



At the Crossroads

Life Orientation Textbook

Grade

9



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

 NATIONAL
EDUCATION
COLLABORATION
TRUST



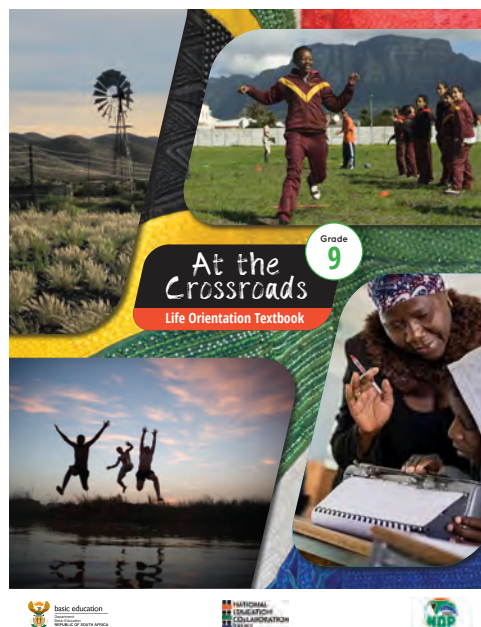




At the Crossroads

Life Orientation Textbook

Grade
9



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.

© Copyright Department of Basic Education, South Africa 2025

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

Contact the Department of Basic Education.

Email: info@dbe.gov.za

Call centre: 0800 202 933

Switchboard: 012 357 3000

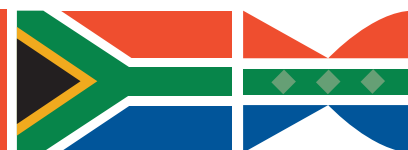
Private Bag X 603, Pretoria 0001

Sol Plaatjie House, 222 Struben Street, Pretoria

***At the Crossroads* Grade 9 Life Orientation Textbook** ISBN 978-1-4315-3430-2

At the Crossroads: Life Orientation Grade 9

Contents



Contents	ii
Welcome to Grade 9 Life Orientation	iv
Preamble to the Constitution of the Republic of South Africa	v
How to use this book	vi
Skills: Senior Phase	viii
Make your skills bookmark	xii

Term 1

Lesson set 1 Goal-setting skills: Personal lifestyle choices

Skills in English and Setswana

Lesson 1.1	Set your Grade 9 intentions.....	2
Lesson 1.2	Impact	4
Lesson 1.3	Make a good decision.....	6
Lesson 1.4	Speak up and speak out.....	8

Lesson set 2 Sexual behaviour and sexual health

Skills in English and SeSotho

Lesson 2.1	How do you see it?	10
Lesson 2.2	Giving consent.....	12
Info Page A	Are you in a healthy relationship?	14
Lesson 2.3	Talk about having safer sex	16
Info Page B	Facts about sexual and reproductive health.....	18
Lesson 2.4	Ku veleka vukosi.....	20
Lesson 2.5	I can take care of me	22
Lesson 2.6	Take time to consider carefully.....	24

Lesson set 3 Time-management skills; reading and writing for different purposes

Skills in English and Tshivenda

Lesson 3.1	Make a plan	26
Info Page C	Sample planner	28
Lesson 3.2	All the time in the world?	30
Lesson 3.3	Under pressure?	32
Lesson 3.4	Stairways to the stars	34
Info Page D	Find your 'page turner'	36
Info Page E	Explore more book genres	38
Lesson 3.5	"If you don't like someone's story, write your own."	40

Physical Education

Generic Stretches.....	42
Cooldown: Static Stretches.....	44
Circuit training.....	46
Obstacle course	48
Partner activities	50
Team activities.....	52

Term 2

Lesson set 4 Citizens' rights and responsibilities

Skills in English and isiXhosa

Lesson 4.1	Claiming our rights	54
Lesson 4.2	It's an event!.....	56

Lesson set 5 Constitutional values

Skills in English and Sepedi

Lesson 5.1	What do you value most?.....	58
Info Page F	Human values	60
Lesson 5.2	Be inspired.....	62
Info Page G	Steve Biko: A timeline	64
Lesson 5.3	Living our constitutional values	66
Info Page H	Our constitutional values/The Freedom Charter.....	68
Lesson 5.4	Healing the past	70
Lesson 5.5	We the people	72

Lesson set 6 Options after completing Grade 9

Skills in English and Afrikaans

Lesson 6.1	Learning pathways.....	74
Info Page I	More about your learning options.....	76
Lesson 6.2	Different people, different paths	78
Info Page J	Colleges and universities	80
Lesson 6.3	More paths, more possibilities	82
Info Page K	Learn while you earn.....	84
Lesson 6.4	Be an entrepreneur	86
Lesson 6.5	How do you tell your boss?	88
Info Page L	Employee Rights.....	90
Info Page M	Summary: Labour Relations Act.....	92

Physical Education

Game Plans: Soccer and hockey	94
Game Plans: Volleyball and netball	96
Game Plans: Rugby and lawn bowls.....	98
Game Plans: Cricket and handball.....	100



Teachers are advised to use the Teacher's Guide for At the Crossroads Grade 9 Life Orientation with the textbook. The Teacher's Guide includes helpful notes for strengthening the curriculum, facilitating activities and suggestions for assessment. The Teacher's Guide also assists with planning of progression from grade to grade.

Term 3

Lesson set 7 Career and subject choices

Skills in English and Xitsonga

Lesson 7.1	Who are you – really?	102
Lesson 7.2	Explore career matches	104
Info Page L	Different career profiles.....	106
Lesson 7.3	Swa le mahlweni swi velekiwa hi swa sweswi	108
Info Page M	What are your options?	110
Lesson 7.4	Reimagining work	112
Lesson 7.5	Find your path	114

Lesson set 8 Volunteerism

Skills in English and isiZulu

Lesson 8.1	Ukusiza umuntu ukuzibekela	116
Lesson 8.2	Why care?	118
Lesson 8.3	You can't be human all by yourself.....	120
Lesson 8.4	Make the circle bigger	122
Info Page N	How can we decolonise the land?.....	124
Lesson 8.5	An experiment in caring.....	126

Lesson set 9 Health and safety issues related to violence

Skills in English and isiNdebele

Lesson 9.1	Being angry.....	128
Lesson 9.2	Threat!	130
Lesson 9.3	Cease fire	132
Lesson 9.4	Clash	134
Lesson 9.5	Crisis is opportunity.....	136
Info Page O	Handling violence at school.....	138
Lesson 9.6	Fixing what's broken	140
Lesson 9.7	Anything goes?	142
Lesson 9.8	Ukipenda amani utavuna amani	144

Physical Education

Zumba dancing 1	146
Zumba dancing 2	148
Dynamic balancing	150
Balancing in locomotion	152

Term 4

Lesson set 10 Study and career-funding providers

Skills in English and isiXhosa

Lesson 10.1	Going places	154
Info Page P	Who can help fund your studies?	156
Lesson 10.2	Learn for free.....	158
Lesson 10.3	Iphupha lami – My dream.....	160

Lesson set 11 Contributions of religions to promoting peace

Skills in English and Setswana

Lesson 11.1	Peace, bra! Sharp	162
Lesson 11.2	Inspired faith	164

Lesson set 12 Sports ethics

Skills in English and Sepedi

Lesson 12.1	For the love of sport	166
Lesson 12.2	Take a stand	168

Lesson set 13 Challenging situations

Skills in English and siSwati

Lesson 13.1	Allowing.....	170
Lesson 13.2	Feeling depressed?	172
Lesson 13.3	It's OK to feel sad	174
Lesson 13.4	The pain of our ancestors.....	176
Info Page Q	Land and loss	178
Lesson 13.5	Comfortable in my skin	180

Physical Education

Review of line orienteering.....	182
Maths and geography orienteering.....	184
Adventure boot camp!	186
Survivor!	188

It's a wrap

Acknowledgements.....

Welcome to Grade 9 Life Orientation

Grade 9 is an exciting and important year in your journey through school. This is a time to learn more about yourself, your place in society, and the many possibilities that lie ahead. As you grow and face new challenges, Life Orientation will help you develop the skills to make good decisions, build strong relationships, and plan for your future.

This subject is not about memorising rules—it is about learning how to think critically, solve problems, and take action in ways that will help you and those around you. You will also develop creativity, which allows you to think in new ways and find innovative solutions to challenges. Collaboration and communication will be key skills as you work with others, share ideas, and learn how to express yourself clearly and confidently. Through these skills, you will be better prepared to navigate the world around you.

You will explore topics such as personal growth, career choices, human rights, health and well-being, and caring for the environment. These are all important in shaping the kind of life you want to live and the impact you want to have on the world.

One of the biggest decisions you will make this year is choosing subjects for Grade 10. Your choices will influence the career paths available to you after school. This might feel like a big responsibility, but you are not alone! Through discussions, activities, and reflection, the At the Crossroads will guide you in understanding your strengths, interests, and future possibilities.

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 9, you will practice these skills and you will get better at them.

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

Let's start this journey 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 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 Info Pagermation. The **footer** at the bottom of the left-hand page, look at no. 5 below, shows the term and the curriculum topic.

1. The title of the lesson.

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

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

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

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

Speak up and speak out

When you have made an important decision, you need to be able to tell others.

Aggressive, passive or assertive?

It is useful to look at three different ways of communicating, or getting your point across. They are: aggressive, passive and assertive.

1. How are they different?
2. With practise, you can learn to be assertive. Work with someone and choose one of the situations on the next page. You can also think of your own scenario if you like.
3. Work out an assertive strategy. Remember that being assertive means carefully avoiding being aggressive or passive.
4. Prepare to act out your assertive response to the class.

Listen, talk and work it out together
Reetsang, buang mme lo direng mmogo

Aggressive

- Insisting others think and believe the way you do
- Showing no compromise
- Showing no concern for others
- Placing your needs and wants ahead of others
- Unwilling to admit error.

Passive

- Not saying what you think and believe
- Giving in to others
- Allowing others to disregard what you think or believe
- Thinking your needs do not matter
- Avoiding conflict.

Assertive

- Speaking clearly and respectfully
- Considering the situation and other people
- Willing to work together, recognising that everyone's needs matter
- Giving reasons for what you think.

6 Grade 9 Term 1: Development of the self in society

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



The colour and pattern in the quarter circle on the right top corner of the page shows the **curriculum topic** of the lesson, look at no. 6 below. **Pictures**, find no. 7 below, help with understanding the ideas in the lesson. You will find **Info Pages** in the lessons, look at no. 8. The **journal** icon, see no. 9 below, suggests when to write in your own private journal in a language of your choice.

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.

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

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

8. 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.

Scenario 1
You go to a shop to buy a pair of shoes you have been saving for. When you arrive, a salesperson tries to persuade you to buy a more expensive pair of shoes. They say they are more fashionable and that you can get them on credit if you cannot afford them now.

Scenario 2
You are chatting with a group of people at break time. Suddenly a popular person who you have always wanted to be friends with starts to make cruel jokes about someone who has a speech disability.

Scenario 3
You are expected to participate in a religious family ceremony. Your cousin, who is visiting, tells you that she thinks it is a waste of time. She mentions a number of relatives who have not bothered to come. She suggests you do not take part either.

Scenario 4
You want to be an electrician. However, your parents are ambitious and want you to get a bursary to be an electrical engineer. But you do not enjoy academic studies and want to work for yourself.

Tips for being assertive

- Breathe. Take your time. Speak slowly and calmly.
- State your opinion clearly, giving reasons for what you feel and think.
- Be honest about how you are feeling and what you know for sure.
- Let the other person know you are listening to them with respect.
- Check your tone and how loudly you speak. Be firm but do not shout or whisper.
- Check your body language. Look the other person in the eye, stand tall and relax your muscles.
- Use 'I' and 'my' statements.

Assert yourself

- Take turns to act out your assertive strategies.
- It is difficult to get the right balance. Discuss how each other's strategies are or are not assertive.
- What does it feel like to be assertive? Share your different experiences.
- What does it feel like when someone else asserts a different view? Share your actual experiences.
- How do you know if you are being passive or aggressive? How can you overcome these habits?
- What can you do if someone else is either passive, or aggressive?

In your journal
Think of situations in your life where it would be useful to be assertive. Look back at your intentions. Do you want to add or make any changes?

High five

Lesson 1.4: Goal-setting skills and personal lifestyle choices

Find your 'page turner'

There are different book genres, or types of books. However, many books fit into more than one genre.

Detectives
Detective books keep you guessing about how to solve or prevent a crime. Kwesi Quartey - Children of the Street
Inspector John Doozie has seen many crimes, but the murders of teenagers in the slums of Accra in Ghana are the most worrying of his career. Tim is missing out to solve the murders. What kind of person is he based? Michael Stanley - Death of the Mantis
Detective David Yuki? Sings has to travel deep into the Malabar desert to investigate a murder case. Are a group of rebels behind another murder?

