has 32 turbines that generate 300 million kilowatt-hours of clean electricity each year. Along with producing energy, the project has created many types of employment opportunities for the local community.

Young people have the most important job of all: protecting our future!



gardeners



educators

computer aided (CAD) operators



social entrepreneurs

waste disposers



environmental impact assessor

water and sanitation providers

transport providers

cleaners

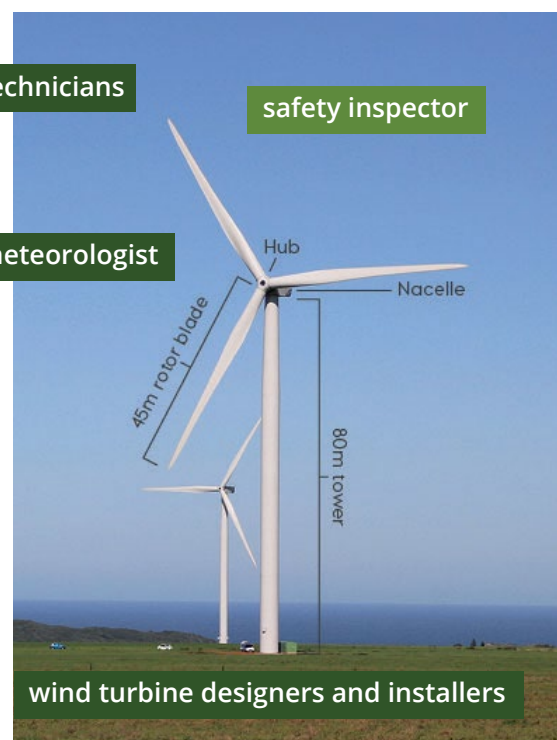
community development manager



wind turbine technicians

journalist

photographer



safety inspector

meteorologist

wind turbine designers and installers



fundraiser

accountant

minister

praise singer

asset manager

quality assurance manager



health service providers

Safety and wellbeing in the workplace

Your workplace shapes how you work and the tools you use. Whether indoors or outdoors, the environment impacts your comfort and safety. A well-designed workplace benefits both workers and the planet.

Simple changes, like improving design and accessibility or adopting eco-friendly options, can reduce waste and energy use while making workspaces healthier and more comfortable for everyone. Eco-friendly practices save natural resources, helping to protect the environment now and for future generations. Sustainable livelihoods need sustainable environments!

INFO

Design for all

We are not all the same. We need to consider the needs of different people when designing workplaces.



Ergonomics is the science of designing workplaces to fit all the people who use them.

Ergonomics focuses on:

- Adjusting tools and workstations to fit the worker.
- Preventing injuries through proper posture and equipment use.
- Boosting productivity by reducing strain and discomfort.

Universal Design ensures that these spaces are accessible and usable for everyone, regardless of age, size, ability, disability or other needs.

Universal Design focuses on:

- Providing adjustable workstations for people of different heights and abilities.
- Ensuring accessible facilities such as wider doorways and ramps.
- Offering tools and equipment that are easy for everyone to use, including people with disabilities.

Work settings can be indoors or outdoor

Indoor jobs (e.g. scientists or architects) are usually in buildings where the environment, such as temperature, can be controlled. Outdoor jobs (e.g. wildlife conservation rangers or farmers) depend on the weather with people in these jobs often facing challenges such as heat or rain.



Greening the workplace

- Reducing carbon footprints through energy-efficient practices in buildings and workplaces.
- Using sustainable materials and ensuring the workspace is designed to be eco-friendly.
- Implementing ergonomic solutions that improve comfort and safety, reducing injury risks for both indoor and outdoor workers.

Danger: Unsafe workplace ahead!



Case study 1: Mine

- Dust inhalation and harmful chemicals cause lung damage, shortness of breath and poisoning.
- Extreme heat in mines may cause heat stroke while heavy physical tasks can damage the body.
- Noise from machinery leads to concentration and sleep issues, hearing and vision problems, and reproductive damage in women.
- Heavy machinery and mining conditions can damage digestion, affect the heart and harm overall health.

Case study 2: Medical Research Laboratory

- Harmful chemicals can affect the eyes, skin and lungs, and may lead to organ damage or cancer.
- Diseases studied in research can be transmitted to people.
- Physical hazards include lifting, pushing and pulling, as well as electrical or mechanical risks.
- Some labs also expose people to noise and excessive heat.



Case study 3: Road Construction Site

- Workers can be hurt in traffic accidents when drivers ignore speed limits.
- They may be abused by frustrated motorists who sometimes throw dangerous objects such as bottles.
- Working outside can cause sunburn, dehydration and heat stress.
- Operating heavy equipment leads to physical strain, and hot asphalt may cause burns.



Persevere
and work
it out

Druk deur
– bereik jou
doelwitte

Exploring workplace settings

Employees in the workplaces above may face health, safety and environmental challenges. These workplaces have not yet used greening standards, and show problems such as poor working conditions, exposure to harmful substances and a lack of ergonomic design.

1. Look at the safety icons below and identify the risks. Discuss the workplaces which would require these precautions.



2. Identify risks in each workplace above, including workspace, activities, materials, lighting, electrical faults, radiation, waste and natural disasters.
3. Discuss how these risks affect workers' safety, health and wellbeing.
4. Choose one of the case studies.
 - Apply health and safety measures to improve this workspace. What risks need to be reduced? How will your changes protect people?
 - OR
 - Apply greening principles. What can be done to reduce waste and energy use? How will your changes help the environment?

Design, assemble, grow

Green careers are becoming very important as industries aim to reduce their impact on the environment. A green career can be found in indoor and outdoor settings, offering job opportunities in all economic sectors. Work in green careers focuses on sustainability, reducing waste, conserving resources and developing eco-friendly solutions.



Activities in green jobs:

Research & development: Creating new ideas or improving existing products and processes, e.g. Developing biodegradable materials or discovering better ways to recycle.

Production: The process of making and distributing goods and services, e.g. Manufacturing solar panels or producing ecofriendly packaging.

Management: Organising and overseeing work to ensure it meets goals and standards, e.g. Managing sustainability projects or waste-reduction programmes in a company.

Designing: Creating plans, systems or products to solve problems or meet specific needs, e.g. Designing green buildings, sustainable fashion or public spaces with low environmental impact.

Assembling: Putting together the parts of a product or system, e.g. Installing solar panels or assembling components of wind turbines.

Growing: Producing plants or food, often in a sustainable way, e.g. Organic farming, gardening or working in forestry.

Make something out of nothing

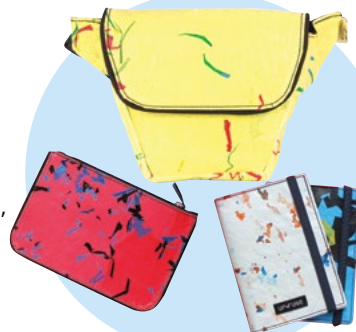
1. Explain what upcycling is and explore its benefits.
 - How does upcycling reduce waste?
 - How can it benefit people and the environment?
 - Identify waste or unwanted materials around you.
 - Think about how you could use these materials to create a new, useful item.
 - Design your item by drawing or writing a description of it.
 - Share your idea and explain its benefits for people and the environment.

Do we always need to buy something new?

Upcycling is the process of taking 'old' or unwanted materials and turning them into something new and useful, like clothes or personalised items. It is a creative way to reduce waste and maximise resources by giving objects a new purpose.

An upcycle designer transforms discarded materials into valuable, functional products. For example, plastic bags can become wallets, old jeans can turn into bags and reclaimed wood can become furniture. Upcycling combines creativity, work opportunities and environmental responsibility, creating eco-friendly products from recycled materials.

UpFuse upcycles plastic bags into fashionable bags, wallets, laptop cases and camera straps in Egypt.



Umcebo Design upcycles ice cream containers into flowers in Durban.



Anele a.k.a Jenaius upcycles clothes by adding personalised details and artwork in Cape Town.



Do your research and present your ideas or hypothesis

Doen jou navorsing en presenteer jou hipotese

Project: Careers in designing, assembling and growing

2. Choose one job type (designing, assembling, or growing) in the green industry that interests you and research it.
 - What qualifications are needed?
 - What daily tasks are involved?
 - How does this job impact people and the environment?
 - How does this job help the environment and people?
 - What makes this job 'green,' and how does it contribute to sustainability?
3. Investigate an indoor and outdoor version of the job type.
 - List the daily activities and required skills for each.
 - Explain how each job contributes to sustainability and benefits both people and the environment.
 - Provide examples of successful green projects or initiatives for both jobs.
4. Choose one of the following activities based on your job type.

Designing

- Choose a product or system you would like to design that promotes sustainability.
- Sketch a basic design.
- List its environmentally friendly features and explain how it helps people and the environment.

Assembling

- Imagine you are assembling a piece of green technology.
- Choose a product and outline the steps you would take to assemble it using sustainable practices.
- Explain how assembling this product benefits both people and the environment

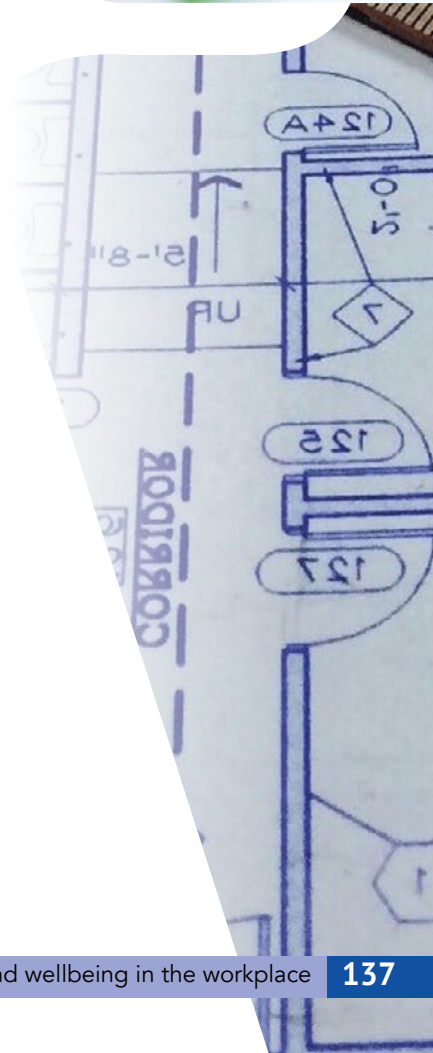
Growing

- Plan a small organic garden.
- Decide what plants you would include and how you would ensure the garden is sustainable.
- Explain how the garden helps the environment and people.

5. Create a presentation summarising your research and project. Explain how the job supports both people and the environment through sustainability and sustainable development.

PROJECT

You may choose to do this activity, or the activity on page 139, for your project this term. Your project should be completed in pairs.



Sports, recreation, fitness

Physical activities involve any movement of the body that uses energy, such as walking, cycling or playing sports. Recreation refers to fun activities that people do in their free time, helping them to relax and stay fit. These activities encourage people, no matter their age or ability, to live active lives and connect with others. This means there are many opportunities to build a career in this work sector.



Make an informed choice with an awareness of consequences

Beplan en implementeer 'n strategie

Kickoff

If you're looking for a career that combines your love of sports, health and helping others, this sector may be a good fit for you.

1. Read through the following questions – if you find yourself answering “yes” to most of them, this could be a work sector for you.
 - Do you love sport?
 - Are you health conscious?
 - Are you passionate about being fit?
 - Are you interested in the human body and how it can work optimally?
 - Are you good at motivating others?
 - Do you like helping others?
 - Do you like being outdoors?
 - Do you prefer not to work 9-to-5?

PROJECT

In the activity on page 139 you may choose to do a research project focusing on jobs in the sports, recreation and fitness sector. Knowing about these job types can help you find a career path that matches your interests and skills while promoting a healthy lifestyle and wellbeing.

Whether you're interested in coaching, personal training or sports management, knowing the available options can guide you toward a rewarding career that makes a positive impact on people's lives.

Where's the action?

What sport and recreation work opportunities are accessible to you? You can find work at:

- Sports clubs / centres
- Health and wellness centres
- Gyms
- Universities, colleges and schools
- Community centres
- Cruise liners
- Tourism destinations
- Wildlife reserves and parks



The ball's in your court

The sports, recreation and fitness sector can be divided into sub-sectors. Look at the list alongside to help you in your project. You can find out more about these careers at <http://ncap.careerhelp.org.za/searchall/all/sport/1>.



Do your research and present your ideas or hypothesis

Doen jou navorsing en presenteer jou hipotese

Project: Careers in sports, recreation and fitness

2. Choose one job type (recreation, fitness or sport) that interests you and research it.
 - What qualifications are needed?
 - What daily tasks are involved?
 - What potential career progression is available?
 - What key activities and responsibilities are common in this industry?
 - How does this job support both personal and community health?
3. Research one indoor and one outdoor job within your chosen type.
 - What daily activities and skills are required for each?
 - How do these jobs contribute to personal and community wellbeing?
 - Find examples of successful projects or initiatives in these jobs.
4. Choose one of the following activities based on your job type.

Sport

Develop an awareness campaign to promote a specific sport in your community. Detail strategies for community outreach and explain how it promotes physical health and social interaction.

Recreation

Plan a community recreation programme. Describe the activities included and explain how they promote community engagement and wellbeing.