Fantasy and sci-fi
Fantasy stories transport you to imaginary worlds of magic and the supernatural. Science fiction books are similar but focuses on the future. Toni Aduyemi - Children of Blood and Bone
Everything changed the night magic disappeared. She has no chance to bring it back but she must fulfil the prophecy. Can she control her powers and grudge feelings for the enemy? Lily Herne - Deadlands Book 1
Since the apocalypse, Cape Town's suburbs have become divided with zombies. Some survivors are protected from them by the Guardians. Leo wants to destroy zombies and becomes a skeleton youth about the Guardians.

Children of the Street
Kwesi Quartey

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

9. 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.

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

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

Skills: Senior Phase



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

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



Enjoy a healthy mind and body

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



Ask questions that will help you understand what is going on

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



Convince someone of your point of view

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



Listen, talk and work it out together

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



Test your
idea – change
your mind

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



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

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



Step back –
reflect and
rethink –
step back in

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



Work out what
is right and
wrong for you

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

Skills: Senior Phase continued



Explore and express your emotions

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



Tell a story based on the evidence

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



Find your own way to solve it

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



Search, record, compare

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



**Make a choice
and decide**

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



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

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



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

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

If you don't understand all the words or ideas in these skills boxes, don't worry for now. You will have plenty time in Grade 9 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 9 Teacher's Guide.

Bookmarks in South African Official Languages

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

How to make your skills bookmark



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

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



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



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



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



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



Use your skills bookmark

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





Set your Grade 9 intentions

It is a brand new year – a good time to set new intentions.



Step back – reflect and rethink – step back in

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

Where are you at?

Play the board game with a friend. This will prepare you to think about what you would like to work towards in the year ahead.

1. Take turns to throw the dice twice (or choose two numbers between 1 and 6).
2. The first number tells you how many squares to move along the top of the board (horizontally). The second number tells you how many squares to move down the board (vertically). Where the two meet is the square you land on.
3. Read and respond to the question or instruction in this square. Note if you land on 'Ask any question', it means you can ask the person you are playing with your own question.
4. Swap turns.
5. Discuss: what surprising, inspiring or perhaps uncomfortable thoughts the game brought up for you?



If you do not have a dice, write the numbers 1 to 6 on small pieces of paper. Put them in a bag or hat, close your eyes and pick a number.



Find your own way to solve it

Batla tsela ya gago ya go e rarabolola

Where would you like to be?

6. Reflect on the different parts of your life and wellbeing. Think about doing new things and making changes. These questions may help:

- What do you intend to do?
- List what you will need to succeed
- Say why you value the intention

Write these intentions in your notebook, using the table as a guide.

During the year you can refer back to this, reflect on your progress, add ideas or make changes.

Intentions	Actions	Value
Fitness and health		
'Me' time		
School and studies		
Family		
Spiritual life and values		
Friends and social life online and offline		
Mind and knowledge		
Emotional wellbeing		
What will I do differently?		



There is not one correct answer to these questions – each answer depends on you. Also, if you cannot think of an answer on the spot, that is fine.

Play the game

Roll the dice and answer a question.



	1	2	3	4	5	6
1	What makes you feel most alive?	What type of exercise do you enjoy?	! DARE BOX: Pretend to be a mouse until your next turn.	What do you like to do when you are alone? Why?	What do you like to do when you spend time with your family?	? ASK ANY QUESTION
2	Who would you really like to meet in person? Why?	? ASK ANY QUESTION	What is your dream job? Why?	How much time that you spend online is really worthwhile?	! DARE BOX: Tell a joke.	How do you cope with stress?
3	! DARE BOX: Say your name backwards.	What is your favourite subject? Why?	Who do you like to spend time with the most? Why?	Which healthy foods do you enjoy eating?	What are you currently spending time on that you would rather not?	? ASK ANY QUESTION
4	What makes you feel confident?	Which place would you most like to visit and why?	What would you like to do that you have never done before?	? ASK ANY QUESTION	What makes you frustrated? Why?	! DARE BOX: Touch your nose with your tongue.
5	How do you 'feed' your soul?	! DARE BOX: Say 'banana' after every sentence you speak until it is your turn again.	? ASK ANY QUESTION	What are you grateful for?	Who do you trust if you have got a problem?	Who inspires you? Why?
6	? ASK ANY QUESTION	What do you think stands in your way of being your best self?	How do you cope when you feel sad?	! DARE BOX: Say your name with your tongue sticking out.	Name something you would like to find out more about.	What would you do if you won the Lotto?



Impact

Many different things affect your life, but you can make choices.

Read about how Philani Dladla overcame difficulties.



Philani Dladla grew up in a rural village called Oshabeni near Port Shepstone, in KwaZulu-Natal. When he was growing up, his father beat him and his two younger brothers. Philani took his frustrations to school. He beat up other learners and stole their lunch. He also began drinking and smoking so he could be 'one of the cool guys'.

Philani's mother worked at a local clinic. Her boss took an interest in Philani and gave him a book on his twelfth birthday. He made a deal with him: if Philani read the book and told him about it, he would buy another one. He was excited by this challenge and his love affair with books began. When this man later died, he left 500 books to Philani.

But things did not go well. Philani was expelled from school. He then went to a college to do a vocational course but his unruly behaviour became worse. He started smoking weed, drinking and bunking classes. Then he got involved in a fight and was stabbed in the chest. The wound later became infected. People in his community started laughing at him. Philani tried killing himself several times. His mother decided to send him to Johannesburg to find a job and survive on his own.

In Johannesburg, Philani got a job as a waiter. Then he worked as a caregiver at a home for old people. But he bought drugs and started skipping work because he was too high. After failing to pay rent, he found himself on the streets. He slept with other homeless people under Nelson Mandela Bridge in Braamfontein, but his precious bag of books never left his side.

Suddenly Philani thought of a good idea. How could he start making money through the thing he loved? He started reviewing and selling his books at a busy intersection in Johannesburg. The positive response from motorists was overwhelming. Some also gave him books to review and sell. He read a lot of self-help books and quit drugs. Soon he could buy food for his homeless friends and saved enough money to rent a room. Philani also started a book club for children in Joubert Park.

Philani went on to give inspirational talks about overcoming difficult problems all over the country. Then he turned his experiences into his own book, called **The Pavement Bookworm: A True Story**. He says: "Making a meaningful impact on your own life and in your community starts with just a decision to do it." He continues to share his love of reading with people around him.

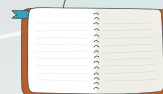
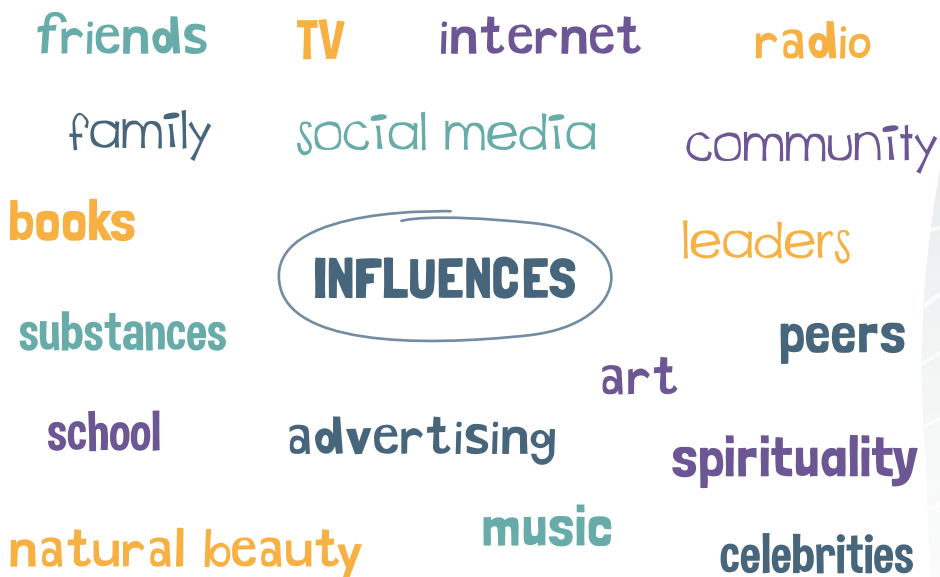


Tell a story
based on the
evidence

Fa kanelo e e
theilweng mo
Bosuping

Make a meaningful impact

1. Identify the challenges Philani faced.
2. Describe what helped Philani in a positive way.
3. Explain the turning point that changed Philani's life.
4. Discuss how Philani made a positive difference in others' lives.
5. "People can try to help us but we also have to help ourselves." Explain this idea with reference to Philani's experiences.



In your journal

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

Make a list of
positive things you
can do for yourself.

Look back at your
intentions. Do you
want to add or
make any changes?



Make a good decision

Sometimes it can be difficult to know what to do.



Test your
idea – change
your mind

Leka kgopolo
ya gago
– fetola
mogopolo wa
gago

Use the Six Thinking Hats

Experiment with this problem-solving technique, called Six Thinking Hats. Each hat helps you explore the situation from a different angle. This can help you to make a good decision.

Read about the decisions that Alban and Talia have to make.

1. Work as a group and choose one of the scenarios. Alternatively, think of one you would like to explore.
2. Try 'wearing' each hat and look at this problem in different ways. Follow the order of hats, as they are presented.
3. After exploring the problem, work out a solution.



Scenario 1: Alban

How can I help my friend?

Alban's friend Thabo has started taking drugs. Alban is worried because Thabo is stealing things to pay for the drugs. Thabo is also moody and spending more and more time on his own. Alban has tried to speak to Thabo about it but he just laughs it off. Alban is thinking about talking to the school counsellor or his parents about it but expects Thabo will be upset at his betrayal. What should Alban do or say?



Scenario 2: Talia

Should I go out with him?

Talia's older brother's friend, Mohammed, has asked her to go to a movie. Mohammed is in Grade 12 and is very popular. Talia is thrilled that he has invited her out. When he picks her up, Mohammed tells her that, instead of going to a movie, he is taking her to a friend's house for a party. Talia likes Mohammed a lot but does not know him well. She feels uncomfortable about the change in plan. What should she do or say?

Six Thinking Hats

If you put on these different thinking hats, they can help you in a challenging situation.

1. WOW Feelings Hat



- Look at the situation from an emotional angle.
- What is my gut feeling or instinct about this?
- How can I describe that feeling?
- Do I understand what others are feeling?

2. FACTS Information Hat



- Look at the situation objectively.
- What are the truths or facts of the situation?
- What do I know for sure? How do I know it?
- What do I not know? How can I find information about it?

3. YES Benefits Hat



- Look at the situation from a positive angle.
- Why is it worth doing?
- What positive difference can this idea or situation make?
- What do I know I can solve (and therefore stop worrying about)?

4. CAREFUL Critical Thinking Hat



- Use your judgement and weigh up the risks.
- What details about the situation am I most uncertain about?
- Which realistic, practical things could become obstacles to my solution?
- What risks does the decision involve?

5. NEW Creative Hat



- Think creatively.
- Is there a creative and unusual way of thinking about this?
- What crazy/unexpected connections can I make?
- What patterns do I see in the information?

6. THINK Organising Hat



- Think broadly.
- What am I trying to achieve here?
- How will I know if my solution is successful?
- Where am I in the process? What should I do next?

Sourced from Edward de Bono



Convince someone of your point of view

Bolelela mongwe o dire gore a tshaloganye se o se naganang

Good decisions

- Take turns to share your responses to the scenario with the class.
 - Which thinking hat is the most useful? Motivate your answer.
 - Did the Six Thinking Hats method help you to decide what to do? Explain why.
- Use the Six Thinking Hats to think through another situation in your life.



Speak up and speak out

**When you have made an important decision,
you need to be able to tell others.**



**Listen, talk
and work it
out together**

**Reetsang,
buang mme lo
direng mmogo**

Aggressive, passive or assertive?

It is useful to look at three different ways of communicating, or getting your point across. They are: aggressive, passive and assertive.

1. Describe how they are different.
2. With practise, you can learn to be assertive. Work with someone and choose one of the situations on the next page.
3. Work out an assertive strategy. Remember that being assertive means carefully avoiding being aggressive or passive.
4. Prepare to act out your assertive response to the class.



Aggressive

- Insisting others think and believe the way you do
- Showing no compromise
- Showing no concern for others
- Placing your needs and wants ahead of others
- Unwilling to admit error.



Passive

- Not saying what you think and believe
- Giving in to others
- Allowing others to disregard what you think or believe
- Thinking your needs do not matter
- Avoiding conflict.



Assertive

- Speaking clearly and respectfully
- Considering the situation and other people
- Willing to work together, recognising that everyone's needs matter
- Giving reasons for what you think.



Tips for being assertive

- Use 'I' and 'my' statements.
- Breathe. Take your time. Speak slowly and calmly.
- State your opinion clearly, giving reasons for what you feel and think.
- Be honest about how you are feeling and what you know for sure.
- Let the other person know you are listening to them with respect.
- Check your tone and how loudly you speak. Be firm but do not shout or whisper.
- Check your body language. Look the other person in the eye, stand tall and relax your muscles.

Scenario 1

You go to a shop to buy a pair of shoes you have been saving for. When you arrive, a salesperson tries to persuade you to buy a more expensive pair of shoes. They say they are more fashionable and that you can get them on credit if you cannot afford them now.

Scenario 2

You are chatting with a group of people at break time. Suddenly a popular person who you have always wanted to be friends with starts to make cruel jokes about someone who has a speech disability.

Scenario 3

You are expected to participate in a religious family ceremony. Your cousin, who is visiting, tells you that she thinks it is a waste of time. She mentions a number of relatives who have not bothered to come. She suggests you do not take part either.

Scenario 4

You want to be an electrician. However, your parents are ambitious and want you to get a bursary to be an electrical engineer. But you do not enjoy academic studies and want to work for yourself.



Find your own way to solve it

Batla tsela ya gago ya go e rarabolola

Assert yourself

5. Take turns to act out your assertive responses.
6. It is difficult to get the right balance. Discuss how each other's responses are or are not assertive.
7. Explain what it feels like to be assertive and share your experiences.
8. Reflect on how it feels when someone else asserts a different view and share examples from your life.
9. Identify signs that show whether you are being passive or aggressive and suggest ways to overcome these habits.
10. Describe actions you can take when someone else is being passive or aggressive.



High five

How do you see it?

Sex can mean many different things to different people.

Read about how Alex makes sense of things.

It's complicated...

It's difficult being a teenager today. Adults complain about our generation and we get frustrated with theirs. That's what makes it difficult for teens like me to talk about sex with our parents, teachers or even adult friends.

Not to mention the mixed messages we get every day. Our parents, religious leaders and other adults warn us that having sex now is a mistake and something we're bound to regret forever. And of course there's sex all over TV. Teen sex is shown as something completely normal because, well, I guess now it is.

I'm a virgin. I've never even had my first kiss. Most people my age think that's completely 'mental.' I guess I think that too, sometimes. It's not as if the opportunity has never presented itself. I just didn't want to share such a personal moment with someone I didn't really care about or who didn't really care about me — a kiss or sex. But many of my friends don't get that.

As far as I'm concerned, I'm waiting. But is that a realistic or even fair expectation in today's world for both myself and my future partner? I don't know. In a time where relationships equal sex for most people it's a little difficult to have the courage to enter any new relationships. I'm afraid that after I open my heart to somebody, my choice to abstain will chase them away and leave me feeling rejected and damaged. Not to be all melodramatic and everything, but I have those 'alone forever' fears.

I don't know what the future holds. I don't know when or how I'll lose my virginity, or have my first kiss, for that matter. The way I see it, I'm young and have my whole life ahead of me. I can still have fun. I trust myself, I really do, and I know that as my life happens I'll make the right choices for me. And those might not be the right choices for somebody else, and that's okay. We all have our own beliefs.

Some advice: what matters is that you do what you believe is right for you. Don't let your friends pressure you into anything. I haven't, and I'm happy about that. It can be really tough, I know. But if you're in my position, wondering if there are people out there who could possibly be in the same boat as you, just know that there are. We're out there.

Alex



It is probably not a good idea to have sex if you...

- think it will prove to someone that you love them
- think it will make someone like or love you, go out with you, or not break up with you
- feel pressured or forced by your partner or friends
- think 'everyone else is doing it'
- believe it will make you more 'popular' or more 'grown up'.



Work out what is right and wrong for you

Batla se nepahetseng le se fosahetseng bakeng sa hao

Going against the flow

1. Alex finds it difficult to talk about sex. Do you share this difficulty? Explain why.
2. Do you hear different messages about sexual relationships? Explain.
3. Alex experiences a lot of peer pressure to have a sexual relationship. Do you have similar difficulties? Explain.
4. Describe how you can tell the difference between feeling pressured and what feels right for you.
5. List what you need to resist pressure from friends and make the right decision for yourself.
6. Explain the benefits of waiting until you are older before starting a sexual relationship.



Explore and express your emotions

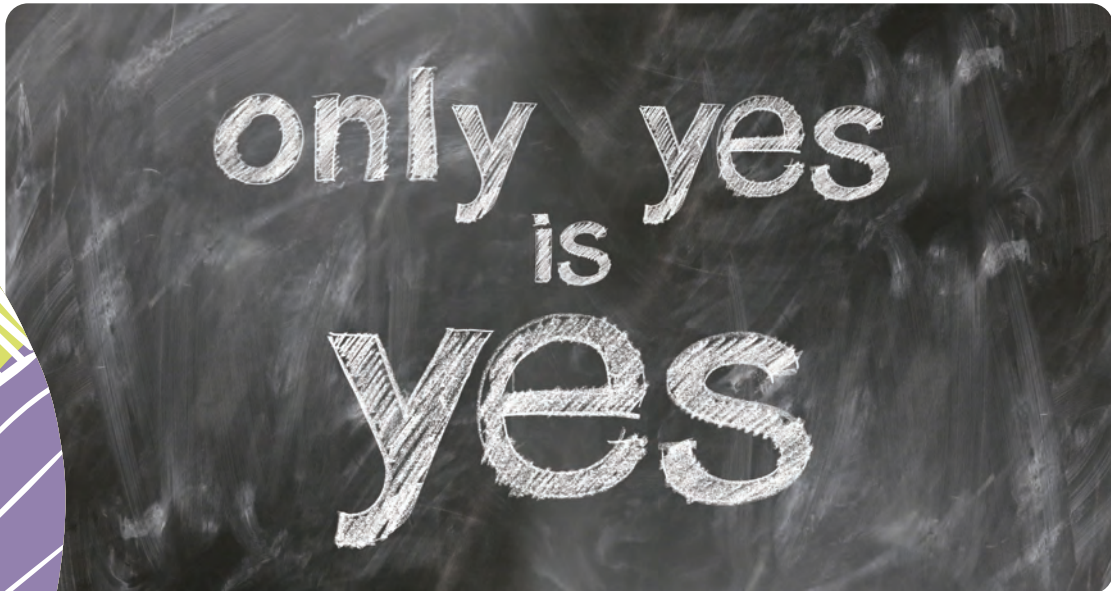
Hlahloba le ho hlalisa maikutlo a hao

Dear Alex...

7. Write a letter telling Alex what your response is to these feelings and ideas. Explain what you believe is right for you.

Giving consent

Consent is only consent if it is clear and spoken out aloud.



It is important to give your consent to every level of physical closeness you have with another person. Everyone has the right to say 'No' or change their mind at any time.

Have the people below given consent?

Scenario 1: Glenda and Ben

Glenda has been going out with Ben for about six months. Ben has told Glenda several times that he really wants to have a sexual relationship with her, but only if she wants to. Glenda is unsure. She is worried that Ben will leave her if she does not. She tells him she wants to have sex, but while they are being intimate she changes her mind.

Scenario 3: Thandi and Sharon

Thandi and Sharon are in a relationship. One afternoon they are enjoying sexual intimacy, but suddenly Sharon notices that Thandi's body language has become uneasy. She seems distant and frozen. When she asks Thandi if there is something wrong, she says no.

Scenario 2: Len and Nadia

Len is making out with Nadia in her bedroom. Her parents are out and for the first time they take their clothes off. He knows she has had a sexual relationship before and asks her if she is ready to go further. She says no, but keeps touching him in a sexual way.

Scenario 4: Mary and Lewis

Mary's mother has got a new boyfriend. Mary does not like the way he drinks. Lewis is much older than Mary, but has been paying her a lot of attention. He has offered to buy her presents and give her money in exchange for sexual favours. She thinks this might be a good way of becoming more financially independent. Mary lets Lewis know she is interested in his proposal.



Listen, talk
and work it
out together

Mamelang,
buang e be
le e sebetsa
mmoho

Is there consent?

How can people in a relationship listen, talk and work it out together? Discuss these questions about the scenarios.

1. Anyone has the right to change their mind about sexual intimacy at any time. What does this mean for Ben?
2. Sometimes it is not clear what a person really wants. What should Len do?
3. It is not always easy to tell someone you care about that you are not happy about something. What should Sharon do?
4. A person should not pressure someone negatively to have a sexual relationship with them. What does this mean for Mary?
5. Based on your discussion, what important things have you learnt about consent?

Read the Info Page on page 14 and 15 to find out about unhealthy relationships.



Remember...

Anyone who is, or might be, sexually active should carry condoms. Use a new condom every time you have sex and with every new round of sex.



Checklist for sexual consent

- Both partners are able to make informed decisions about what is best for them.
- Alcohol and/or drugs have not been used.
- There is a verbal 'Yes', ongoing verbal agreement and positive body language.
- There is not an unequal power dynamic, where one person is able to influence the other with money or gifts or because they are older.
- The age of consent is 16 for learners. However, if both partners are between 12 and 15 years old when they have sex, they will not face charges.
- Even if there is consent, sex between someone who is over 16 with someone younger than 16 years old is rape or sexual assault.
- Having a sexual relationship with someone younger than 12 years old is called statutory rape.



Are you in a healthy relationship?

It can be tempting to make excuses for a partner's violent behaviour. Violence, anger or jealously controlling someone are sometimes mistaken for expressions of love. But even if you know that the person harming you loves you, emotional or physical abuse is dangerous. It is never acceptable and never part of a healthy relationship.



In a healthy relationship there is...

- mutual respect
- trust
- honesty
- support and genuine interest
- fairness and equality
- separate independent identities
- clear communication
- space for disagreement and discussion
- kindness.



Toxic relationship checklist

Does my partner...

- get angry when I do not do what they think I should do?
- criticise the way I look or dress?
- stop me from seeing friends or from talking to other people?
- want me to stop doing something, even though I love it?
- seem about to hit me?
- try to force me to go further sexually than I want to?

What are unhealthy relationships?

Some people live in homes with adults who fight a lot or abuse each other – emotionally, verbally, or physically. If you have grown up like this, it can almost seem normal. But it is not. Someone who has lived with violent or disrespectful behaviour may not have learned how to treat others with kindness, or may expect to be treated badly themselves. They might need to work with a trained therapist before they are ready for a relationship.

Even though you might feel compassion for someone who has been mistreated, you need to take care of yourself. It is not healthy to stay in a relationship if there is abusive behaviour of any kind.

What are the warning signs?

A relationship is unhealthy when a person is mean, disrespectful, neglectful, controlling or abusive. If someone you care about is trying to control you, make you feel bad about yourself, or keep you away from other people, you are not in a healthy relationship. If they harm you physically or sexually, you must leave this relationship. Tell a trusted person what is going on and ask them for help.



Remember...

Having a good relationship does not mean you have to agree to a sexual relationship.



Gaslighting

Have you ever been in a situation where someone twists reality and makes you doubt yourself? At the time you may not be aware of it, but afterwards you feel a bit confused. If so, you may have been a victim of gaslighting.

'To gaslight' is to undermine another person by denying facts, the situation, or their feelings. A person is made to doubt and hate themselves. This undermines their potential for self-fulfilment.

Have you, or a friend, been in a relationship that is unhealthy? What made it unhealthy? Gaslighting happens in relationships where there is unequal power. This can happen if you are really attracted to someone, but they do not feel the same way about you. It can happen in any kind of relationship, but it is useful to be aware of gaslighting when you are thinking about starting a new relationship. Being aware of gaslighting can help protect you from being influenced to do something you do not really want to do.

Going forward, how do you think you can avoid an unhealthy relationship? Gaslighting is a form of abuse. If you are affected by this you need to take steps to build your self-esteem and confidence. Also spend time with people who make you feel good about yourself.



Gaslighting checklist

- You always take the blame to keep the peace.
- You feel you cannot do what satisfies you most.
- You keep making excuses for your partner's behaviour.
- You start lying to your partner to avoid put-downs and reality twists.
- You have trouble making simple decisions fearing your partner's response.
- Your partner's behaviour makes you doubt yourself and wonder if you are good enough.

Talk about having safer sex

If you feel ready for intimacy, first make sure you are in a safe and healthy relationship.

When you make important decisions, it is best to be well prepared.