Fitness

Design a fitness regimen for a specific population group (e.g. teenagers or elderly). List the exercises, frequency and benefits.

5. Create a presentation summarising your research and project. Explain how the job you researched supports both personal and community wellbeing.

Health and Fitness Industry

- Personal Trainer
- Martial Arts, Tai Chi, or Yoga Instructor
- Dance Instructor
- Biokineticist
- Physiotherapist
- Dietician
- Strength and Conditioning Specialist
- Lifestyle Consultant

Sports Industry

- Professional Athlete
- Sports Coach
- Sports Psychologist
- Sports Agent
- Sports Journalist
- Sports Event Manager
- Sports Photographer
- Sports Data Analyst

Recreation and Leisure Industry

- Recreation Manager
- Outdoor Adventure Guide
- Resort Manager
- Sports Tourism Manager
- Teambuilding Consultant
- Nature Guide
- Recreation Programmer
- Leisurewear Designer

Education

- Life Orientation Teacher
- Sports Science Lecturer
- Community Sports Programmer
- Sports Coach Developer
- Exercise Science Researcher
- Sports Training Specialist
- Youth Sports Mentor
- Sports Curriculum Developer

In your journal

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



Reflect on the careers you explored. How do they support sustainability or wellbeing? How will this guide your future career choices?



Baie moooi



Orienteering



Orienteering is a recreational activity where the aim is to complete a mapped-out course from start to finish. This can be done by visiting a series of control points in a specified order, using a compass and a map.

Warm-up

Go for a nice slow jog and then do dynamic stretches.

Identify map features to navigate a course

Orienteers look at the map and choose the best possible route to the control points by identifying the features in the terrain.

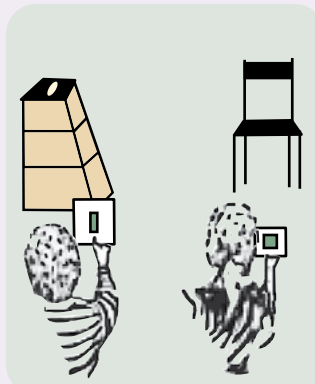
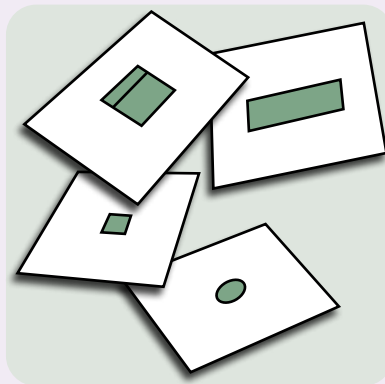
Recreate an orienteering course with a number of objects like chairs, tables, dustbins and cones. Scatter them around the room. You are going to orienteer a course set up by using plan cards and symbol cards.

Identify objects with symbol cards

Symbol cards represent each furniture item or object on the course. Each group gets a set of symbol cards in a box or plastic bag. Hold the cards up like flash cards and describe to your team what the symbols represent, for instance a square represents a chair. In relay format, the groups race each other and place their cards, one by one, at the object represented by the symbol.

Variation:

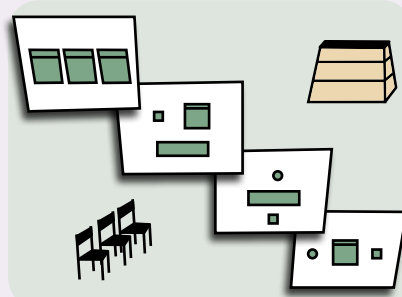
This can be repeated a few times, with groups starting from different corners of the room or area.



Identify and move objects with plan cards

Divide the room into sections, if you have the space, and place objects in each section. Each team gets a set of plan cards that show the objects in position. They need to move the objects to match the plan cards.

Variation: Use the symbol cards to create plan cards for the other teams. They must move the furniture and objects to match your plan cards.



A control point is an orange bag that has a unique control code. The control codes for the course are given on the control clue sheet printed on the map.



Safety Tip

Make sure that the playing surfaces are clean and there are no dangerous objects in the way. Be wary of running into classmates. Make sure that there is enough space for everyone to participate in a safe environment.

Navigating a basic cone grid

Orienteers often warm up and learn the basics of orienteering on a cone grid. Set up the grid within an area that suits your space.

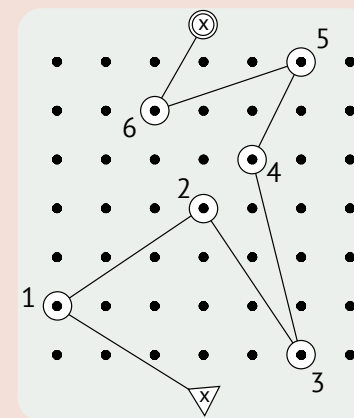


Set up the 7x7 cone grid

Set up 49 small cones, cans or cooldrink bottles in a grid of seven rows of seven cones. Aim for 2m between the cones. You will need two additional cones to mark the start and finish. This grid can accommodate four to five orienteers at a time.

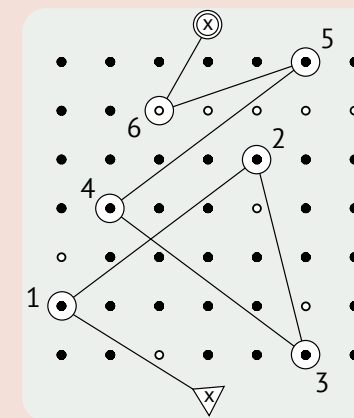
Identify control cones on the grid

Each orienteer needs a course map and cards to go under the control cones, to verify that they are at the right place. Start from both sides of the grid to work effectively with many orienteers at the same time. Use multiple course maps to ensure no following.



Attack and line features

Place red cones or any unique colour or different one by one, shaped bottles where each 'x' is indicated on the grid. The line of 'x' is a line feature and the individual 'x' are attack points, which act as navigation features to speed up navigation and improve accuracy.



Design your own cone grid course

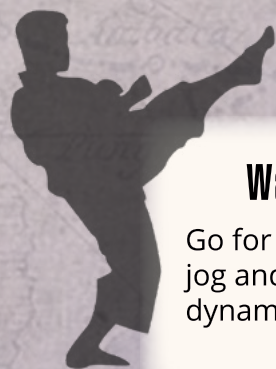
Discuss with others what makes cone grid courses difficult or easy. Use a blank grid map and make up your own course for your classmates.

If you have enough cones, set out two 7x7 grids: one basic and one with attack and line features. The teams can race on the two grids, running exactly the same courses.

Cooldown: static stretches

Do static stretches cool down.

Basic self-defence



Warm-up

Go for a nice slow jog and then do dynamic stretches.

Self-defence for beginners

It doesn't matter how big or heavy your attacker is, because you can defend yourself if you know where their most vulnerable spots are. The basics also involve knowing how to free your arms if they are grabbed.

Vulnerable spots

The main vulnerable spots on the body are the eyes, nose, throat, chest, knees and groin. The most effective strike moves are aimed at these areas. For example, striking the throat with fingers or your fist. Remember that you must strike and run!

How to free your arms

When your arm is under the attacker's, pull your arm as strongly down as you can.

This technique can also be used if your attacker grabs your forearm. Rotate your wrist towards the attacker's thumb.

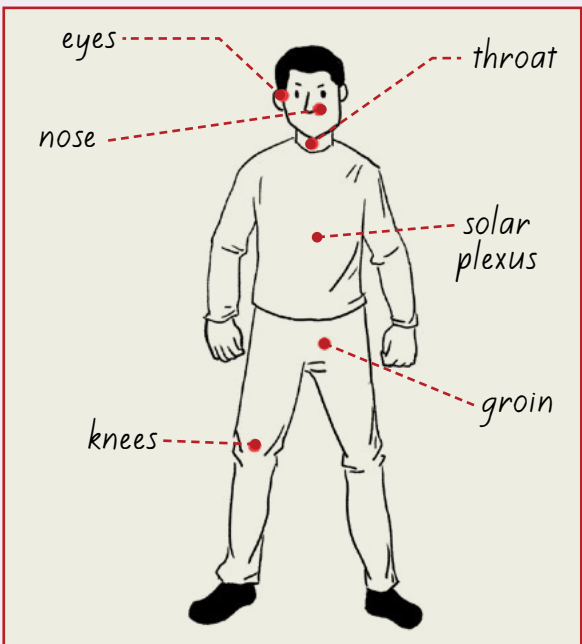
Follow the picture order and practise with a classmate.

Safety Tip

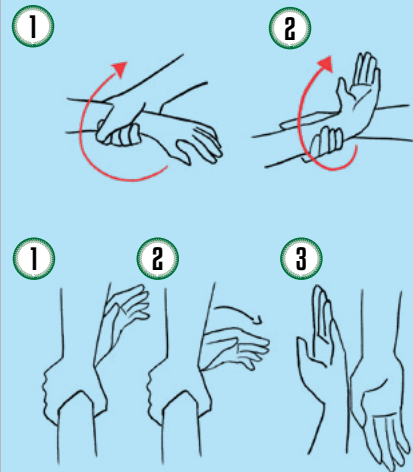
This exercise needs contact, but be vigilant about injuring each other. Don't hold too tight or move too fast.

You can learn self-defence with activities like boxing, karate or kickboxing.

There are other martial arts that also teach self-defence skills, such as jiu-jitsu, taekwondo and krav maga. These activities also develop spatial awareness, hand-eye coordination, speed and agility. In these lessons you will learn some basic self-defence moves.



Remember the rule of thumb: Rotate your arm to the side of the attacker's thumb.



Basic strike moves

Work with a partner and take turns to imitate these defensive moves for being grabbed from the front and from the back.

Safety Tip

Remember there must be no actual contact.

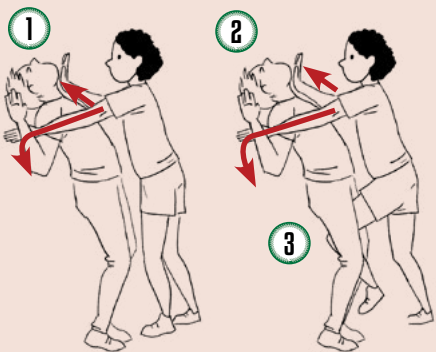


If you are grabbed from the front

1 Push the hand to the side.

2 Use your palm to strike the chin.

3 Strike your knee into the groin.

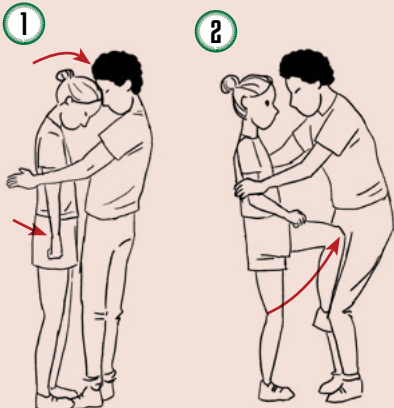


Front strike 1

1 Move your hands forward and make a fist in front of your pelvis to create enough room between you and the attacker.

2 Hit the attacker's nose with your forehead. This will make him move away from you.

3 Now strike into the groin with your knee.



Front strike 2

If you are grabbed from behind or the side



Back strike 1

1 Ram your head into your attacker's head.

2 Grab his calf.

3 Pull his leg between yours.



Back strike 2

1 Strike your elbow into his ear/cheek area.

2 Once your attacker rocks back, drive your elbow into his stomach.



Cooldown: static stretches and breathing

Do static stretches on to cool down. Then try these breathing exercises: Breathe in for six seconds. Hold your breath for six seconds. Breathe out for six seconds. Repeat.



Basic yoga

Yoga is a recreational activity for mind-body awareness to help you relax and feel energised. Yoga can help you stay flexible and strong without putting added stress on your joints.

warm-up

Basic yoga breathing

Sit comfortably cross-legged and close your eyes. Breathe in through your nose while counting to two. Purse your lips like you would to whistle and slowly breathe out through your mouth while counting to four. Repeat the cycle four times.



cooldown

4-7-8 rhythmic breathing

Repeat this cycle four times:

- Empty the lungs of air and breathe in quietly through the nose for four seconds.
- Hold the breath for a count of seven seconds.
- Exhale forcefully through the mouth, pursing the lips and making a "whoosh" sound, for eight seconds.