**Make a choice
and decide**

**Kgetha mme o
etse Qeto**

What is your advice?

Meet Kamo and Jay. They are in Grade 9 and have been dating for three months. They love having kisses that last forever and their hands touch other exciting parts of their bodies. Both Kamo and Jay confide in their best friends that they feel ready for sex – that is, penis-vagina penetration.

There are choices they can make to ensure safer, healthier sex. Imagine you are a friend of either Kamo or Jay. What do they need to discuss? Answer these questions and work out what your advice would be.

1. When making an important decision, it is important to have all the information you need. Start by reading the Info Page on page 18.
2. If Kamo and Jay decide they are ready to have sex, what should they talk about first?
3. Explain what could happen if Kamo and Jay have sex without planning it.
4. Consider whether Kamo and Jay are emotionally ready to deal with their feelings after sex.
5. Outline the steps Kamo and Jay should take to stay safe and healthy if they decide to have sex.





Step back –
reflect and
rethink –
step back in

Ikgule – lekola
botjha hape o
nahanisise –
kgutlela hape

Different expectations

We all have different needs and views about love, romance, intimacy, sex and relationships.

6. Complete these sentences to clarify what the key words mean to you.

Intimacy
is when...

A crush
is when...

Sex
is when...

Abstinence
is when...

Romance
is when...

Attraction
is when...

Love
is when...

A relationship
is when...

Sexually Transmitted Infections (STIs)

You can get an STI if you have unprotected sex. Not all STIs have symptoms. The best way to protect yourself and your partner is to use condoms.



Facts about sexual and reproductive health

Both males and females are responsible for preventing pregnancy, HIV and other STIs.

Preventing pregnancy

When a male and female have a sexual relationship there is a high chance that the female will fall pregnant. A female can get pregnant if sperm from the male's penis enters her vagina and fertilises an egg inside her body.

Females can take the Pill as a form of birth control, but a condom must still be worn by the male. Even if a condom and pill are used, a woman can still fall pregnant. The best way to prevent pregnancy is to abstain from a sexual relationship.

Preventing HIV and other STIs

Condoms protect everyone who is sexually active from unplanned pregnancy and STIs like HIV, chlamydia, herpes, gonorrhoea, syphilis and hepatitis. Condoms should be used at all times.

Some STIs like herpes, HPV, syphilis and chancroid can be spread via skin-to-skin contact. If a condom does not cover the infected area, then a condom cannot offer protection from these STIs.



A female may get pregnant even if:

- It is the first time she has sex.
- She has sex during her period.
- She has sex before she has had her first period.
- She has sex standing up.
- She does lots of exercise after sex.
- She washes her vagina after sex.



Knowing accurate information about sexual and reproductive health can help you to be confident in your relationships. When you protect yourself, you can also enjoy peace of mind.

Different sexual and reproductive health choices

If you want to avoid becoming pregnant or infected with STIs, the safest choice is not to have sex. You may also make that choice because you do not feel ready, emotionally, physically or spiritually. You have the right to say no to sex in any situation. You can choose not to have sex at all, whether you have had sex before or not.

Sex at a young age can affect your life in many challenging ways. Your body is still developing and you are more vulnerable to many STIs. Many young people choose to wait until they are older. It is better to be able to enjoy and learn to manage a romantic relationship before you have sex.

People can and do have enjoyment and fulfilment without having sex. This includes holding hands, kissing and cuddling.



Ku veleka vukosi

Old traditions say: 'To bear children is a blessing'.

The ability to bring children into the world has long been celebrated, but this is also an important responsibility. Parents need to be physically and emotionally ready, as well as financially able to raise the child. Read this story.

The sorghum child

Long ago there was a woman who was very unhappy. Many years had passed and she had not conceived a child. One day she was planting sorghum seeds in a field. Suddenly a flock of doves swooped down and ate them all up. She felt even more miserable. She could not even bring life to the soil.

The doves heard the sad woman and took pity on her. They told her to get two calabashes and place a sorghum seed in each calabash. The birds added some of her blood to the seeds and told her to keep the calabashes in a secret place where they would not be disturbed. Many months later, she heard voices coming from inside the calabashes. Inside she found a beautiful baby boy and girl.

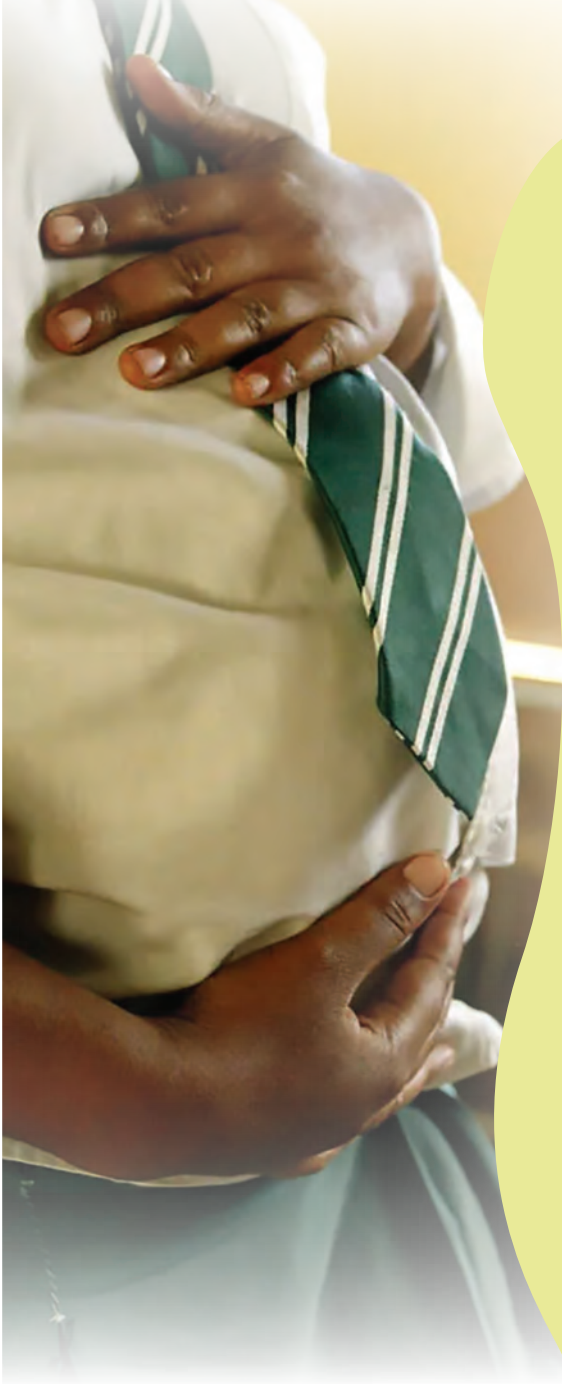
Ngwana wa pelego

Northern Sotho fertility figure,
Johannesburg Art Gallery Collection

There is an old Sesotho tradition that is perhaps inspired by this story. Just before marriage, a woman would be given a ngwana modula, or a child figure, by her grandmother or another old woman from her community. In old traditions, figures were made with reeds bound around a calabash. This practice links to the traditional belief that the first people arose from the clay found in a wet place where reeds grow.

The bride carried the ngwana modula during the marriage ceremony to show her husband that she wished to bear him children. If, after some time, she had not born a child, she would carry it with her as if it was her baby. This was believed to promote pregnancy. Across Africa, similar objects were made reflecting the importance of bearing children.





What happens to teenage mothers?

Teenage pregnancy can have many consequences. Very young parents will face strain in their relationship. A teenage mother will miss a great deal of school and may even drop out entirely. Teenage mothers are more likely to experience problems during pregnancy. Children born to very young mothers are at increased risk of sickness and death. Teenage mothers are vulnerable to poverty that is difficult to break out of. Being financially responsible for a child at a young age can make the mother vulnerable to transactional sex and having to stay with a violent partner. Transactional sex is when people have sex in exchange for money, food, clothes or accommodation.

Pregnant learners have rights



A pregnant teenager has the right to:

- attend school while they are pregnant and after the baby is born
- be treated with respect and dignity
- not be judged or discriminated against at school, clinics and at home
- be given homework or school tasks while they are away
- be allowed to write exams
- be allowed to keep their baby
- decide whether or not to have a legal abortion up to 20 weeks of being pregnant
- access to the child support grant.

The South African Schools Act (1996).

**We need to respect the rights of pregnant teenagers.
Why is this important?**



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

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

Nurturing a future



1. Explain why children are seen as a 'blessing'.
2. Describe what responsibilities parents have towards their children.
3. Discuss why good parenting may be challenging.
4. Share how you would feel about being a parent now.
5. Show how having teenage parents may affect a child's life.
6. Explain how pregnancy may change the lives of a teenage mother and father.

I can take care of me!

You need to look after your own sexual and reproductive health. What does this mean?

Read Thandeka's story to find out more.

Faithful to myself

I am an adolescent and want to be sexually active. I decided to go on the Pill so that I would not fall pregnant. I was in a relationship with Mpume who I trusted. I thought that having sex with him without a condom would prove how much I loved him. We continued having sex without a condom for a couple of months. Then I found out I was not the only one Mpume was having sex with. What a shock!

I had to move on. I took responsibility for my own health and went for an HIV test. I received counselling before the test and decided, indeed, I would like to know my status. I had to wait for 15 minutes before I could receive the results. It was the longest 15 minutes of my life. Fortunately, the test was negative. I was advised about the window period. (This means that the virus may be present but the test won't pick it up for some time.) It meant I needed to be tested again in a few weeks. Again, I tested negative.

Of course, I was very happy and relieved. But it was an eye-opener to realise that I am the only one who can take care of ME. I haven't had sex since then. Even if I decide to, I will always use a condom. Because I know that before I can be faithful to my partner, I have to be faithful to myself.

Thandeka

Note: Thandeka (not her real name) wrote this letter. She did not want to be identified, but she wanted others to hear her story. We also did not use her photograph.





Enjoy a
healthy mind
and body

Natefelwa
ke kelello
le mmele o
phetseng
hantle

A wake-up call for Thandeka

1. Thandeka realised that she was at risk of getting HIV. Name other health risks Thandeka may face besides HIV.
2. Explain how Thandeka and Mpume expected different things from each other.
3. Think about whether Thandeka could have cared for her emotions better and say how she could have done this.



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

Botsa dipotso
tse tla o thusa
hore o utlwisise
se etsahalang

Advice for Mpume

Imagine Mpume heard that Thandeka had an HIV test and decided to approach a counsellor for advice.

4. List questions Mpume should ask the counsellor to understand more about the situation.
5. Describe the important advice the counsellor needs to give Mpume.
6. Give Mpume advice about his relationships and explain why it may help him.
7. Write down any questions you have about HIV and STIs.
8. Talk about how this story changes the way you think about sexual relationships and explain your feelings.

Take time to consider carefully...

Sometimes it is important to step back and think before making a choice.

Risks can be assessed and understood. Sometimes you can take actions to limit risk. Your happiness and safety always come first.



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

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

What are the chances...?

Imagine you are either Ishmael, Hanlie, Thandiswa or Mark. Work with someone and use these steps to guide a risk assessment of one of the scenarios. To guide you, look at the way Thandeka's scenario has been assessed.

Risk assessment steps

Step 1: What situation do I want to assess?

Step 2: What do I want in this situation?

Step 3: Do I have enough information to make a decision?

Step 4: What things could go wrong? How could I and other people be harmed?

Step 5: What can I do to reduce or prevent potential harm?

Step 6: What or who can give me another perspective?

Step 7: Having thought carefully about this, what is the best thing to do?



Scenario 1: Ishmael

Sam has recently come to Ishmael's school. They get on well and started flirting with each other. But one night, Sam texted Ishmael a sexual photograph. Ishmael is pleased but also a bit uncomfortable.

Scenario 2: Thandiswa

Enver is a smooth talker and very good looking. Thandiswa fell head-over-heels in love with him two years ago. He spoilt her and always seemed to have money to spend, but after a while Thandiswa realised he was a gangster. Recently Enver has started drinking heavily on weekends and knocking her about. Thandiswa cannot imagine her life without Enver's support but feels frightened.

Scenario 3: Mark

Mark met his boyfriend Jay on the internet. Jay is a rich businessman who travels the world. He spoils Mark with expensive gifts and also promises a trip to a tropical island. Mark's parents are okay with him being gay. But they have kept his boyfriend a secret from the rest of his family because he is the same age as Mark's father.

Scenario 4: Hanlie

Hanlie has started her first year at TVET college. She is attracted to someone in her class called Dean. She is thrilled when Dean asks her if she would like to go to a party. She knows Dean's friends like to drink a lot. She wants to go, but feels a bit uneasy.