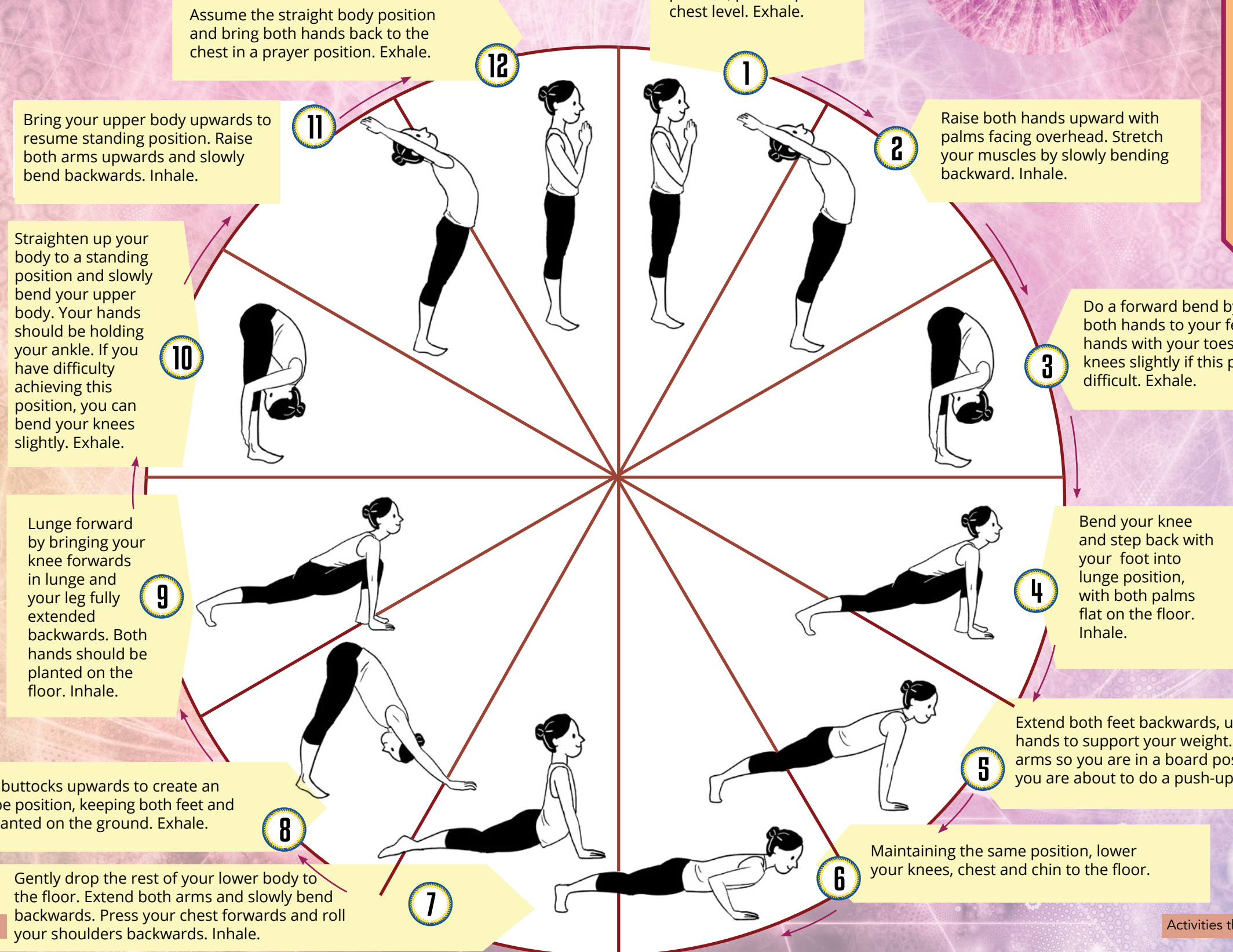


Start here

Stand up straight with both feet on the floor. Make sure your weight is distributed evenly on both feet. Bring your hands into prayer position, palm to palm at chest level. Exhale.

Sun salutation

Repeat this basic routine a few times concentrating on correct form. Then try inhale and exhale at the right time.



Include yoga in your home-based exercise programme.



You are going to take part in some recreational acrobatic gymnastics activities like tumbling, cartwheels and balances. The aim is to carry out the movements with coordination and control.

Mobility stretch routine

Do this warm up routine of basic gymnastics positions to music.

warm-up

L-sit

Point and flex feet.
Bend forward into long-sit and hold.



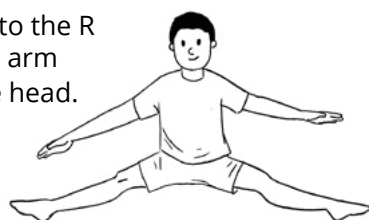
Butterfly sit

Push knees down and hold.
Move the 'wings' up and down.
Turn head left and right.



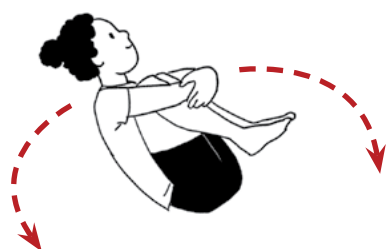
Straddle sit

Open legs into straddle sit.
Bend to the left with right arm above head and repeat other side.
Bend to the R with L arm above head.



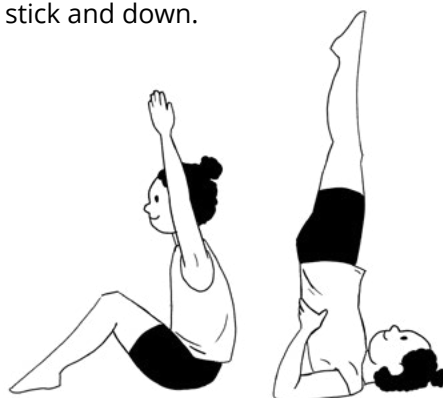
Tuck position in sitting

Rock and roll forwards and backwards.
Try sit up without using hands.



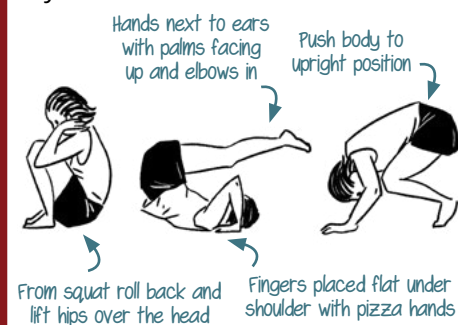
Candle stick

Feet flat and arms above head.
Roll bank and push to candle stick and down.

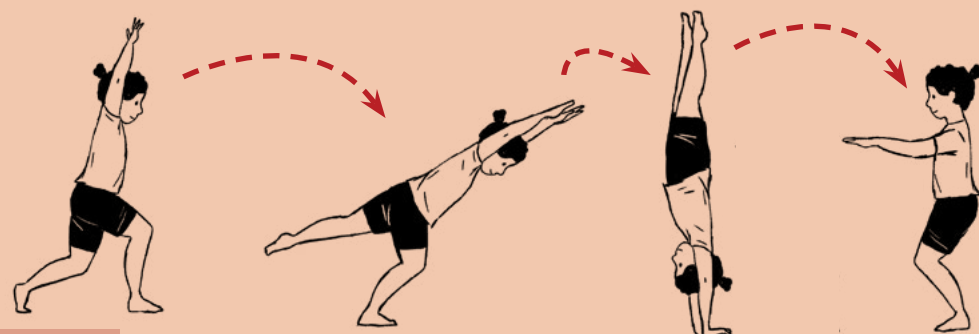


Backward roll

Roll backwards and touch ground behind head with feet.
Keep your knees straight.
Try do full backward role.

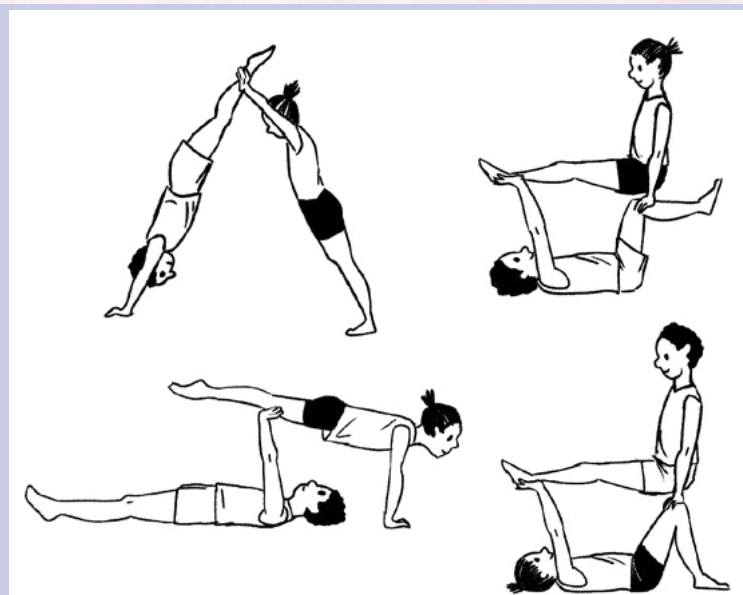


Cartwheels



Partner counter balances

Do these counter balances with a friend.



- A Candle stick:** Hold hands then lift your feet, keep legs straight
- V** Face each other, keep each other away by the arms
- M** Back to back, half sitting in squat position. Keep arms forward.
- W** Face to face in V-sit touch feet
- V** Stand side by side hold hands lean away from each other
- A** Back to back lean on each other, support by shoulder to shoulder, arms crossed on chest
- N** Stand and hold straight legs of partner in shoulder stand
- Z** This one is challenging! Can you work out how to do it?

Static balances

Let's balance in groups of three. Hold the balance for at least five seconds.

Remember the four Bs for balance:
the Bigger the Base the Better the Balance!

Top person place feet turned out on knees of base



Top person stands on knees of base



Base keeps knees together, arms straight



cooldown

Balance with a partner

Face each other and mirror these balancing positions. Hold each position for ten seconds.



Scale into arabesque



Flamingo into stork

Future-proof yourself

Trends show the direction in which something is developing while demands are the needs for certain skills or jobs in an economy. The Fourth Industrial Revolution (4IR) is a major trend changing how we live and work. It refers to the big shift where advanced technologies like artificial intelligence, robotics and smart devices are changing livelihoods and workplace demands.

Digital literacy, the ability to use and understand technology, has become very important. It allows you to communicate, solve problems and find information in the digital ('online') world. Many jobs today, especially those involving 4IR technologies, require strong digital skills. These jobs are growing quickly, and being able to work with technology will give you more opportunities in the job market.



Take better care of yourself

Itlhokomele ka tsela e e botoka

Digital literacy and cybersafety

- 1. Assess your level of digital literacy.** What aspects would you like to improve?
 - Can I easily use and navigate digital devices?
 - If I get stuck using a digital device, am I able to work out a solution?
 - Have I ever used the web to solve a real-life problem?
 - Do I always question if information online is reliable?
 - Can I organise, store and find digital information easily?
 - Can I use digital technology to connect with others?
 - 2. Reflect on your digital literacy assessment results.** Discuss the aspects you would like to improve.
 - 3. Read the Info Box.** Identify new strategies you can implement to enhance your digital literacy skills and stay cybersafe. Add to the list. Take action!
- Do I ever stop to think before posting: is it ok if *anyone* sees this?
 - Can I create and share different kinds of digital information, for example, text, pictures and videos?
 - Am I curious about new digital developments?

Digital literacy skills and staying cybersafe

- Always check if the information you find online is trustworthy and accurate. Learn how to spot fake news. Visit <https://www.verifythis.com/>
- Improve your typing speed and accuracy.
- Stay updated with the latest tools and technologies.
- Explore online courses to learn new skills.
- Practise safe online behaviour by protecting your personal information.
- Use strong, unique passwords and change them regularly.
- Be cautious of phishing scams and suspicious emails. Phishing is when someone tries to trick you into giving your personal information by pretending to be a trusted source.
- Regularly back up your important data.



INFO

What is Artificial Intelligence (AI) ?



Rose

Got 86% for my IT project!

Thx

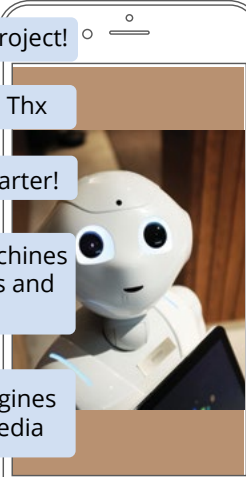
I wish 🤖 AI is much smarter!

Artificial Intelligence. Machines that can learn new things and act like humans

Yeah, AI drives search engines and learns from social media

LOL but very exciting!

Obvs 🤖



Good on yah! Ey, well done 🎉

U're like a humanoid 🤖🤖

AI?

That's amazing. U mean like your phone speaking to u?

And can recognise u and tell how u're feeling! 🤖

Rather talk to u than a chatbot



Sachin



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

Batlisisa tse di fetileng – o bolelele pele isago – e amanye le tsa gompiono

New jobs in a world with AI

- 4. Explore the impact of AI on the job market.**
 - Identify current jobs that you think can be replaced by machines. Explain.
 - Identify jobs that cannot easily be done by machines. Explain.
- 5. Find out about some of the jobs listed below and the skills required for them.**
 - Consider whether any of the jobs appeal to you.
 - Identify how the jobs contribute to sustainable livelihoods.

The impact of AI and technology

AI is creating new jobs in areas such as data analysis, machine learning and robotics. While machines will replace some jobs in the future, for example, in manufacturing or customer service, AI will also create new opportunities in programming, digital marketing, cybersecurity and e-commerce. There will always be some kinds of work that only people can do, such as social worker, emergency room doctor and childcare provider.

Technology is also reshaping many industries. Finance, education and healthcare are transforming, leading to the creation of new industries known as "fintech", "edtech" and "healthtech". Even farming is changing, with a focus on sustainable practices and tech-driven agriculture, known as "agritech".

Jobs that use AI technology

software engineer	AI assisted health care technician	3D architectural visualizer
data scientist	drone pilot	digital marketer
systems analyst	app developer	virtual assistants
cyber security specialist	web designer	social media managers
chatbot manager	motion graphic designer	online marketers
AI ethicist	generative artist	learning designer

A world with Artificial Intelligence

Some people believe artificial intelligence will radically improve our lives, others think it will place us under serious threat. What do you think?

AI: Help or harm?



Rose



Sachin

Eish, one day this won't happen 😞😞

AI trains will be self-driving
AI taxis would be cool! 😊

LOL #CancelClimateChange

Yeah, and will AI help rich AND poor?