Risk Assessment Steps for Having a Sexual Relationship: THANDEKA'S SCENARIO

Step 1	Thandeka is considering whether she should have a sexual relationship with Mpume.
Step 2	Thandeka feels ready to explore her sexuality with Mpume. She feels excited about the idea of having a positive sexual experience.
Step 3	Thandeka knows she can visit the clinic for advice on sexual health and protection.
Step 4	Thandeka understands the possible risks involved, such as falling pregnant or becoming infected with an STI. Although she trusts Mpume, she realises she cannot be completely sure if he will stay committed to her. She also recognises that the relationship may or may not last.
Step 5	To assess her decision further, Thandeka can: · Ask people who know Mpume well if they believe he is trustworthy. · Talk openly and honestly with Mpume about her feelings and expectations. · Visit the clinic to get the Pill and condoms for protection.
Step 6	Thandeka may choose to discuss her thoughts and feelings with her cousin for guidance and support.
Step 7	Thandeka can decide to explore the relationship while taking responsible steps to protect her health and wellbeing.



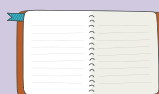
**Step back –
reflect and
rethink –
step back in**

**Ikgule – lekola
botjha hape o
nahanisise –
kgutlela hape**

Making considered choices

Risks are part of life. The risk assessment steps can help you manage them to prevent harm.

1. Talk about why 'stepping back' from a risky situation is important.
2. Explain how to make sure you have enough information before making a decision.
3. Discuss why it is important to know what you want and what you are willing to give up to get it.



In your journal

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

Everyone makes mistakes in their lives. But this is also an opportunity to learn. What have you learnt from some of your mistakes?



Planning ahead can help you organise your life.

Take time to think about and schedule your coming week. Then try to stick to this plan. In the next lesson you will look at how well this plan worked.



Find your own way to solve it

Diwaneleni
ngila ya u zwi
tandulula

To do...

1. Begin by brainstorming a big 'To do' list using the questions below to spark ideas.
2. Look at your 'To do' list and mark what is most important. These are your priorities.
3. Then note what is not as important, but still needs to be done.

★ What do you need to do?

Do it

Personal life and home

- Do you have any appointments or personal commitments next week?
- Who do you want or need to spend time with?
- Are there chores at home that you need to do?
- Are there any things that you usually avoid doing?
- How do you like to relax?
- What other things are important or make you feel good?
- What would you really like to do if you had more time?

School

- Do you have any tests or assignments due next week?
- Do you have any sports or other activities after school?
- Consider the bigger picture. Do you need to do something in preparation for the following week/s?



It is useful to break big priorities into smaller parts that you can deal with one by one.



Make a choice
and decide

Nangani ni dzhie
Tsheo

Plan your week

Make a planner on a big piece of paper, using the one on the next page as a guide. Write in pencil so you can make changes. You could also use an internet or app-based planning tool.

4. Choose a slogan, or some inspiring words, for the week to motivate you.
5. Fill in deadlines and specific events or commitments, for example, a test or dentist appointment.
6. Now block the time available for homework and study into 30 minute slots, building in short breaks to refresh yourself.
7. Block time for your personal responsibilities and chores.
8. Also block time for your own needs.
9. Look at the priorities on your 'To do' list. Block off time on your planner to do these.
10. You may find yourself without enough time. Part of planning is juggling priorities. You may need to cancel or postpone an event or appointment.
11. Keep some time unscheduled and flexible.



Life happens

Use your planner to manage your week ahead. But remember what the famous musician John Lennon said:

“Life is what happens to you while you’re busy making other plans.”

Things do not always turn out exactly as you had planned so you may need to be flexible and adapt.

Keep track of your time and the changes that you make to your schedule. Make notes about each day. A planner can become a record of your experiences.





Sample planner

My planner

*My slogan and inspiring words
for the week...*

MONDAY

School

After school

TUESDAY

School

After school

WEDNESDAY

School

After school

THURSDAY

School

After school

FRIDAY

School

After school

SATURDAY

Morning

Afternoon

SUNDAY

Morning

Afternoon

This week I'm...

Feeling...

Thinking...

Next week...

	<i>My daily notes</i>
Evening	
	<i>My daily notes</i>
Evening	
	<i>My daily notes</i>
Evening	
	<i>My daily notes</i>
Evening	
	<i>My daily notes</i>
Evening	
	<i>My daily notes</i>
Evening	
Dreaming...	Wishing...



IMPORTANT



MONTH GOALS



WEEKLY GOALS

TODAY

DEADLINE



THIS WEEKEND



TO-DO

Wish List



GOALS

All the time in the world?

Taking control of your time can help you to get the most out of your life.

Time is something you can never get back. Good time management helps you to get important things done, stay full of energy and enjoy yourself. Once something is written on your planner you can stop worrying about it and focus on what you are doing right now.



Test your
idea – change
your mind

Lingani
muhumbulo
wangu –
shandukisani
tsheo yangu

Time up

1. Discuss your past week with someone else.
2. Use these questions to spark ideas.

What was it like experimenting with a planner?

- Were you able to stick to the schedule on your planner?
- Did your planner help you get more done?
- Do you think you managed your social media and screen time well?
- Did your planner help you to stop worrying?
- Did you have to change any plans?
- Do you think you had a good work / play balance?
- Did you enjoy having a schedule to guide you each day? Or did you find it irritating or stressful?
- Do you think you wasted any time?

"The bad news is time flies. The good news is you're the pilot"

Michael Altshuler
Entrepreneur

"The way we spend our time defines who we are."

Jonathan Estrin
Actor, writer and film
producer

"Your future is created by what you do today, not tomorrow."

Anonymous



How did this
happen?
What will
happen next?

Zwo itea hani?
Hu do iteani u
bva afho?

Manage your time

Think back on your experience of the last week. Discuss these questions with reference to your own experiences.

3. Think about what you have learnt about time management. Are these valuable insights below, or not? Explain why.
 - a. Sticking to a plan needs self-discipline.
 - b. It is important to prioritise.
 - c. You need to be realistic about what you can do.
 - d. Sometimes you need to be flexible and make changes to your plan.
 - e. Sacrificing pleasure in the short-term can ensure even more pleasure in the long-term.
 - f. It is important to have some unplanned, open-ended time.
4. Did the experience of planning and keeping track of your week make you more aware of how you spend your time? Share your insights.
5. How will you go about planning your life going forward?

Having a plan is also about having a vision. You can plan your day, week, term, holiday or year. Time management is an important skill you will need throughout your life.



Time tips

- A routine can help you to focus and be productive.
- Try to avoid distractions when you are focused on a task.
- Multitasking can actually slow you down and make you less productive.
- Getting some assistance can help you get things done.
- Reward yourself when you finish something difficult.
- Spending time at the beginning or end of a day reflecting on the plan for the day ahead can help you to stay focussed.

Having too much to do can become too much.

It is good to have goals and to want to achieve things, but taking on too much can lead to unhealthy stress. Healthy stress can motivate you to achieve. Unhealthy stress wears you down.



Explore and
express your
emotions

Sedzulusani ni
ambe zwipfifi
zwanu

Stressed out?

Think about what it is like being under pressure, or stressed.

1. Explain how stress may affect the way you feel.
2. Describe how stress may affect your body.
3. Share what other effects stress may have on you.
4. Tell what you do when you feel too stressed.



Signs of unhealthy stress

Stress can be different for everyone, but here are some signs:

- short temper, irritability, anger or sadness
- sudden change in behaviour
- trouble sleeping
- neglecting responsibilities
- eating too much, or too little
- getting sick more often
- unable to relax and forget about pressures (when you are eating, showering, walking, or trying to get to sleep)
- low energy, simple tasks take longer
- growing negative feelings about school or the studying you need to do
- increased forgetfulness.





Enjoy a
healthy mind
and body

Difhelwani nga
muhumbulo na
muvhili zwi re na
mutakalo

Being mindful

Practising mindfulness can help you to relax. Mindfulness is about being aware of what is happening, while it is happening. Follow these steps to explore mindfulness.

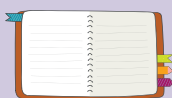
Mindfulness meditation



- Sit comfortably on a chair with your back straight and hands resting in your lap.
- Close your eyes. Become aware of your weight resting on the chair and your feet resting on the floor. Notice how you feel right now. Perhaps you feel restless, tired or just neutral?
- Bring your attention to your breathing. Notice how your breath enters your nose or mouth. Feel how this air expands your lungs. Then observe how the air leaves your body.
- Wait for the next breath to come naturally. Follow this breath in and out.
- Continue to keep your attention on your breath.
- After a while you may notice that you become distracted by a thought. This is natural and will happen many times. Bring your attention back to your breathing. Use your breathing as a support to stay present.
- After a while you may notice that you become distracted by a feeling in your body. Again, this is natural. Try to bring your attention back to your breathing.
- Stay mindful – or present – for about five minutes, or longer if you are able.

Rest and recharge

- Share your experience of being mindful with others. Do you feel any different from when you started? How did it affect your thoughts, feelings and body?



In your journal

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

What kinds of things do you do to relax, rest and recharge?

How can you improve the balance between working towards your goals and getting enough rest?

Stairways to the stars

Reading is a good way of relaxing and stretching your horizons.

The Hubble Telescope is the world's first optical telescope located in space. As it goes around Earth, it takes pictures of stars, planets and galaxies.



"I am building a stairway to the stars. I have the authority to take the whole of mankind up there with me. That is why I write."

Bessie Head – South Africa



"Many stories matter. Stories have been used to dispossess and to malign. But stories can also be used to empower and to humanise. Stories can break the dignity of a people. But stories can also repair that broken dignity."

Chimamanda Ngozi Adichie - Nigeria



"It was books that taught me that the things that tormented me most were the very things that connected me with all the people who were alive, who had ever been alive."

James Baldwin – United States



"Books don't need batteries."

Nadine Gordimer – South Africa



Explore and
express your
emotions

Sedzulusani ni
ambe zwipfi
zwanu



Search, record,
compare

Ṭodulusani,
rekhodani,
vhambedzani

Why read?

1. Share your experiences of reading. Have you ever read a book that...
 - you could not put down?
 - took you to amazing places?
 - made you feel very close to someone you never actually met?
 - set you 'alight' or got you excited?
 - made you cry?
 - helped you?
2. How else have books affected you?
3. What would you like books to do for you?

Book challenge

Reading – in any language – can change your life! And the more you read, the better your language skills become. If you think reading is not for you, it might mean you have not yet discovered the right book.

4. Read about different book genres, or types, on the Info Pages on pages 36 to 39 to discover what interests you most.
5. Do your own research and identify five books you would like to read.
6. Start reading, or challenge yourself to read more.
7. When you have finished a book, tell someone about it.

Wish List



Accessing books

Find out if there is a library or mobile library service in your community. Explore what is available on the internet. Many books can be downloaded for free.

Bookshare and **Learning Ally** make reading easier for people with dyslexia, blindness, cerebral palsy and other reading barriers: <https://www.bookshare.org> and <https://learningally.org/>

The **FunDza Literacy Trust** supports young writers to tell South African stories. You can access these books at fundza.co.za, or fundza.mobi.



If you love reading, why not start a reading club for young learners! Contact **Nalibali** to find out more at www.nalibali.org or info@nalibali.org



Look at the **African Storybook** online to find stories for children. You can write and send in your own story for younger readers: <https://www.africanstorybook.org/>





Find your 'page turner'...

There are different book genres, or types of books.
However, many books fit into more than one genre.

Detectives

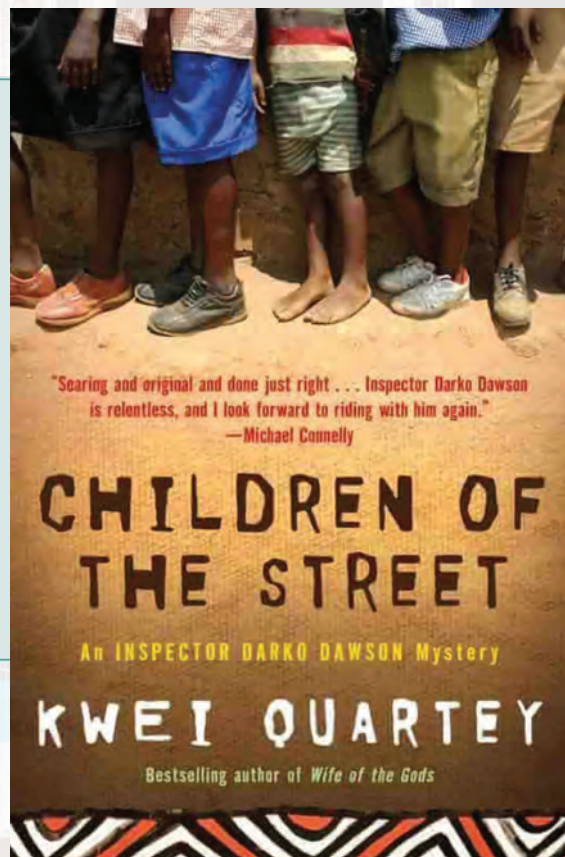
Detective books keep you guessing about how to solve or prevent a crime.

Kwei Quartey – Children of the Street

Inspector Darko Dawson has seen many crimes, but the murders of teenagers in the slums of Accra in Ghana are the most worrying of his career. Time is running out to solve the murders. What kind of person is to blame?

Michael Stanley – Death of the Mantis

Detective David 'Kubu' Bengu has to travel deep into the Kalahari desert to investigate a murder case. Are a group of nomadic Bushmen somehow involved?



Fantasy and sci-fi

Fantasy stories transport you to imaginary worlds of magic and the supernatural. Science fiction (sci-fi) is similar but focuses on the future.

Tomi Adeyemi – Children of Blood and Bone

Everything changed the night magic disappeared. Zélie has one chance to bring it back but she must outwit the prince. Can she control her powers and growing feelings for the enemy?

Lily Herne – Deadlands Book 1

Since the apocalypse, Cape Town's suburbs have become infested with zombies. Human survivors are protected from them by the Guardians. Lele learns how to destroy zombies and uncovers a sickening truth about the Guardians.



Kwei Quartey

Historical

Historical books tell stories that take place in the past.

Beverley Naidoo – Burn My Heart

Two boys, white and black, are friends in the 1950s in Kenya. Then the Mau Mau struck terror into the hearts of British settlers. The country becomes struck by fear and prejudice. Even the best of friends can betray one another.

Chimamanda Ngozi Adichie – Purple Hibiscus

Kambili and her older brother Jaja lead a privileged life in Enugu, Nigeria. Then the country begins to fall apart under a military coup and they are sent to their aunt. When they return home again, tensions rise. Kambili must find the strength to keep her family together.



Suspense and thrillers

Suspense books and thrillers grip your attention. Their stories are exciting and keep you wondering what will happen next.

Yaba Badoe – A Jigsaw of Fire and Stars

Sante was the only survivor of the tragic sinking of a ship carrying migrants and refugees. Years later she becomes a member of Mama Rose's dazzling circus. But from their watery grave, the dead are calling Sante to get justice for them.

Lamar Giles – Fake ID

Nick Pearson is hiding – only this is not his real name. His friend Eli Cruz was uncovering major crime when he died. Nick has to choose between solving Eli's murder or hiding to stay safe, like he was told to do. But how long can he keep this up?



Beverly Naidoo



Explore more book genres

What kind of book appeals to you most?

Classics

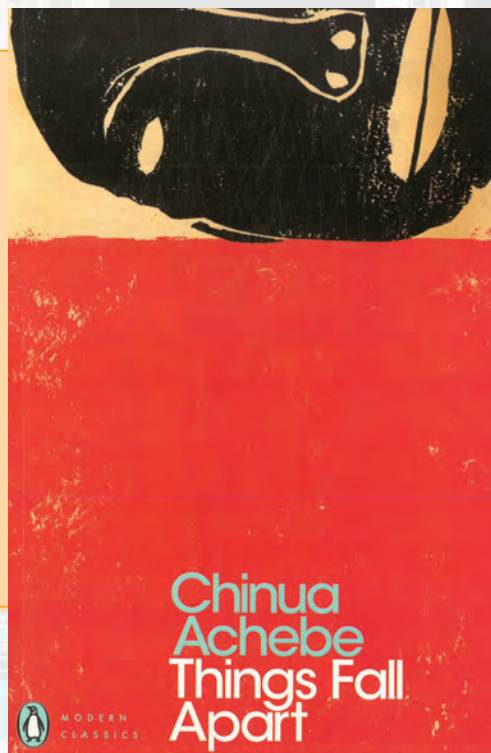
Classics have been around for many years but continue to be enjoyed for generations.

Chinua Achebe - Things Fall Apart

This is the story of Okonkwo, a wealthy and fearless Igbo warrior from Nigeria who resisted British colonisation in the late 1800s.

Credo Mutwa – Indaba, My Children

Beginning with Ninavanhuma, the Great Mother who created the human race, Mutwa tells stories about Africa: gods, cattle herders, lovers and kings up until the time the Portuguese arrived.



Romance

Romance books are about relationships and pull at the heart strings.

Sicelo Kula – When Sazi's Met Nondumiso

Sazi's friends mock him about being a failure with girls, but he decides to approach Nondumiso anyway. He thinks she has rejected him and lies to his friends. Will the romance survive a series of setbacks?

Ashley Herring Blake – How to Make a Wish

Grace wants a normal life, free of her unreliable mother. She meets Eva, a girl with her own share of ghosts that she is trying to outrun. When Eva tells Grace she likes girls, both of their worlds open up — but Grace's mother spirals downward. Can they figure out how to love and how to move on?



Chinua Achebe

Graphic novel

Comic books and graphic novels tell exciting stories using artwork and a comic format.

Eugene Ramirez Mapondera - Umzingeli

Umzingeli works for an underground government organisation and uses her superpowers to take on dictators, warlords, Somali pirates and corrupt ministers.

Loyiso Mkize – Kwezi

Kwezi is an ordinary teenager from Johannesburg. Then he discovers he has superpowers. Can he use them to put the world right?



Biography

Biographies give insights into a real person's life.

Ishmael Beah - A Long Way Gone

This is a first-hand account of the experiences of a child soldier in Sierra Leone, who was brainwashed by an army unit and forced to use guns and drugs.

Lola Ogunlowe – Imagine This

Lola and her brother Adebola grew up in a foster home in London after their mother abandoned them. Then they were reunited with their father and moved back to Nigeria. Lola ended up with her aunt in a small village called Idogun. Here her struggle for survival begins.



Eugene Ramirez Mapondera

'If you don't like someone's story, write your own.'

Chinua Achebe

Writing your own truth is a way of exploring the world and your place in it.

Xabiso Vili is a performance poet. Find out how he discovered his 'voice' and then read his poem.



Of hearts and beds

Don't you struggle
to breathe
with all that universe
spilling out of your lungs?
There are days
when the whole world
is caught in your throat,
aren't there?
When all that you are
leaves you
breathless.
You keep shedding suns,
don't these tears
burn your pillows?
Turn your bedroom into inferno.
Somewhere there is a universe
and it spins and it breathes
and it swallows suns
and it gets closer to you.
Do you remember
when that galaxy touched you,
do you remember how it gasped,
do you remember how those fires left.

Xabiso Vili

These were my truths

I was an awkward kid growing up. I spent all my time in the library reading and staying away from my peers. Then I heard someone playing Pharoah Monch's 'Behind Closed Doors'. This rap intrigued me so much, I wrote my own response to it. There used to be cyphers on the playground during break. I approached them one day, veering away from my library route, and laced my 'Behind Closed Doors' verse. I received rapturous applause. I wrote every day after that and competed in battles every break and at all the socials. I was undefeated.

But then I became disillusioned with rap. Everybody just wanted to hear cool lines, none of what was actually going on inside me. When I first heard a spoken word poem I ran home, missing the last two periods of school, and wrote my first poem. I gave it to my English teacher the next day. She asked me why I had missed her class. She read it and, after a brief silence, asked me to read it to the class. This was the most nervous I had ever been because these were my truths I had on this page. Everything inside me, laid bare to the world. When I was done, I didn't hear the applause, I ran out in tears. Something in me knew I had found what it was that I had to do with my life.



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

Vhumbani
tshifanyiso
kana tshitori u
sumbedza uri
zwi hani

Write your truth

If you use language to express yourself and make meaning you will – over time – develop your writing skills. Follow these steps to write your own free verse poem in a language of your choice.

1. Think of something you would like to write about. Or, choose a line from this poem and allow your own ideas to flow from it.
2. What emotions arise as you think about this topic or words? Write down how these emotions affect you.
3. Allow ideas linked with these emotions to flow onto the page, even if they do not make logical sense.
4. Think of similes or metaphors that express your truth. Link your ideas with crazy, unexpected things to give them more meaning.
5. Re-read what you have written down so far.
6. Start to organise your writing to form a poem. Do this creatively. You do not have to follow the usual writing rules.
7. Re-read and give final shape to your poem.
8. Share or perform your poem.



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.

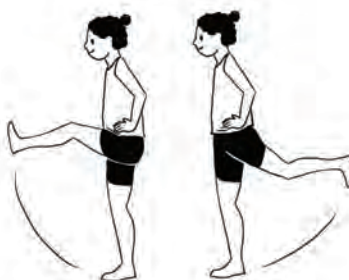
WARM-UP: DYNAMIC STRETCHES

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



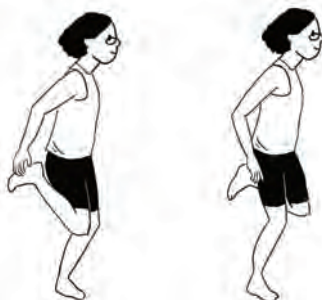
For dynamic lunges, take a longer stride than traditional lunges. Allow your back leg to bend only slightly, and keep your front knee behind your toes. Hold the downward position of the lunge for two to three seconds, then push off the front leg and continue with the other leg.

4. Arm circles



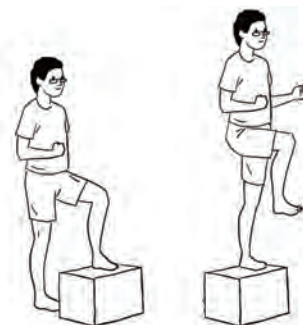
Controlled arm circles activate the muscles of the shoulders, back and chest while stretching those same muscle groups. Circle your arms forward and backward for 30 seconds each. Do torso twists by keeping your arms up while rotating at the hips, back and forth, to activate the abdominals and lower back.

5. Butt kicks



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

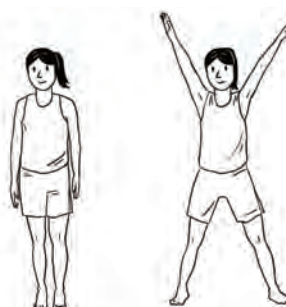
6. Knee raises



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

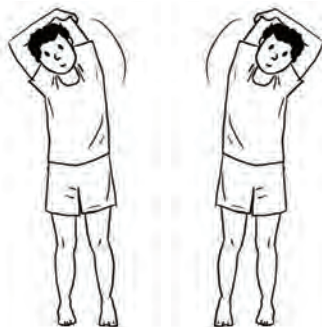
1. Chest stretch



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

Do 4 reps.

2. Tricep stretch backward



In an upright position, let your shoulders relax, with your arms hanging at your sides. Bring your right arm behind your back with your hand touching the middle of your 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.

3. Calf stretch



Stand up straight with your feet evenly placed, approximately your shoulders' width apart. Put your hands on your hips and step forward with your right leg. Bend the front leg while pushing 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



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.

5. Hamstring stretch B



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

6. Quadriceps stretch



Unlike your hamstrings, the quadriceps 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



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.

8. Groin stretch



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

9. Outer thigh stretch



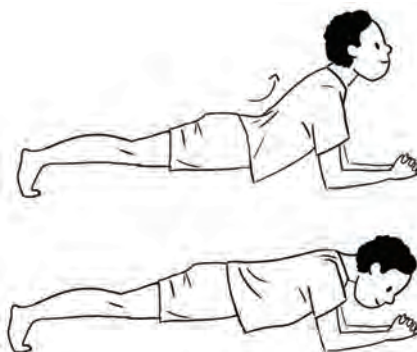
Sit with your legs flat on the floor. Bring your left leg toward your chest then place your left foot on the outside of your right leg. Place both hands onto your left knee and pull the knee toward your chest. Hold this position for 30 seconds. Change legs and repeat.

10. Lower back stretch



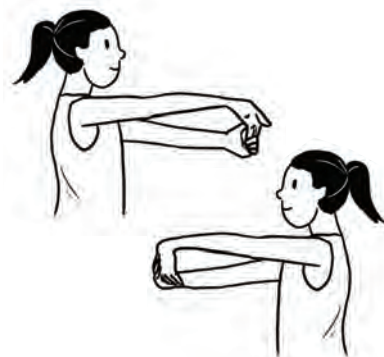
Lie on your back with your knees bent. Hug your shins and slowly pull your knees up to your chest until you feel a gentle stretch in your lower back.

11. Abdominal stretch



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

12. Wrist stretch



Extend both arms straight forward and on top of each other, with your palm facing away from your face. 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

Fast-track your fitness. Do a series of exercises to build your muscle strength, endurance and flexibility.