Could code a humanoid to like you

The train is late

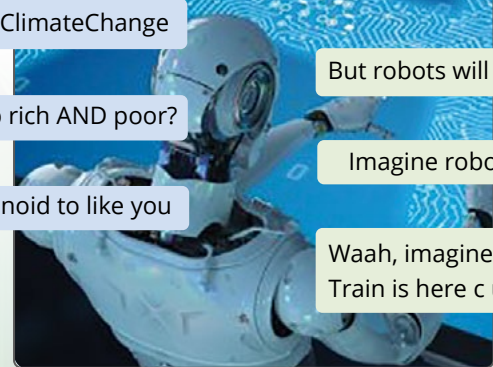
What do you mean?

Imagine being able to send drones to
reflect the sun away from the oceans!

But robots will also take our jobs? 😞

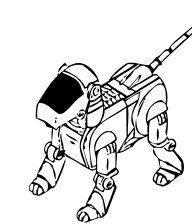
Imagine robot friends!

Waah, imagine 😞
Train is here c u soon



Boon or doom?

In spite of the advances that AI can bring, this new technology is contested.



1. AI is neither good nor evil. It's a tool. It's a technology for us to use.

Oren Etzioni – CEO of the Allen Institute for Artificial Intelligence

2. It's not artificial intelligence I'm worried about, it's human stupidity.

Neil Jacobstein – AI and robotics specialist at NASA Research Park

3. Our research says that 50% of the activities that we pay people to do can be automated by adapting currently demonstrated technologies.

Michael Chiu – partner at McKinsey Global Institute

4. The promise of artificial intelligence and computer science generally vastly outweighs the impact it could have on some jobs in the same way that, while the invention of the airplane negatively affected the railroad industry, it opened a much wider door to human progress.

Paul Allen – Co-Founder of Microsoft

5. We can't use AI to sidestep the hard work of organising society so that where you are born, the resources of your community and the labels placed upon you are not the primary determinants of your destiny.

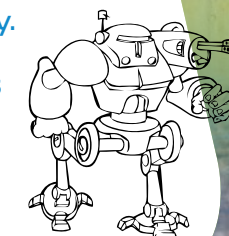
Joy Buolamwini – Computer scientist, activist for ethical AI

6. It's likely that machines will be more advanced than us before the end of the century – not just at chess or trivia questions but at just about everything, from mathematics and engineering to science and medicine.

Gary Marcus – scientist, author and entrepreneur

7. Success in creating AI would be the biggest event in human history. Unfortunately, it might also be the last, unless we learn how to avoid the risks.

Steven Hawking – physicist and cosmologist

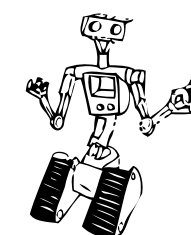


Represent your idea or data in an image, story or model

Tlhagisa mogopolo wa gago kgotsa tshedi-mosetso ka setshwantsho kgotsa popego kgotsa sekao

AI: Help or harm?

- With a partner, read the quotes about AI and choose three that resonate with you.
 - What is the main message of each quote?
 - How do they show different views on AI?
- Based on all the quotes, and your own experiences with AI, discuss the opportunities and challenges AI presents for individuals, society and the environment.
- Research AI's influence in a field that interests you and your partner (e.g., healthcare, education, retail, agriculture or transportation). Share insights about its impact with the class.
- Make a collage showing both positive and negative perspectives on AI.
 - Use words, symbols, and images to illustrate its impact on society (e.g., jobs, innovation, ethics, agriculture).
 - Share your collages and reflect as a class: How do they show the dual nature of AI's influence?



Access for all Learning in the digital age

Although internet connectivity has grown rapidly, many low-income and remote areas still do not have access. This gap between those who are connected, to the internet, and those who are not is known as the 'digital divide'.

Without reliable internet access, people often miss out on opportunities to learn new skills or stay informed about changes in the world. Bridging the divide will allow everyone to take part in lifelong learning and benefit from the growing digital economy.



Rose



Sachin

The Digital Divide

Lots of us don't have electricity. Hardly any signal and no wifi 😞

But we've got a wireless community network. At the Neighbourhood Centre there's free wifi! 😊

I volunteer here. My fav place.

Ya. People do their assignments or look for jobs online. Some play games and post on insta like u! 🤖

I do online courses 2 for free!

More than half of South Africans have access to the internet now 😊

#NoDigitalDivide

😞😞😞 Yes!

On my way! My 1st time in Gugulethu

😊

Cool!

U help people use computers and the internet?

Duh!

Awesome. Can't imagine life with no internet signal! 😞

But data is so expensive here

Access to data should be a human right!



Participate actively in productive dialogue

Tsaya karolo e matlhaga tlhaga mo dipuisanong tse di angang

The Digital Divide

1. Explain why having access to the internet is important.
 - Discuss how 4IR will affect people who do not have internet access.
 - Describe what a world without the digital divide would look like.
2. Consider where you can get free Wi-Fi. Find out, if you do not know.



Wireless Community Networks (WCNs)

WCNs are much cheaper alternatives to commercial internet services. Zenzeleni.net and iNethi use wireless mesh network systems in South Africa. Each node communicates with nodes nearby, creating a 'mesh' and transferring data throughout the broader network. WCNs are community-based, empowering residents to take an active role in creating and managing their internet access.

Lifelong learning

Lifelong learning is about continuously improving your skills and knowledge to keep up with the changes in the world. It is especially important in a job market where technology is changing the future world of work.

By committing to lifelong learning, you can:

- adapt to emerging technologies and workplaces
- stay relevant by gaining in-demand skills
- take advantage of new opportunities
- grow personally while building confidence

You can pursue lifelong learning through **formal education** such as earning qualifications or through **non-formal** and **informal learning**. This may involve online courses, workshops or even everyday experiences.

See Info Page P (page 161) for more on the three types of learning.

Success in the future of work requires flexibility, problem-solving and the ability to learn new things quickly. By identifying trends in the job market and targeting specialised niches, you can focus your learning on areas that will help you succeed in a changing environment.



The new becomes the norm

Take a moment to look at the keyboard on a device (phone or computer). The letters on the top row spell out "QWERTY." This layout was designed in the 1870s to solve a problem. Early typewriters jammed when people typed too fast, so the QWERTY layout was created to slow typing down by spreading out the frequently used letters. At first, people found the new layout strange and difficult, but they soon got used to it.

Even though typewriters are no longer used, the QWERTY keyboard became the standard because millions of people learned it. Learning to use new tools – whether it is a typewriter, keyboard or modern technology – can shape your opportunities and skills for the future. Keep learning!



Persevere and work it out

Kgotlhelela mme o e rarabolole

Lifelong learning

3. Identify two ways lifelong learning can help you adapt to changes in the job market.
4. Explain why employers value flexibility and problem-solving in the workplace.
5. Imagine a new tool or technology you might need to learn in the future. How would you approach learning to use it?

Find out more about online learning opportunities – many courses can be completed for free, excluding the cost of your data. Consider signing up for a short course – lifelong learning starts now!

The 4C's: Skills for the future

Skills are the practical knowledge needed to do tasks and solve problems. In the workplace, skills decide how well you can do your job and handle new challenges.

To succeed in the changing job market, it is important to develop 21st century skills. The following four skills, known as the 4C's, are highly valued by employers and will help you to succeed in life and achieve a sustainable livelihood.

The 4C's

Critical thinking

Analysing problems, weighing options and making informed decisions.

Creativity

Thinking of new and better ways to solve challenges.

Communication

Sharing information clearly and expressing your ideas effectively.

Collaboration

Working well with others to combine ideas and make decisions together.

Practising the 4C's: Design a new planet

You are in charge of designing a New Planet, a fresh start for humanity. Earth is facing overcrowding and environmental challenges, and your task is to create a sustainable society for this new home. You will need to make important choices about how the planet will work. These decisions will impact the people and animals who live there and shape the future of the environment.

Everyone must contribute. You will need to justify your decisions to the rest of your class, and convince them that your planet is the best place to live!

1. Work in your group to decide on the rules and systems for this New Planet.

- Assign a note-taker to record your final choices.
- Read the *New Planet Choices* opposite about how your planet will work.
- Share ideas for each choice and listen to each other.
- Think carefully about how each decision will affect life on your planet.
- Agree on your choices. If you cannot agree, vote on the decision.

2. Prepare a short presentation (2-3 minutes) about your planet.

- Highlight creative solutions your group came up with.
- Explain how your choices will make the planet a sustainable and peaceful place to live.

Be willing to challenge your thinking habits

Itetle go gwetlha mekgwa ya gago ya go akanya

New Planet Choices

- Population control **OR** freedom of choice regarding family size?
- Food grown naturally **OR** artificial methods?
- Government led by a single authority **OR** a democratic system?
- Industrialisation (fast, cheap factory and machine production) **OR** sustainable living and protecting the environment?
- Advanced transportation systems **OR** self-contained communities?
- One shared culture **OR** multiple diverse cultures?
- Education as compulsory **OR** a personal choice?
- Resources distributed equally **OR** earned based on efforts?
- Technology freely accessible to everyone **OR** restricted for certain uses?
- Personal data kept private **OR** tracked by the government?

How do the 4C's help us?

3. Discuss your experience with the 4C's.

- Explain how you used critical thinking to weigh the options and make decisions.
- Discuss how your group showed creativity. What was your most original idea?
- Reflect on how you used communication skills to express your ideas, listen to others and resolve disagreements.
- Evaluate how well your group collaborated.

4. Reflect on your personal use of the 4C's.

- Which skill did you use most effectively?
- Which one could you improve?
- What will you do to improve it?

Participate actively in productive dialogue

Tsaya karolo e matlhaga tlhaga mo dipuisanong tse di agang

In your journal

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

Imagine the kind of world you want to help create – how does it look and feel; how do people live together? Journal about what you can start doing now to bring that future closer to reality.

World of Work Who is in demand?

Some skills, which are in high demand but short supply, are known as scarce skills. Scarce skills offer great job opportunities because many employers will compete to hire you if you have a hard-to-find skill!



Rose

So what do u wanna do one day?

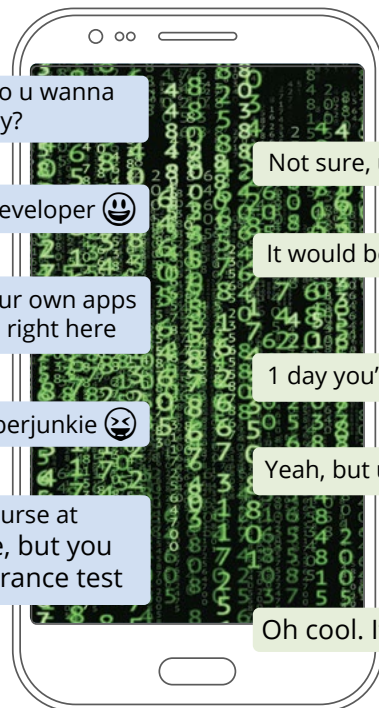
Software developer 😊

Imagine creating your own apps that solve problems right here

But u r also a cyberjunkie 😜

U can do a two-year course at WeThinkCode. It's free, but you need to pass the entrance test

One day ... is now!



Not sure, u?

It would be cool to know how to code

1 day you'll have your own tech start-up!

Yeah, but uni is expensive 😞

Oh cool. I'll look at it 😊



Sachin



In-demand skills in South Africa (2025)

Artisans – Artisans are skilled tradespeople, including electricians and plumbers, who construct and maintain infrastructure. They can earn salaries comparable to those with university degrees.

Artists and Creatives – Artists work in fields like media, digital arts and cultural industries, bringing unique ideas and creative perspectives that AI cannot replicate.

Engineers – Engineers design and build infrastructure, especially in civil, mechanical and electrical fields. Their work supports national development in areas like energy and transportation.

Information & Communication Technology (ICT) – ICT careers have high demand in areas like data science,

cybersecurity, AI, robotics and coding. These skills are important for South Africa's digital and economic growth.

Health – Healthcare professionals, including doctors, nurses and pharmacists, are needed to support community wellness and the expanding demands of health services.

Environmental Science – Environmental scientists specialise in sustainability, green technology and renewable energy. They help address environmental challenges and promote eco-friendly development.

Education – Teachers, especially in STEM (Science, Technology, Engineering and Maths) and languages, are needed to prepare future generations and advance national education.

SAQA – NQF – RPL

SAQA, NQF and RPL are frameworks that guide and recognise education and skills development in South Africa, and support the development of 21st-century skills. By aligning education with the needs of the job market, they also help to address scarce skills.

SAQA (South African Qualifications Authority) – SAQA makes sure education and training in South Africa are of high quality, setting standards and overseeing how different qualifications fit together.

NQF (National Qualifications Framework) – The NQF organises qualifications in South Africa, showing the levels from basic to advanced education, and helping you understand what qualifications you need. The NQF gives you a clear pathway to follow on your career path.

* See Info Page B (page 23) for a diagram of the NQF.

RPL (Recognition of Prior Learning) – RPL recognises skills and knowledge gained outside formal education, giving credit for what you already know.