Circuit training

Perform this circuit training of eight stations. You have 30 seconds per station to complete as many repetitions as possible. Take another 30 seconds afterwards to rest and move to the next station. Use a score sheet to keep track of how you do in each activity.

PLAY THE GAME OF TAG

Play tag and then do some of the dynamic stretches to warm up your muscles.

Dynamic stretches are active movements where joints and muscles go through a full range of motion. They help warm up your body before exercising.

1 HIGH KNEES RUNNING

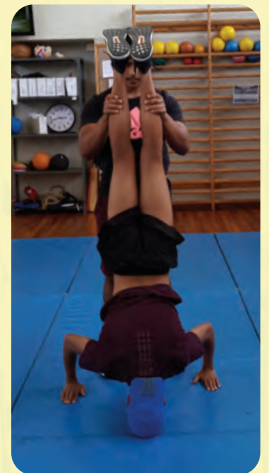
Run on the spot with high knees at waist height. Tap your hands on your knees and count how many you can do in 30 seconds.



2 HEADSTAND LEG RAISES

Do a headstand with your partner supporting your legs if needed. Then from a tucked-in leg position, straighten your legs and lower them again. How many can you do without losing your balance?

Safety tip: Keep your neck straight and use the top of your head to balance.



3 TUCK JUMPS

Stand with your feet a little less than shoulder-width apart. Drop down a little into a quarter squat then explode into the air. Keep your back straight throughout, and tuck your knees up towards your chest as much as possible, before landing as softly as you can.



4 LONG SIT BODY LIFTS

Sit with your palms on the ground and legs straight out in front. Lift your entire body off the floor, then relax. That is one repetition – how many can you do in 30 seconds?





5

AGILITY T DRILL

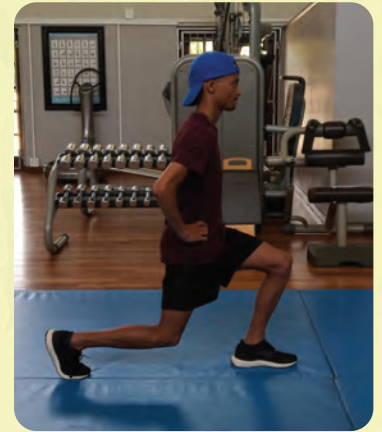
Start at the bottom of the marked out T and sprint down the centre. Then sidestep to the left to the one end and again to the right to the other end, and back to the middle of the top of the T. Run backwards to the start position.



6

LUNGES

Do as many forward lunges as you can with alternating legs. Keep your back straight and your head up.



7

CATERPILLAR WALK

Bend at the waist with straight knees and straight legs and put your palms on the ground. Then walk forward with your hands while keeping your feet still. Do one press-up, then walk back on your hands to your feet again.



8

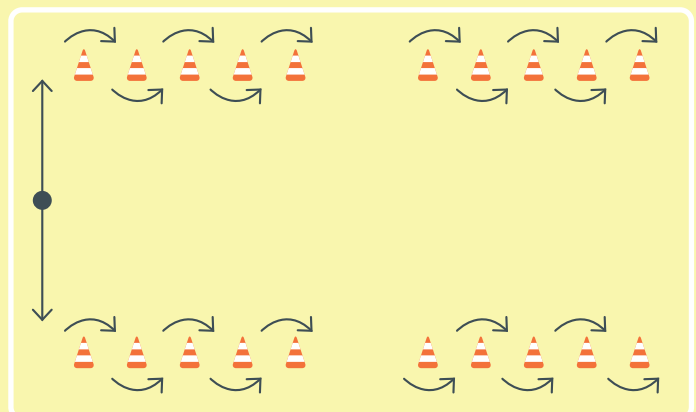
SPEED LADDER DRILL

Mark a ladder of 20 metres out on the ground. Sprint through the ladder with both feet passing through each rung.



CONE WEAVING

Set up four rows of five cones along the perimeter of the play area. Divide into two groups and jog around the perimeter in opposite directions. You must weave between the cones without knocking them over. Weave between the other group when you meet without bumping into each other.



Obstacle course

Challenge yourself further. Navigate the obstacles and test your speed, stamina and agility.

SKIPPING

Half the class use skipping ropes to skip across the play area without bumping into the other half, who will be obstacles for them to weave around. The obstacles must skip on the spot, swinging their arms. Swop roles and then do some dynamic stretching.

Obstacle course

Do this obstacle course in teams. The teams all start together at a station, but you can move onto the next station without waiting for your teammates.

1 STAR DRILL

Mark out a star with a marker at each point of the star 5 metres from the centre. Start in the centre of the star and jump over small hurdles to collect the markers and put them in a bucket at the centre. The next person puts the markers back again at the points.



2 BUCKET CARRY

Carry two buckets filled with sand across a distance of 20 metres and back.



3 LEOPARD CRAWL

Crawl for 10 metres on your belly under a net or blankets suspended half a metre above the ground.





4 TYRE SPEED DRILL

Run through 20 tyres or similar objects placed side-by-side in two rows. Step from inside one to the other with high knee lifts.



5 DOUBLE LEG JUMPS

Do 50 double leg jumps over a line or a rope suspended at knee height.



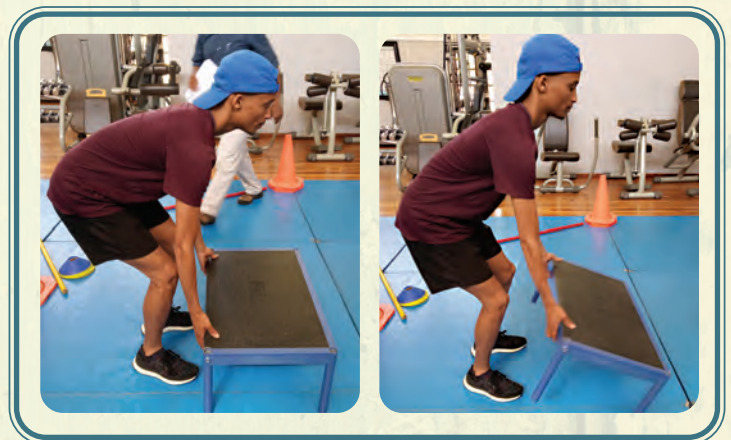
6 OBJECT FLIP

Squat and flip a tyre or other object weighing 20 kilograms over a distance of 10 metres.

Safety tip: Bend your knees fully and keep your lower back as straight as possible.

7 TYRE CRAWL

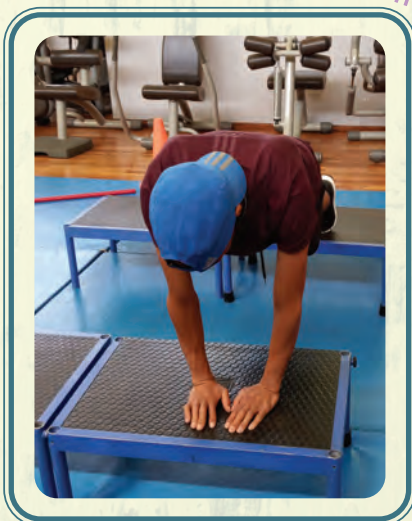
Crawl through a set of 10 tyres that are spaced 2 metres apart.



8 BENCH PLANK

Place two benches 1.5 metres apart and parallel to each other. Assume the frontlying support position across the benches with your hands on one bench and your feet on the other. Move sideways across the bench from one end to the other.

Safety tip: Keep your body straight at all times. You can add more benches to make it more challenging.



SKIPPING AND STATIC STRETCHES

Do a light skip and finish with static stretches, holding each position for 20 seconds.

Partner activities

PLAY SMUGGLERS AND CITIZENS

This is a warm-up game using coloured hoops and coloured bean bags. Scatter the hoops around the training area. Split the class in half into 'smugglers' and 'citizens'. The citizens have a 30 second head start to place the coloured bean bags in the same coloured hoop. On the blow of the whistle, the smugglers 'steal' the bean bags from their correct hoops and place them incorrectly. The 'citizens' have to keep trying to fix the problem.

What are the different parts of health-related physical fitness? What are partner activities, and how can they be used to develop physical fitness?

Frisbee golf fitness activities

Participants perform eight partner activities by playing a game of frisbee golf of eight holes.

You will need one flag for each hole (eight holes); pencils; exercise/fitness task posters for each hole; and score cards.

The course is arranged over eight holes, and the posters must clearly state the fitness task that must be performed at each hole. The course can be arranged so that participants start on the outside edge of the field and follow a spiral path to finish in the centre; or the holes can be placed in parallel lines to lead participants back and forth across the length of the area; or the course can weave or zigzag from one side to the other and return back close to the beginning hole.

Distance to the flag can be varied for each hole, and directed around trees and/or buildings for increased difficulty and fun.

You can determine the distance and the par (or average) number of throws it takes to hit the flag at each hole. Participants should do their best to take fewer throws than the par score to hit the flag with the frisbee.

In pairs, participants can begin at any flag (but must complete all eight holes).

Participants alternate with their partners throwing the frisbee at the flag, until one of them successfully hits the flag with the frisbee. The number of throws taken by both players to hit the flag is then recorded.



A specific fitness task is then completed by both partners at that hole. Then the game is continued to the next hole, until all eight holes are completed.

A scorecard with the list of eight holes and fitness tasks is then totalled for each pair. The lower the total number of throws to hit each flag, the better the participant has done. Finishing the entire course as quickly as possible earns bonus points. So, participants are encouraged to run rather than walk.



Fitness tasks

1 CARDIOVASCULAR ACTIVITY:

HOLE 1 = 20M = PAR 3

Each person performs 20 stretch jumps.



2 MUSCULAR STRENGTH (ARMS) ACTIVITY:

HOLE 2 = 30M = PAR 4

Arm wrestle your partner on the ground with each arm, to find a winner for each arm.



3 MUSCULAR ENDURANCE (ARMS) ACTIVITY:

HOLE 3 = 40M = PAR 5

Each person performs 20 press-ups.



4 JOINT FLEXIBILITY:

HOLE 4 = 25M = PAR 3

Perform 50 rowing movements in a long-sitting position with your partner.



5 AGILITY:

HOLE 5 = 35M = PAR 4

Each person performs 20 star jumps.



6 CARDIOVASCULAR ACTIVITY:

HOLE 6 = 45M = PAR 5

Each person does 10 burpees.



7 MUSCULAR ENDURANCE (ABS/LEGS) ACTIVITY:

HOLE 7 = 40M = PAR 4:

Each person assumes the front plank position, and raises each leg 20 times.



8 JOINT FLEXIBILITY:

HOLE 8 = 30M = PAR 3

Each person performs 20 overs-and-unders (learners leapfrog over their partner's back, then crawl between their legs to complete one cycle).



STATIC STRETCHES

Move across the playing area, while changing direction and tempo: walk, jog, do side steps to one side and then the other, sprint, etc.

Team activities

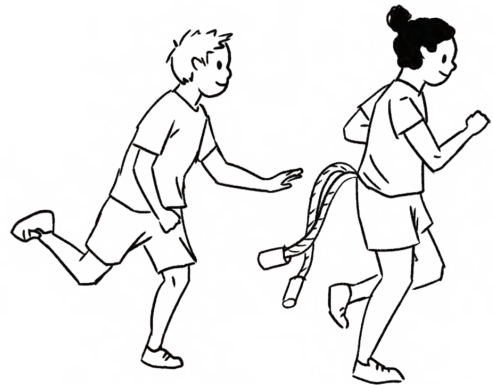
Here are some team activities, and suggestions for how they can be used to develop physical fitness.

Team activities

Perform these six team activities as relays in your groups.

ACTIVITY 1 PLAY THE GAME OF TAILS

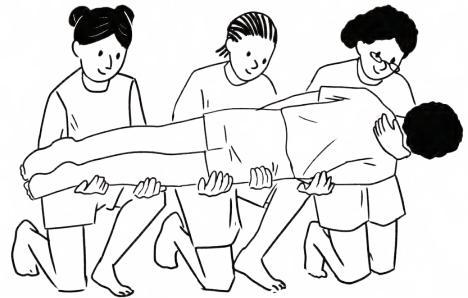
Tuck a braid into the back of your waistband as a 'tail'. Now, try to collect as many braids as possible; you must not hold on to your own tail, and do not make physical contact with other players. Play the game until all braids are collected or for a specific period of time. The team that collects the most braids wins.