To find out more visit <https://www.saqa.org.za/>



Do your research and present your ideas or hypothesis

Dira dipatlisiso tsa gago mme o tlhagise hipotesisi (kakanyo) ya gago

Frameworks for success

1. Define what scarce skills are and explain why they are important.
2. Explain how the SAQA, NQF and RPL frameworks support lifelong learning and address scarce skills in the economy.
3. Describe how developing scarce skills can benefit you personally and contribute to sustainable livelihoods.

In demand artisans

electrician	boilermaker
plumber	diesel mechanic
carpenter	welder
bricklayer	graphic designer
cabinetmaker	sound technician
jewellery designer	

The Department of Higher Education publishes a list of scarce skills in South Africa in the Government Gazette. Search on line for the latest list – <https://www.dhet.gov.za/> – you will find more than 300 'in demand' career ideas.

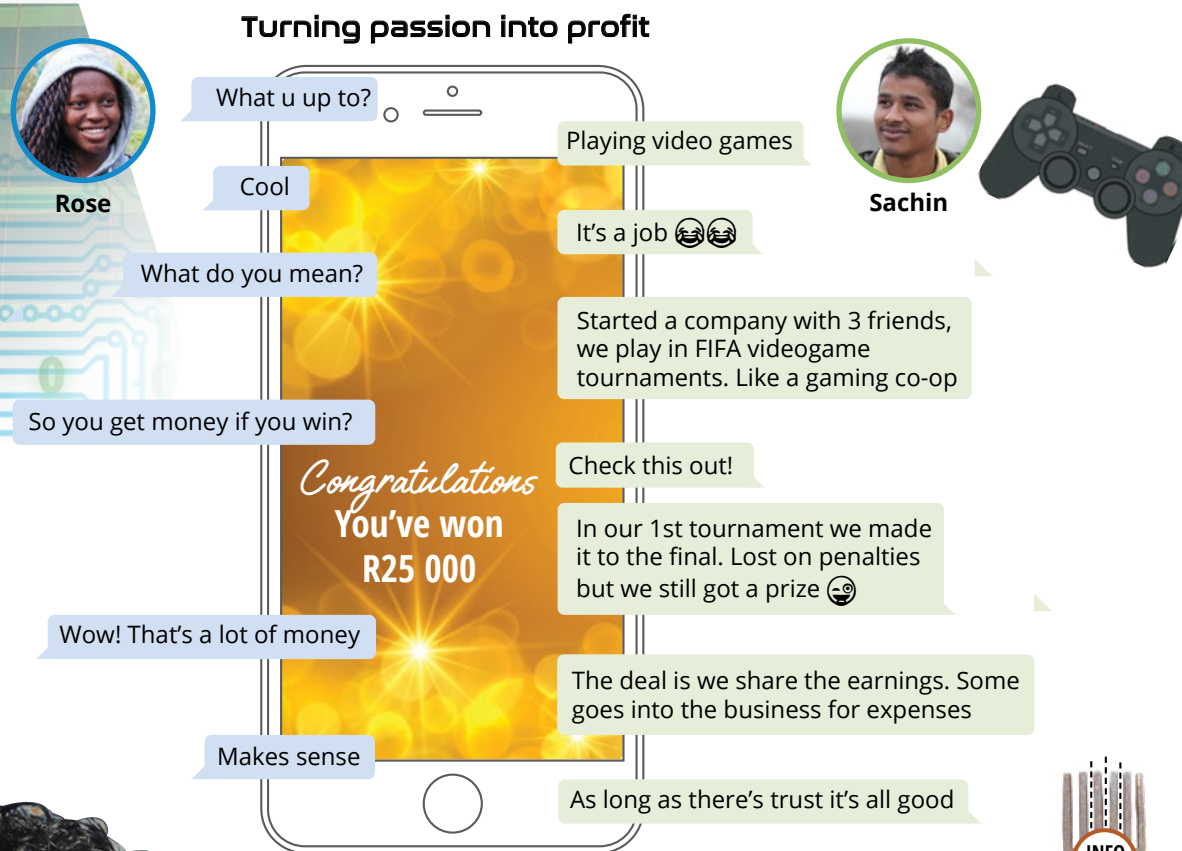


Turning skills into income

Many young people are exploring paths that go beyond traditional employment, using their skills and passions to create their own opportunities. From freelancing to starting businesses, they are finding flexible ways to generate income and take control of their future.

It is about turning what you are good at into something that pays the bills – and more. This is not just about work; it is about building a sustainable livelihood using your talents and skills.

Sachin has turned something he enjoys doing into a source of income.

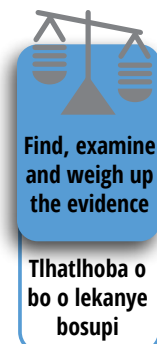


Gen Z or Alpha?

Each generation is shaped by new circumstances.

Generation Z were born between **1995 and 2010**. Trend analysts say Gen Z sets itself apart by a search for truth. Gen Zers also value individual expression and avoid labels. They are activists, support causes and believe dialogue can solve conflicts and improve the world. Many Gen Zers are finding ways to turn their passions into businesses, redefining what work looks like in the digital age. **Does this describe your experience?**

Generation Alpha were born from **2010 to the mid-2020s**. They are digital natives, growing up with smart devices and AI assistants. Highly educated and diverse, they focus on sustainability and global citizenship from a young age. This generation is already exploring entrepreneurial ventures, blending creativity and technology to solve problems and make a difference. **Does this sound like you?**



Starting a start-up

1. Read Info Page P *South Africa Needs Entrepreneurs*. Then use it to discuss the case study *Walk Fresh* below.
 - Analyse which characteristics of an entrepreneur Lethabo showed and how these helped grow *Walk Fresh*.
 - Explain how Lethabo used his resources to start *Walk Fresh*.
 - Identify the market opportunity Lethabo saw and discuss how this contributed to his success.
 - Describe how *Walk Fresh* expanded its services and why this was important for success.
2. Consider the qualities of an entrepreneur on page 160. Discuss whether you have what it takes to be an entrepreneur. Which skills do you need to improve?
3. Brainstorm ways to create a sustainable livelihood in a group.
 - Reflect on activities you enjoy in your spare time. Are there ways to turn them into income?
 - Identify skills you could teach or use to help others, e.g. tutoring, hairstyling or making clothes.



Case study: Walk Fresh

Lethabo Mokoena was concerned about how many young people had no jobs where he lived in Daveyton, Ekurhuleni. He suddenly got an idea when he was watching his friend clean his mother's shoes. Why not start a sneaker cleaning business? He used his transport money to buy cleaning materials and asked his friends to help. The next day, he created flyers to hand out in the neighbourhood.

In their first month they cleaned 46 pairs of shoes. Four years later, Walk Fresh employs seven people and they clean 120 pairs of shoes a week. Lethabo started operating out of his bedroom but now owns a workshop in Daveyton and is expanding to Soweto. He has five drop-off points in Johannesburg and Boksburg and does house calls.

The business now includes leather shoe care and polishing, as well as suede and nubuck cleaning. Lethabo knows that people care about and value their shoes. At Walk Fresh they hand wash them and offer a delivery service as well.



South Africa needs entrepreneurs

Entrepreneurs are people who start their own businesses. The decision to become an entrepreneur is a specific career path choice and requires you to develop special abilities.

An entrepreneur

is observant and actively looks for business opportunities around them

thinks creatively and solves problems



is willing to take business risks

likes to work hard – sometimes with limited financial reward

does not get discouraged by others

is someone who never gives up!

How can you get a business off the ground?

1. Start with what you have

Begin by asking these questions about yourself.

- What can I do?
- What have I done in the past?
- What do I know?
- What do I own and have access to?

2. Take into account who you know

Map your network of connections. Consider how they could enable you to use what you have more effectively.

3. Invest what you can afford to lose

Think about what you can afford to lose and put it into the business to see if you can make it work.

4. Create a great product or service

Your product or service must be good and different to your competitors. Research your market and competition thoroughly. Remember customer feedback is one of the best ways to improve it.

5. Come up with a great name

Avoid hard-to-spell names. Test your name to find out what other people think about it. Make sure this name is unique.

6. Be a strong salesperson

You need to sell your business to customers, investors and potential employees. Be confident, positive and trustworthy. Listen to feedback.

7. Get the word out

Your customers need to know about you, think of an effective publicity strategy. Be inventive.

8. Experiment and adapt

Flexibility is vital. Do not become fixed on a single goal. Be responsive to changes in your environment.

9. Understand financial statements and budgets

Keep on top of your expenses. You may need to adjust spending to avoid running out of cash. Establish a detailed, month-by-month budget and review it regularly.

10. Recognise that raising finance is challenging

Raising finance for your startup is challenging and time consuming. Anticipate time delays.

Skill up

We tend to think that learning only takes place in a classroom. But there are many ways of acquiring new skills and knowledge.

Formal Learning

Formal education takes place in a classroom in a school, college or university – or online. The learning process is structured according to a curriculum. Passing tests and exams can lead to a recognised qualification or certificate.

Non-formal Learning

People take part in non-formal learning for personal reasons or out of interest. It is structured and enriching but no formal qualifications are given. Examples are volunteer work, recreational arts, short courses, on-line learning, talks, clubs, religious studies and sports training.

Informal Learning

Informal learning happens in everyday life. It is not organised and happens spontaneously. Parents, caregivers, relations, friends or people that we meet with specialist knowledge teach us informally. You can also learn this way through multi-media, books and other publications.

Get entrepreneurial!

Looking for funding?

There are different kinds of government grants available to small businesses. Here are some organisations that offer support:

- **Small Enterprise Finance Agency (SEFA)** info@seda.org.za
- **National Empowerment Fund (NEF)** helpline@sefa.org.za
- **Small Enterprise Development Agency (SEDA)** callcentre@idc.co.za
- **Finfind** info@finfindeasy.co.za

Form an entrepreneur club or society at your school

See <https://teenentrepreneur.co.za/> for more information.

Find out about E3

The goal of E3 is to inspire 100% of learners to complete school and for all of them to either study further, get a job or start their own businesses. www.ecubed-dbe.org; info@ecubed-dbe.org



Smangele Sibisi in her hair salon

Get inspired

Smangele Sibisi is the founder and owner of **Indalo Nubian Naturals**. She started running her business in her flat, specialising in natural hair. Now she owns two hair salons and is establishing a natural hair academy.

Do research and find out what Smangele and other entrepreneurs have learnt about starting and growing a successful business.

What guides your decisions?

Ethics are guidelines about right and wrong that help us make good choices by considering how our actions affect others and the environment.

Morals are our personal beliefs shaped by culture, religion and experiences. They guide ethics and influence our behaviour and decisions.

What seems right to one person may seem wrong to another, depending on values, culture or situations. Together, our ethics and morals should help us treat each other and the planet fairly while thinking about the consequences of our actions.



Solving an ethical dilemma

1. Read the quotes on page 163. Use them to discuss your understanding of ethics.
 - Reflect on why some people act unethically and why it is sometimes challenging to do the 'right' thing.
 - Describe how you decide what is 'right' or 'wrong' in difficult situations.
 - Define what integrity means to you and how it affects your decision making..
 - Analyse what "living the Constitution" means to you and how it can influence your choices and actions.
2. Imagine you are in the situation described below. In groups, use the questions below to solve an ethical dilemma together.
 - Should you share the app login to help your sibling? Why or why not?
 - Is breaking rules acceptable if it helps someone succeed? Does this make it unethical?
 - What do you believe is the most responsible choice in this situation?

Case study: Paying or sharing

Your younger sibling is struggling in school and is at risk of failing their exams. You discover an education app that could help them improve, but the subscription is very expensive, and your family cannot afford it. You have tried borrowing money and searching for free alternatives, but nothing has worked. A friend offers you their login details so you can use the app for free. You know this is against the app's rules, but you feel desperate to help your sibling succeed.



Question the way you make moral judgements

Ipotsise hore ke ka baka lang o etsang diqeto ka boitshwaro bo botle le bo bobe

Thinking ethically

Ethical thinking goes beyond simple right and wrong answers. It is not so much about knowing what is right and wrong, but about knowing how you decided this. It is about the reasons behind the decisions you make and the things you do.

In groups, read the different ethical approaches before completing the activity below.

The Human Rights Approach

Are the basic rights of everyone respected?

The Fairness Approach

Is this fair for everyone? Is everyone treated in the same way, or is there any discrimination?

The Common Good Approach

What is best for all people as a whole?

The God-based Approach

Does this fit in with what God wants?

The Utilitarian Approach

What causes the most good and the least harm?

Pause, reflect and assess your emotions and thoughts
Kgefutsa, nahanisisa mme o lekole maikutlo le mehopollo ya hao

Reflecting on different ethical approaches

3. Identify what ethical approach you used when solving the dilemma.
4. Reflect on whether you changed your mind or approach when hearing arguments from others.
5. Describe how your group handled disagreements.
6. Consider who you learnt your code of ethics from. How does it help you to make ethical decisions? Reflect on whether anything needs to change.

Ethics is knowing the difference between what you have a right to do - and what is right to do.

- Potter Stewart

Integrity is doing the right thing - even when no one is watching.

- C.S. Lewis

We should start living the Constitution.

- Mandela



My Constitution, a Nelson Mandela Foundation exhibition at Wits University

One country; many faiths

Religion plays an important role in how people live, what they believe is right or wrong and how they treat others. South Africa is home to many different religions, each with its own teachings and way of life. Learning about these religions can help us understand one another better and live peacefully together

Each of the religions described briefly here has unique beliefs, practices and teachings that guide the lives of their followers.

Read about the religions below. Then complete the activity opposite.

African traditional religions

Focus on community and the inter-connectedness of all living beings.

Emphasise respect for ancestors and nature.

The ancestors are never gone; they live in the deeds of their descendants.



Baha'i Faith

Believes in the unity of all religions and the oneness of humanity.

Emphasises world peace and equality.

So powerful is the light of unity that it can illuminate the whole earth. - Bahá'u'lláh



Buddhism

Focuses on the Four Noble Truths and the Eightfold Path to achieve enlightenment.

Emphasises compassion, mindfulness and the ending of suffering.

Hatred does not cease by hatred, but only by love; this is the eternal rule. - Buddha



Christianity

Believes in the teachings of Jesus Christ and the importance of love and forgiveness.

Emphasises the concept of salvation and eternal life through faith.

Love your neighbour as yourself. - Jesus Christ



Hinduism

Focuses on Dharma (duty/ethics), Karma (action/consequence) and Moksha (liberation).

Emphasises the importance of living a righteous life and respecting all beings.

Do not do to others what would cause pain if done to you. - Mahabharata



Islam

Believes in submission to the will of Allah and following the Five Pillars of Islam.

Emphasises compassion, justice and the unity of the Muslim community.

None of you truly believes until he wishes for his brother what he wishes for himself. - Prophet Muhammad



Judaism

Focuses on the covenant between God and the Jewish people and the importance of following the Torah.

Emphasises justice, charity and the sanctity of life.

What is hateful to you, do not do to your neighbour. This is the whole Torah; the rest is commentary. - Hillel the Elder



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

Fuputsa tse etsahetseng nakong e fetileng – noha bokamoso – bapisa le tsa kajeno

Comparing beliefs

1. Explain why understanding different religions is important and reflect on how this helps people live together peacefully.
2. Compare the central teachings of the religions. What shared values can you find and how could these values guide people in their daily lives?
3. Read the poem *The Lord's Prayer*. Then, discuss:
 - How the poem describes the influence of colonisation on African spirituality and culture.
 - What the poem suggests about how our beliefs influence the way we treat others.
 - How understanding and respecting different beliefs could have changed the relationships between the colonisers and the colonised.
4. Consider how learning about the past helps us to better understand South African society today.

The Lord's Prayer

An extract from the poem by Sanna Arman, reflecting on the impact of colonisation on African spirituality, culture and identity.

My father said they came on boats,
Bearing strange objects that would go bang and take a life,
Wearing white robes they came with books,
Peculiar books we couldn't read,
We were told they were about God,
This benevolent creature,
High and mighty,
Loved everyone,
But us just less,
Thought us all equal,
But not equal enough,
Said we were all children of God,
But even God had favourites,
And his, had pale skin, coloured eyes and straight hair.
See we worshiped the earth,
Prayed to the alignment of the stars as signs of better days to come,
Believed ourselves linked to nature,
Our priests understood the sirius star system before modern day astronomy,
We had songs for the unborn,

Dances to welcome the rain,
Chants in honour of the dead,
But we had it all wrong we were told,
Nothing short of witchcraft,
Primitive ways of the uncivilised,
Though our tongues rolled to pronounce names whose rhythm theirs couldn't dance to,
And we spoke in tongues their mouths couldn't forge,
We were taught shame.
Taught to pronounce their names,
Denounce ours,
Our spirituality beat out of us,
Till we claimed their religion,
Our bond to nature was not sacred,
Their God was,
Our land did not belong to us,
Our women theirs,
Our children theirs,
Our labour theirs,
Their God shared.
A paradise on earth for them,
A hell for us,

With a promise of heaven for those who believed,
Ours awaited upon death,
So we closed our eyes,
On bent knees,
Reached out to our father which art in heaven,
For Hallowed was his name,
While a genocide was committed against our fathers here on earth,
And our mothers raped,
We prayed Kingdom come,
Accepted his will be done on earth as it is in heaven,
And as they took our daily bread,
Left us crumbs,
They sometimes stopped to pray with us,
Asking for forgiveness for trespass,
And deliverance from evil.
...
For thine is the kingdom,
The power and the glory,
Forever and ever,
Amen.

* If you are interested in finding out more about these religions, you can explore books, religious and online sources, and speak to people of different faiths.

Learning to live together

South Africa is a secular country which means the government does not support one religion over another. At the same time, our country is home to many cultures, religions and traditions.

The Khoisan honour nature and their ancestors through ceremonies that connect the spiritual and physical worlds. In Zulu communities, sangomas are spiritual leaders who guide and heal using rituals, herbs and ancestral wisdom. Many South Africans also practise their religions alongside cultural traditions.

This diversity is one of our greatest strengths but it can also lead to disagreements or misunderstandings. Learning to live together means understanding and respecting these differences while making sure everyone feels included and valued. Schools play an important role by bringing together people from different backgrounds and teaching us how to work through these challenges.

Sometimes conflicts happen when school rules clash with religious or cultural practices. Open and respectful conversations can help us find solutions that protect everyone's rights and keep our communities peaceful.

RLCs: Promoting inclusion

Representative Learner Councils (RLCs) can help to create inclusive school communities that reflect the values of respect and equality outlined in the Constitution by:

- advocating for fair and inclusive school policies that respect cultural and religious diversity.
- facilitating discussions between school leadership and learners to resolve conflicts peacefully.
- educating learners about Constitutional rights and the importance of diversity.
- organising events celebrating different cultures and traditions.

Case studies: Balancing rights

Fatima, a Muslim learner, comes to school wearing a hijab and veil because she believes it is part of her religious duties. She says it does not affect her schoolwork, but the school sends her home, saying the uniform policy does not allow religious clothing.

Sifiso, a Zulu learner, wears an initiation bracelet after completing traditional ceremonies marking his passage into adulthood. The school's rules say jewellery is not allowed, and he is told to remove the bracelet or face disciplinary action. His family explains that the bracelet is important and cannot be removed without another ceremony.

Both families take the schools to court, arguing that these rules go against the Constitutional rights to practise religion and follow cultural traditions. The court agrees with the families in both cases. It says schools must allow religious and cultural practices if they do not cause harm or disrupt learning.



Use empathy to perceive emotions and explore perspectives

Sebedisa kutlwe-lo-bohloko ho lemoha maikutlo a bona mme o utlwisise mehopolo ya bona



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

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

Promoting respect and equality

1. Discuss how indigenous and modern belief systems coexist in South Africa
2. Review the freedom of religion clause in the Bill of Rights on Info Page D.
 - Explain how the Bill of Rights promotes respect and acceptance for individual identity and diverse religious expressions.
3. Describe the main conflict in Fatima's story and Sifiso's story.
 - Discuss how the Constitutional Court rulings have supported learners' rights in both cases
 - Imagine being in Fatima's or Sifiso's position. How would you feel and what would you want others to understand about your beliefs?

Finding common ground

4. Imagine you are part of your school's Representative Learner Council (RLC).
 - Discuss how you would use the dialogue guidelines to organise a discussion between learners and staff about respecting cultural and religious diversity in the school.
 - Explain how the lessons from the case studies could help your school handle similar situations more fairly in the future.

Let's talk guidelines

- Dialogue means that everyone gets time to share their views.
- Find common ground such as shared experiences or concerns.
- - Recognise that everyone is different, but we all share a common future.
- Share your views and explain your circumstances, but never claim to speak on behalf of everyone.
- Be open to learn and grow.
- Listen with an open heart and mind to people with different faiths and beliefs.
- Do not assume what you will agree or disagree on. Remember you are not there to defend your beliefs, but to solve common problems.
- Accept that you are coming to the dialogue as equals. Be prepared to learn and share understanding.



Agreeing to disagree is sometimes the best option because it lets you respect each other's opinions and beliefs without fighting to be 'right'. Not everyone will have the same views as you; accepting this can lead to more peaceful and respectful interactions.

In your journal

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



Think about a time when understanding someone else's perspective changed how you saw things. How can you do this more often?

Journal about what you learned and how it could help you.

Discrimination in sport

Bias in sports comes from stereotypes and unfair treatment based on race, gender, ability or other qualities of individuals or groups. For example, women's soccer usually gets less TV coverage than men's, making it seem less important. Similarly, racial stereotypes may affect how athletes are treated or given opportunities, leading to unequal representation.

What actions can we take to fix these biases?

- **Promote fairness:** Sports organisations should make sure that everyone, no matter their background, has the same opportunities. Policies can help promote diversity and fair treatment in all sports.
- **Education programmes:** These can help raise awareness of bias and discrimination, encouraging more participation from underrepresented groups, ensuring they get the support they need.
- **Celebrate diversity:** Highlighting the achievements of diverse athletes can inspire future generations and show that success in sports is for everyone.
- **Support athletes' voices:** Giving athletes a platform to speak out against discrimination can help create a more inclusive sporting environment where everyone gets a chance to shine!

Bias: An unfair preference or dislike for someone or something.

Stereotype: A fixed idea or belief about a group of people that may not be true.

Prejudice: Unfair treatment or negative feelings towards someone based on bias or stereotypes.

INFO



Find, examine and weigh up the evidence

Hlahloba le ho lekola bopaki

Discrimination and racism in sport

Diversity and inclusion policies in sporting codes aim to make sure that all people are treated equally and feel welcome and valued in any sporting environment.

1. Read and discuss the newsclips showing examples of gender and racial discrimination in sport, such as unequal pay or racist behavior from fans.
 - Describe how the pay gap between Banyana Banyana and Bafana Bafana affects female athletes.
 - Suggest ways to ensure equal pay for male and female athletes.
 - Explain why UEFA punished Serbia's national soccer team for its supporters' racist chants.
 - Suggest measures that can be taken to prevent racist behaviour from sports fans.



Banyana Banyana's players earn about ten times less than Bafana Bafana for match bonuses. – 2019



Serbia's national soccer team was ordered to play its next home game behind closed doors after UEFA decided to punish its supporters for singing racist chants. – 2019

?

Ask questions that guide, probe and produce useful information

Botsa dipotso tse tataisang, batlisa hape o fane ka tlha-hisoleseding ye bohlokwa

Sports Reporting Survey

2. Follow sports coverage on a reliable website, social media platform, newspaper, radio station or TV. Use the survey app to guide you.



Structure your argument

Rala ntlha ya hao

Eliminating discrimination in sport

3. Imagine you are a sports reporter reporting on the survey results. Prepare a short clip (about 150 words) explaining what the survey has shown. Provide ideas on what you and others could do to change the situation.



Sports Reporting Survey App

Name of Newspaper / Radio Station / TV Show

Date / Duration of Survey

1. **Sporting Codes**
 - Which sports dominate the sports reporting?
 - What are the top three sports that are reported on?
 - Are these sports regarded traditionally as 'female' or 'male' sports?
2. **Gender**
 - How many stories are there about male/female athletes and/or teams?
 - What words are used to describe the male/female sports person or team? Are there any differences?
 - What attention, if any, is paid to how women/men look or what they are wearing?
3. **Disabilities**
 - How many stories are there about athletes and/or teams with disabilities?
 - What words are used to describe sports people with disabilities? Is this different to how other sports people are talked about?
4. **Race**
 - How many stories are there about black/white athletes and/or teams?
 - What words are used to describe a black/white sports person or team? Are there any differences?
5. **Class**
 - Are there any stories on sports events in less developed/disadvantaged communities?
 - What kind of stories are these?
 - How are sports people or teams from these areas talked about? Is this different to more developed places?

Playing fair

Sports are loved for their physical achievement, competitive spirit, excitement and, most importantly, for fair play. Fairness is about honesty and justice. Playing fair starts with everyone having an equal chance or opportunity and receiving equal treatment according to a set of rules or codes.

Playing fair is also about:

respect - care & compassion -
doing your best - understanding -
inclusion & tolerance

Sometimes, unfair, corrupt and illegal practices spoil the fun. These unethical practices hurt athletes, teams and fans. They give sport a bad name.

Unfair play includes:

- **Drug-taking:** Some athletes use drugs to get an unfair edge, which is illegal and bad for their health.
- **Match-fixing:** This happens when players or officials cheat to change the result of a game for money, breaking the trust of fans.
- **Subjective umpiring:** Biased or unfair calls by referees can change the result of a game, causing arguments and disputes.
- **Maladministration in sport:** Bad management and corruption in sports organisations can lead to unfair treatment and misuse of resources.



Make an informed choice, with an awareness of consequences

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

What is your experience of fair play?

1. Take two different coloured cards. Write down a good experience you have had of fair play on one. Explain the principle or value supported. On the other card write down a bad experience.
2. Group everyone's experiences of 'Fair Practices' together. Do the same for 'Unfair Practices'. Add to the list as you come across more fair and unfair practices.



Johannes Mashego Segogela, Nkosi Sikelele, 1996, WAM collection



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

Fuputsa tse etsahetseng nakong e fetileng - noha bokamoso - bapisa le tsa kajeno

No one gains in unfair play

Many unethical practices have crept into sport. While these practices give sport a bad name, they also make money for betting spectators, players and sports administrators.

3. Share examples you know of where lots of money was made from unethical practices in sport.
 - What happened?
 - Who was involved?
 - Who benefited and who lost through this?
 - What impact does this have on sport?
4. Explore what you imagine the future of 'fairness' in sport will be? For example, could there be a special category for people using drugs or technology to enhance their performance to compete?
5. Read about the photo below. What fair play values does this story illustrate? How could you include these values in your sports and other group activities?



Xolani Luvuno was a homeless beggar. He also got cancer and had to have a leg amputated. Then he met Hein Venter who helped him fight his addiction and gave him a job. They started training together and, in 2018, Xolani finished his first Comrades with Hein.



Excellent



Lacrosse and Australian rules football

You are going to review netball passing, attacking and defending skills. Then you will learn the basic skills and rules to play lacrosse. In the next lesson the focus will be on reviewing rugby skills and learning how to play Australian rules football.

Warm-up: Quick foot ladder

Do these activities in groups with two ladders marked on the ground:

1. Run, stepping with each foot in a rung; then do forward lunges to the other ladder.
2. Do hop-scotch hops in the ladder, then do sideways lunges to the other ladder.
3. Run sideways in the ladder, then walk on your toes to the other ladder.

Lacrosse

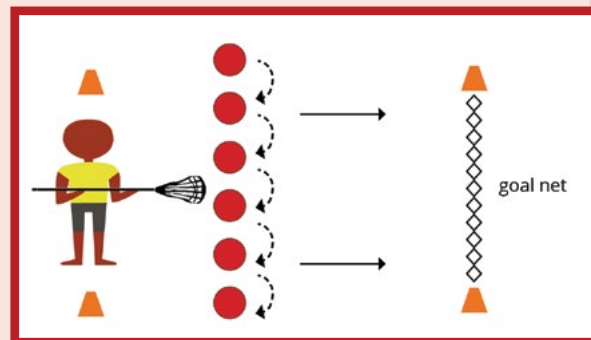
Lacrosse is a team game, originally played by Native Americans, the ball is thrown, carried and caught with a stick that has a curved frame and net at one end. These activities teach you how to pick-up, shoot for goal and review attacking and defending skills learnt in netball. Play in groups of six at each station.



Station 1 and 2: Lacrosse pick-up, passing and goal shooting

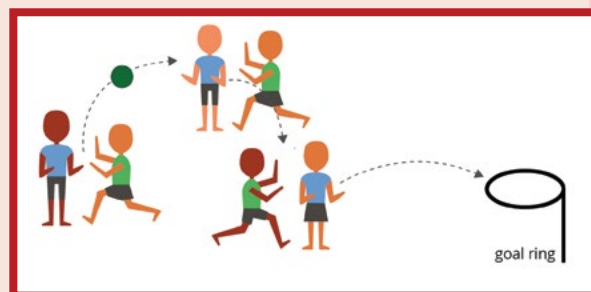
Moving in a line next to each other, the group runs across the play area and passes the ball by throwing and catching with the scoop. Walk or run a maximum of three steps before passing. If the ball falls, pick it up with the scoop. At the goal line, try to shoot the ball into the goal.

For Station 2 three players run and pass, while three players try to intercept the ball with their scoops.



Station 3 and 4: Three-on-three netball

Play in a marked area with one goal post that can be a hoop on the floor, a wastepaper bin or a target on the wall. Play with two teams of three players. Use only fast, straight passes for Station 3. For Station 4 use only high low passes. Each time one team scores a goal, the other team gets the ball to start again behind the start line.



Australian rules football

Aussie rules is a contact sport played by two teams of 18 players on an oval-shaped field, often a modified cricket ground.

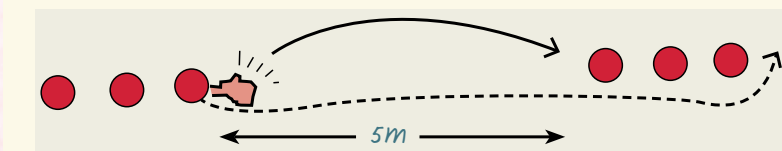
Points are scored by kicking a rugby ball between the middle goal posts (worth six points) or between a goal and behind post (worth one point).



Station 1 and 3: Handballing and marking drills

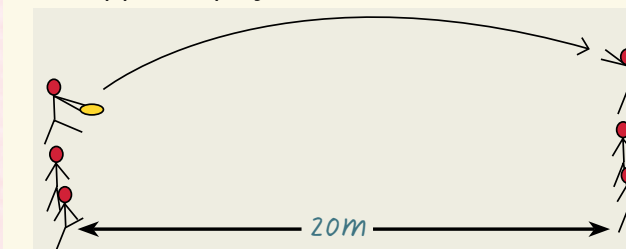
Three players line up behind each other opposite the other three. The player in front strikes the ball to the player opposite, then runs and falls in line behind the catcher. The player who caught the ball, now strikes to the player opposite then runs and falls in the line.

At Station 3, the first player throws high to the player opposite, who has to mark the ball before throwing again.



Station 2 and 4: Punting and bouncing drills

Players A, B and C stand 20m opposite players D, E and F. Player A punts the ball to D, who catches (marks the ball if possible) and punts to Player B, who catches and punts to E. For Station 4, increase the distance between the lines to 10-15m. The Player A now has to run across the distance, while bouncing the ball, then hands the ball to the opposite player.



Play modified lacrosse or Aussie rules football

Two teams of six players play each other in marked areas of 20m x 15m with a goal line 3m from the goals. For Lacrosse, each team will have players with scoops and a goalie. For AFL, all players can go everywhere on the play area.

Australian rules football skills

Punting and tackling are the same for Aussie rules football as rugby. Here are some skills that differ:



Handballing is similar to the underarm serve in volleyball.



"Marking" is catching a ball in a certain part of the field and yelling "mark". This means the other team can not tackle you and the ball has to be reset from where the player yelled mark.



Bouncing works like in basketball but with holding the ball on its length.

Do these activities in groups of six. They review modified rugby skills and teach you basic Aussie football skills.

Cooldown: Stick stretches in groups

Do the long-leg hamstring stretch with other classmates. Take turns to gently pull the other two forwards by leaning back and keeping your legs straight on the ground.



Hurling and croquet

Hurling and croquet are non-traditional sports that are similar to hockey and cricket. We are going to learn the basic skills and rules to play hurling and croquet.

Warm-up: Pass down the line

Line up in a single file and jog forwards. The first player passes the ball, then runs to fall in on the end in time for the ball when it gets there.

Hurling

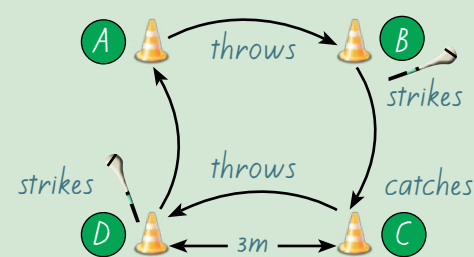
Hurling is a traditional Irish game played by two teams of 15 players on a rectangular field. Points are scored by hitting, pushing, carrying or throwing the ball between the goalpost with a wide-bladed stick resembling a hockey stick.

These activities practise the passing, pick-up and shooting for goal for hurling. Work in groups of four with two sticks, one ball and four cones per group.



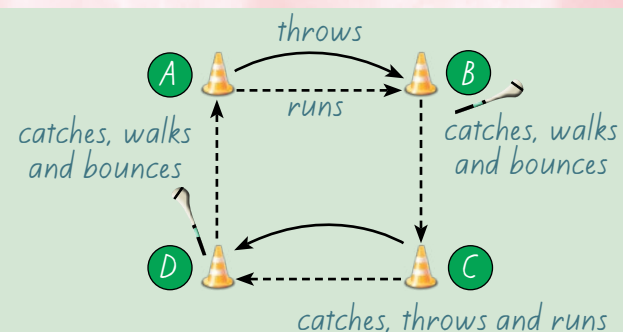
Station 1: Throw, strike and catch

Place the cones in a square, about 3m apart. Player A throws the ball to B, who strikes the ball with the stick in the air to player C, who catches the ball and throws to D.



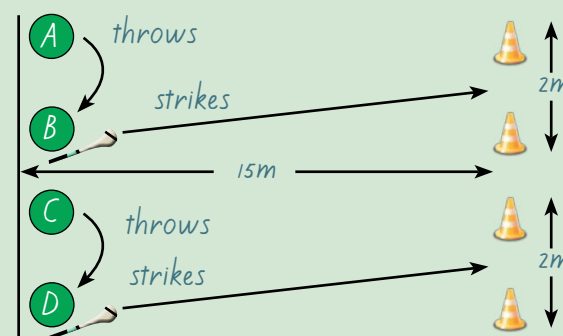
Station 2: Catch and dribble on a stick

Player A throws to B, who catches the ball, puts it on the stick and bounces the ball on the stick while walking/running to player C, who catches the ball, throws to player D and runs to D's spot.



Station 3: Shooting for goal

Place the cones next to each other to form two goals 2m apart. From 15m away, player A with the ball runs next to B who has the stick. A throws the ball to B who strikes the ball into the goal. If the ball goes low between the cones, it is three points, and if it passes high over the cones, it is one point.



Croquet

Croquet is a game played on a lawn, in which wooden balls are driven through a series of square-topped hoops with mallets. These activities will practise your croquet striking skills.

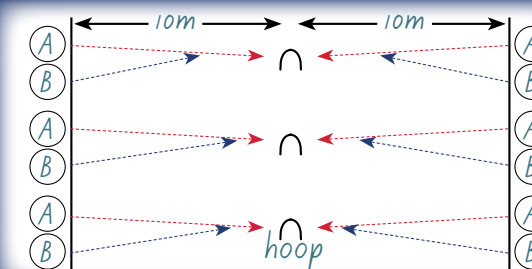
Station 1: Through the hoops

Groups of four classmates will play together. Play with a partner and take turns striking the ball through the hoops. See which pair can reach the end peg with the least strikes.



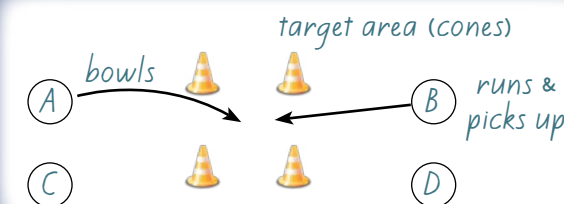
Station 2: Roquet and croquet strokes

Place three hoops in a line. Four players stand on the lines opposite a hoop with a stick and two balls. Players A of each pair strike the ball towards their hoop. Players B strike their ball until they hit players A's ball (roquet), trying to make it go in another direction. Players B then put their ball against A's ball, hit a croquet, and then strike their ball through the hoop. Players A strike their ball through the hoop. Players B start again.



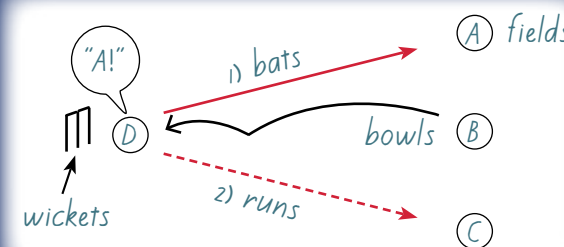
Station 3: Cricket bowling in the spot

Two players stand on either side of the play area with four markers. Player A bowls the ball into the target area and B runs and picks up the ball, then throws it to player C who bowls. Player D picks up and throws to A.



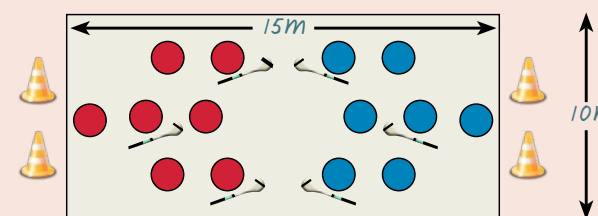
Station 4: Cricket nominate the spot

Three players stand next to each other. Player B is a bowler and A and C are fielders. The batter (D) nominates either player A or C to hit to, then B bowls. Players A or C fields the ball, then becomes the batter. After striking the ball, Player D runs to take the place of the other fielder before the player who fielded the ball, reaches the stumps. The other two players move up so there's a new bowler and new fielders.



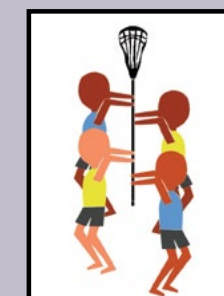
Modified hurling or cricket ball control game

Teams of seven players play against each other in marked areas of 15m x 10m. One teammate can be the goalie. Players with sticks pass to those without sticks, who catch and throw or slap the ball to a player with a stick.



Cooldown: Abdominal and shoulders stretch

Two classmates stand next to each other with their backs to the other two, all holding the stick above their heads. They then walk forward slowly, bending and stretching backwards, still holding the stick.



Ring tennis and volleyball

Ring tennis or tennikoit is game of throwing and catching, played on a court similar to a tennis court. Like volleyball, it builds skills such as hand-eye coordination, depth perception, jumping and spatial awareness.

Warm-up: Dynamic stretches

Do these dynamic stretches for ring tennis and volleyball with your partner:

- Do short sprints while running with a ball in your hand.
- Jump over obstacles or do hopscotch.
- Serve and catch the ball.
- Set up and spike the ball.



Play ring tennis

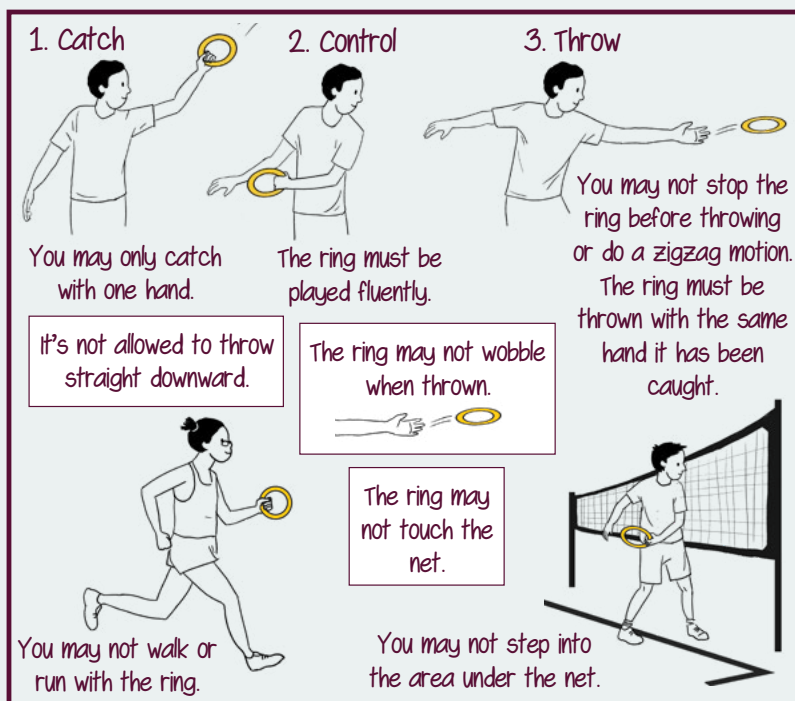
In ring tennis the players try to catch and return a rubber ring, called a coit over the net. Like tennis the game can be played in singles with one player per side or doubles with two.

Rules of ring tennis

The game begins as one player serves the ring upwards over the net, diagonally into the opponent's court. The opponent has to catch the ring smoothly before it can land in their court and throws it back. Each player takes five services in a row, regardless if they scored points for a serve. Each player (or double) tries to score 21 points in order to win. The winner must maintain a lead of two points to win. A game consists of three sets of 21 points and the winner of two sets wins the match. However, a time limit of 30 minute is in place per set. Thus a server should win a point within nine rallies. Failing to do so will then result in a point for one's opponent.

Faults

Faults include a koit hitting the net posts or net, or leaving the court entirely, even if it eventually lands in the court.

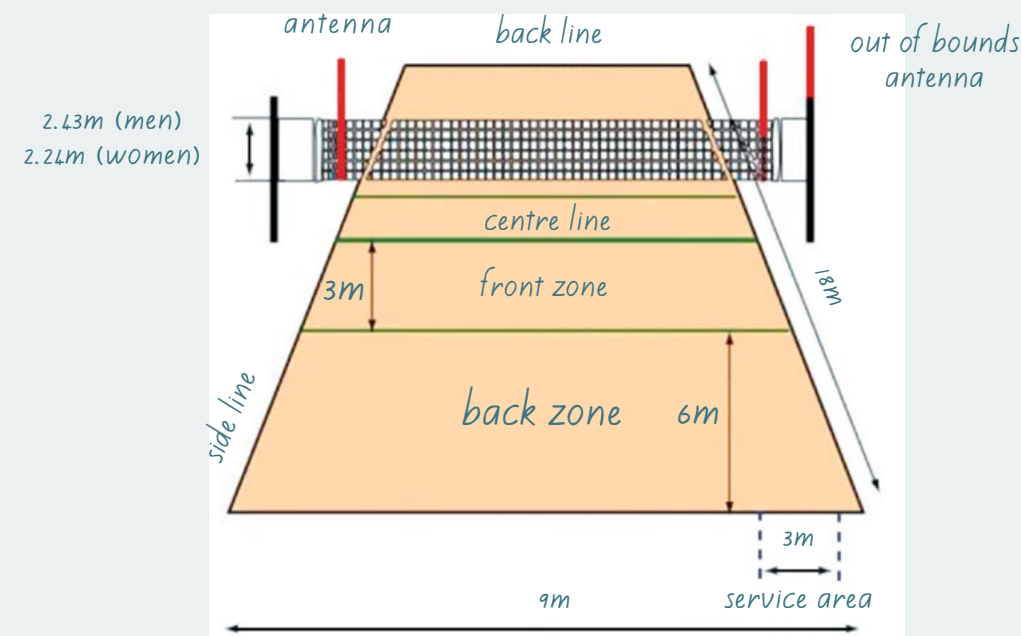


Play volleyball

Have you played volleyball before? Remember that each team tries to score points by grounding a ball on the other team's court.

Rules of volleyball

- There can only be a maximum of three hits per side and it must be returned over the net on the third hit.
- Players may not hit the ball twice in a row but a block is not considered a hit.
- The ball may be played off the net during a volley and on a serve.
- If two or more players contact the ball at the same time, it is one play and either player may make the next contact (provided it isn't the team's fourth hit).



Three players on the front row and three on the back row.

Faults

It is legal to contact the ball with any part of a player's body. It is illegal to catch, hold or throw the ball. A player cannot block or attack a serve from on or inside the 3m line. After the serve, front line players may switch positions at the net. A ball hitting a court boundary line is in but out if it hits the antennae, the ground outside the antennae, the referee stand or pole, or the ceiling above a nonplayable area.

Cooldown: static stretches

Do static stretches to cool down after the game.



Sepak takraw and netball soccer

The non-traditional sports of *sepak takraw* and netball soccer provide cardiovascular exercise and develop speed, agility and spatial awareness.



Sepak takraw comes from Southeast Asia.

Warm-up: dynamic stretches

Do a quick dynamic stretch for the entire body. You will be using all of your limbs for these non-traditional sports!

Play sepak takraw

Sepak takraw or kick volleyball is similar to foot-volley because players can only use their feet, knees, chests and heads to touch the ball.

Rules of sepak takraw

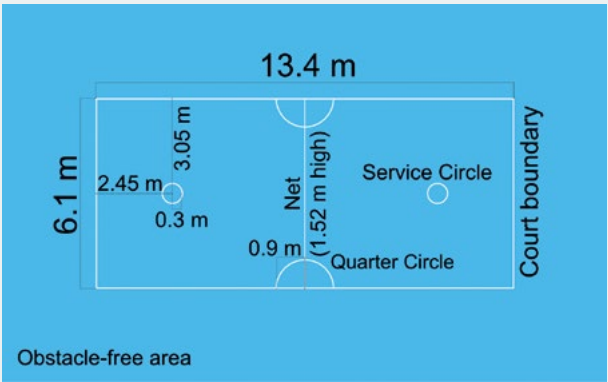
The basic rules and scoring are similar to volleyball. Each team is allowed a maximum of three ball contacts to get it back over the net without hitting the ground. The first team to score either 15 or 21 points, wins the set.

HOW TO PLAY

- ✓ Regulation teams are comprised of 6 players.
- ✓ The game begins with one team serving from behind the end line in the back right corner.
- ✓ The game is played to 25 points, and a team must win by 2 points. Each serve is awarded a point.
- ✓ A ball landing on the line is in.
- ✓ The maximum number of hits on one side is three, and a player cannot hit the ball twice consecutively.
- ✓ To win overall, a team must win two out of three games.



Remember that you don't need a net. You could use a bench or just make a line on the ground. The ball can also be a balloon, a plastic ball or a large paper ball.

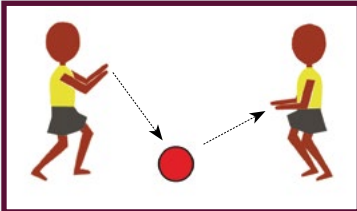
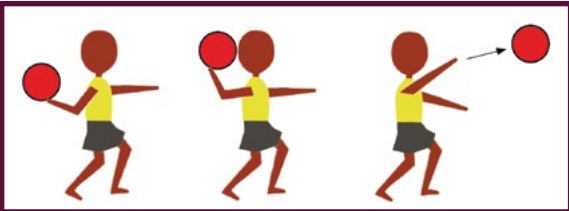
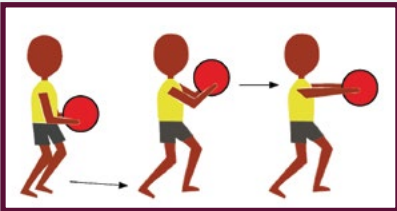


Netball soccer

Do you remember the basic rules for playing netball? What if we added goals instead of a netball hoop? Netball soccer uses soccer goals with basic netball rules. Any player can go into any space!



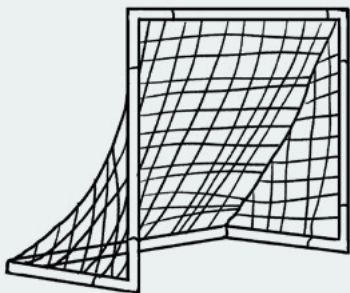
Station 1: Chest, shoulder and bounce pass



Station 2: Run, catch and pivot



Station 3: Throw balls into goals



Play netball soccer

Play matches of five minutes a game with seven-a-side teams that include the goalkeeper.

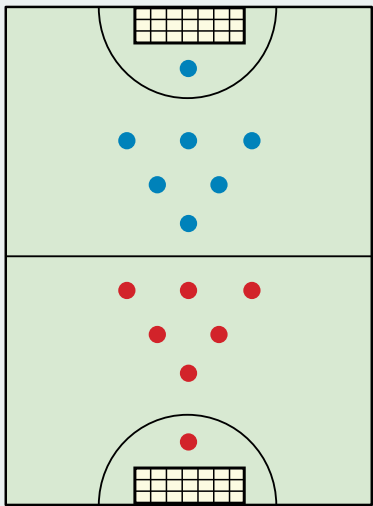
Rules of netball soccer

- No moving with the ball in hand.
- When blocking, the player must be three feet away.
- Once a goal is scored, all restart of play must be done from the goalkeeper for play to continue as fast as possible.
- No offside.

Faults

No player is allowed in the D. If a defender steps into the D, it is a penalty for the attacking team. If an attacker steps into the D, it is a free throw to the defending team.

A restart from a goal kick (by a goalkeeper or field player) must not cross the halfway line. If the ball lands in the opposition half, a penalty will be awarded to the opposing team.



Remember to keep up your home-based exercise plan during the holidays. Grade 11 awaits!

Cooldown: static stretches

Do static stretches to cool down after the game.

It's a wrap

The school year is finally over – Grade 11 awaits!

Before closing, it's important to think a little about this year's life orientation journey.

- What was the most valuable thing you learnt?
- What did you learn about yourself?
- What did you need to 'unlearn'?
- Which new things sparked your curiosity?
- Which new skills did you pick up?
- What would you have liked to find out more about?

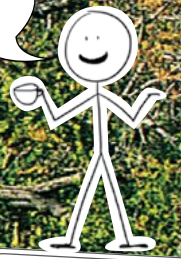
Rate your lessons

On the page are some photographs from your life orientation journey. Do you know where they come from?

Think about these lessons. How did they make you feel? Happy? Sad? Curious? Bored? Angry? Were they challenging? Too easy?



Would you like water?



In your journal

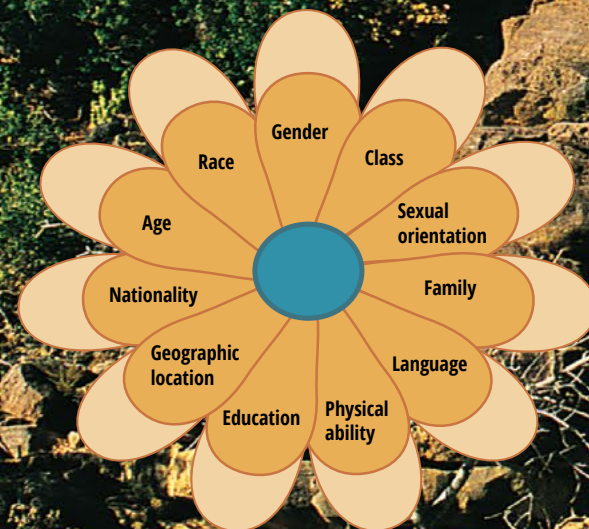
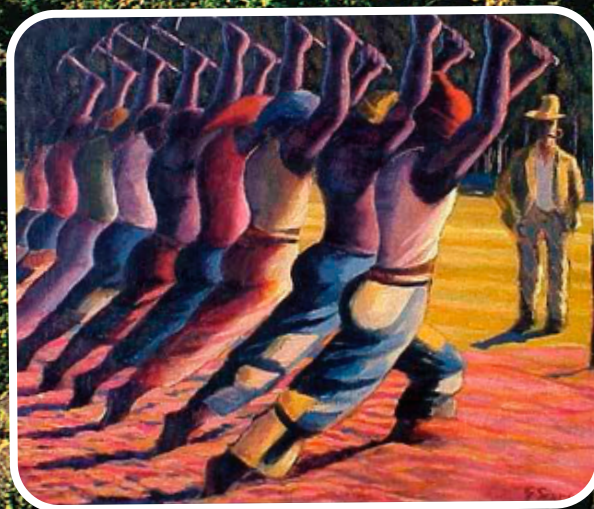
Your journal is private and does not need to be shared without your permission.



As you reach the end of Grade 10, think about the growth and changes you have experienced this year.

What has been most meaningful to you? How have your experiences influenced your readiness to face what lies ahead of you?

Write about your hopes for the future and how you plan to build on what you have gained this year to keep moving forward with confidence and curiosity.



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