ACTIVITY 2 RAISING THE DEAD

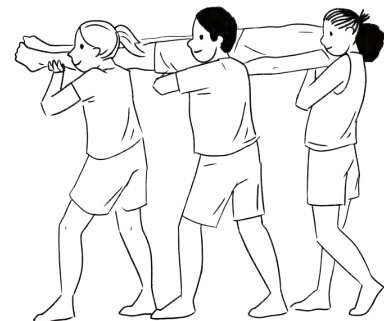
Lie flat on the ground and your teammates raise your body high into the air, and then lower it back onto the ground. The activity is repeated five times with each team member.

Safety tip: Observe safety precautions when raising and lowering each person in order to avoid causing injury.



ACTIVITY 3 RESCUE CARRY

Teammates carry a member on their shoulders across a distance of 20 metres and back again. Repeat the activity with each person.



PLAY A GAME OF CHAIN TAG

Select two pairs of chasers. As soon as the whistle blows, the chasers must hold hands forming a chain (one hand only) and tag other participants with the loose hand. As soon as the chain has four members, the chain can split into two pairs. The game ends when all the participants have been tagged.



ACTIVITY 4 CIRCLE SPRINT

Sit in a large circle in your teams. Two teams' names are called out and then all the members of the teams must jump and sprint around the circle and back to their places. The first team to sit down wins. The game continues with the winning teams competing against each other, until the final winner is found.



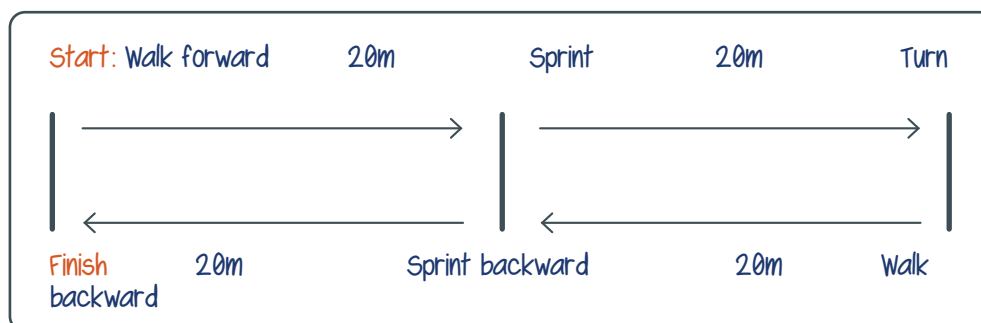
ACTIVITY 5 PLAY CATCHER

All participants sit in a circle, but the teammates are spread out at opposite ends of the circle, with one person placed in the centre, as the 'catcher'. When the teacher calls out the teams' name, all the participants in a team jump up and change places with each other, running across the centre of the circle, but without being tagged by the catcher. A tagged player becomes the new catcher, and the old catcher joins the team.



ACTIVITY 6 PLAY PAARLAUF

The team walks for 20 metres, then sprints 20 metres, then repeat the same activities moving backwards. First team seated wins!



SYNCHRONISED JOGGING

Jog forward, while performing various synchronized movements, such as hand-clapping overhead; arm-swinging (forward, sideward, backward); high-knee lift (forward, sideward); butt-kicks; etc.

Claiming our rights

National days are celebrations of our rights.
They are also calls for action.



Freedom Day - 27 April

Freedom Day is the anniversary of the first democratic elections in 1994. This was the first time everyone in South Africa could vote, regardless of their race. Freedom Day marks the end of apartheid. It is a reminder of the struggles and sacrifices made by those who fought for freedom.

Workers' Day - 1 May

All workers are celebrated on Workers Day. This is also International Labour Day, or May Day, and celebrates the working class. In the late 19th century, industrialists exploited the labour class, making them work up to 15 hours a day. On 1 May in 1886 trade unions in the United States and Canada protested and demanded that a legal day of labour should be eight hours long.

Youth Day - 16 June

Youth Day commemorates the beginning of the 1976 Student Uprising. On this day in 1976, students began protesting against the quality of education and the use of Afrikaans as the language of instruction in black schools. It started in Soweto, where students were met by heavily armed police who fired teargas and live ammunition. An estimated 176 young people lost their lives that day.

This caused a national uprising against the government. By the end of 10 months of student protests, more than 700 students had been killed and hundreds were imprisoned. This was a time when most of the liberation movement's leaders were either in prison or in exile. Images of this brutality also reached an international audience, increasing support for the struggle against apartheid.



Explore and
express your
emotions

Lubhence
uluvakalise
uvakalelo
lwakho

What is the history behind the day?

1. Name who is remembered on each of the national and international days listed above.
2. Explain why it is important to keep commemorating these days and describe how they are still relevant to people's rights today.
3. Share if any of these national or international days have personal meaning to you and explain why.



How did this happen?
What will happen next?

Yenzeke njani le nto? Yintoni eza kulandela?

Do all people in South Africa enjoy their human rights now?

4. Look at the images and identify the human rights being violated.
5. Explain how these issues are connected to the national and international days discussed on page 54.
6. Think about where you live and:
 - Talk about whether everyone enjoys freedom and human rights, and say if there are still signs of apartheid's effects.
 - Discuss if workers are treated with dignity, receive fair pay and have good wellbeing.
 - Explain if young people have equal chances to get quality education.
7. Identify your most important local challenges that relate to the national days and discuss what needs to be done to address them.



Evictions at Nomzamo informal settlement on SANRAL-owned land near Strand, 2014.



Jipeta Joseth Mtjati from Ha Mathabela in Lesotho started working on the mines in 1975. He was retrenched after he was diagnosed with silicosis.



Philippi High School students march from Cape Town train station to the Western Cape Provincial legislature in a protest over conditions at their school, 2017.

It's an event!

Play your part in a commemoration that aims to make the world a better place.



Make a choice
and decide

Khetha uze
uthathe
Isigqibo

Create a national day event

Choose a national day. Use these steps to guide your preparation to hold an event at school or in your community.

STEP 1: What is the purpose of your event?

1. What do you want to commemorate? What are the serious human rights issues you want to draw attention to?
2. Who do you want to attend the event?
3. What do you want to achieve through this event? Think about how you might want to affect people's ideas or feelings.
4. What is your main message? Create a catchy slogan that gets that message across.

STEP 2: When and where?

Will your event happen on the actual day? What time will it start? How long will it be? Where will it take place?

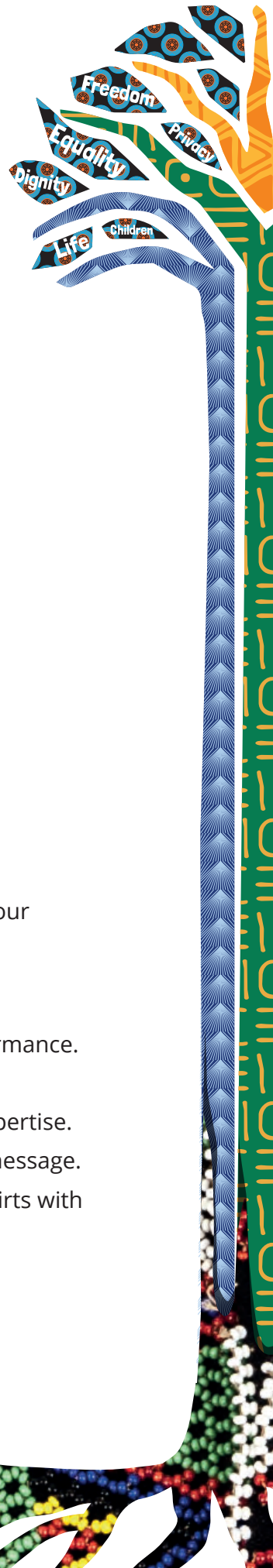
STEP 3: What will take place?

Now it is time to be creative. How will you attract the attention of your audience? How can you get your message across in an original and impactful way? Here are some suggestions to get you thinking:

- Create and display artworks, photographs or poetry.
- Create and perform a dance, drama, song or slam poetry performance.
- Write a motivational speech.
- Invite guests to speak about their experiences or share their expertise.
- Organise a motivational speaker to inspire people about your message.
- Fundraise to buy or organise donations of badges, caps, or T-shirts with your slogan and logo on them.
- Fundraise to buy or organise donations of refreshments.

STEP 4: How will you promote it?

Develop a communication strategy. Think of ways to build interest and excitement about your event.



STEP 5: Plan ahead

Being able to organise a successful event is a very useful life skill. Careful preparation and collaboration are essential.

Photographs and video clips of the event are fun to view afterwards. Think about who can document your activities.

Remember to take into consideration what needs to be done after the event.

Use this tool to help you think through your ideas and create a to-do list.

EVENT PLANNING TOOL				
Event item	Actions	Person/s responsible	Due date	Status
Publicity	Flyers			
	Announcements			
Venue	Organise chairs			
	Clean and decorate hall			
	Set up sound system			
	Tidy up afterwards			
Posters	Organise art materials			
	Create posters			
	Display posters			
	Take down posters			



A good organiser always has a back-up plan.

STEP 6: On the day

Prepare a checklist for the day. Arrive early. Connect with your team and make sure everyone knows what to do. Make sure that everything is ready and in place. Make adjustments to your plans if necessary.

Enjoy your event!

STEP 7: It's a wrap

Tie up loose ends. Share photographs and video clips. Ask for feedback and thank the people who helped make your event a success.

Also take time to reflect. Did everyone feel included in a meaningful way? Share your experiences.



Power with

Fire Walker, a public sculpture by William Kentridge and Gerhard Marx, Johannesburg 2010

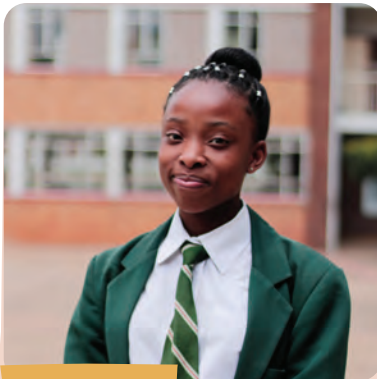
All workers are celebrated on Workers Day. Fire walkers sell pieces of coal to other market vendors and are among the poorest of Johannesburg's labourers.



What do you value most?

Values motivate and shape who you are.

Everyone has values. Your values help you focus on what is most important to you. They influence your choices, goals and the way you treat other people.



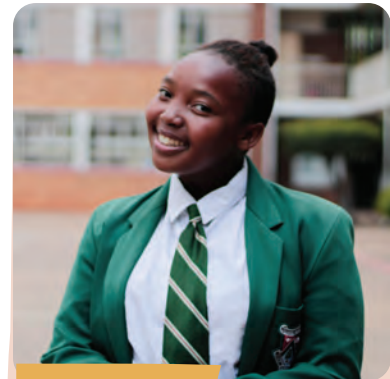
Lydia

One day I'd like to play for the national netball team and go to the Olympic Games.



Mpho

I'd like to travel the world, see different places and find out how other people live.



Rosaline

It really frustrates me when I see someone throw rubbish out of a car window.



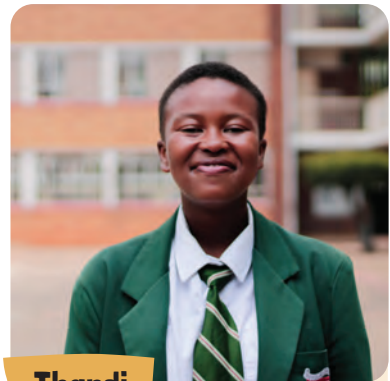
Natalie

My parents have worked hard to create a better future for me. One day I'd like to do the same for my family.



Maahir

I hate seeing so much suffering in the world. I'd really like to change that.



Thandi

I want to drive an expensive car and live in a big, beautiful house.



Listen deeply to someone's feelings and thoughts

Theeletša ka go tsitsinkela maikutlo le dikgopolo tša motho yo mongwe



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

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

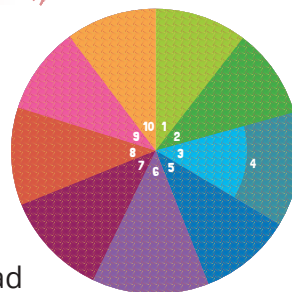


Step back – reflect and rethink – step back in

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

Exploring different values

Study the Human Values diagram on page 60 and read about the 10 different values. This will help you to answer these questions.



1. Match each of the learner's statements on the opposite page with one or more values in the diagram on page 60.
2. Think about what Lydia would choose if she had to pick between studying for a test and going to a netball trial and explain why.
3. Describe what Lydia and Thandi have in common.
4. Describe how Rosaline and Maahir are like-minded and explain why.
5. Discuss whether Mpho and Natalie's values match and explain why.
6. Explain whether Maahir and Thandi's values are alike or not and why.
7. Consider whether Thandi and Natalie may both have high-powered jobs one day and explain why.

Thinking about values

Look at the colours and positions of the values in the diagram on page 60. What do you think they mean?

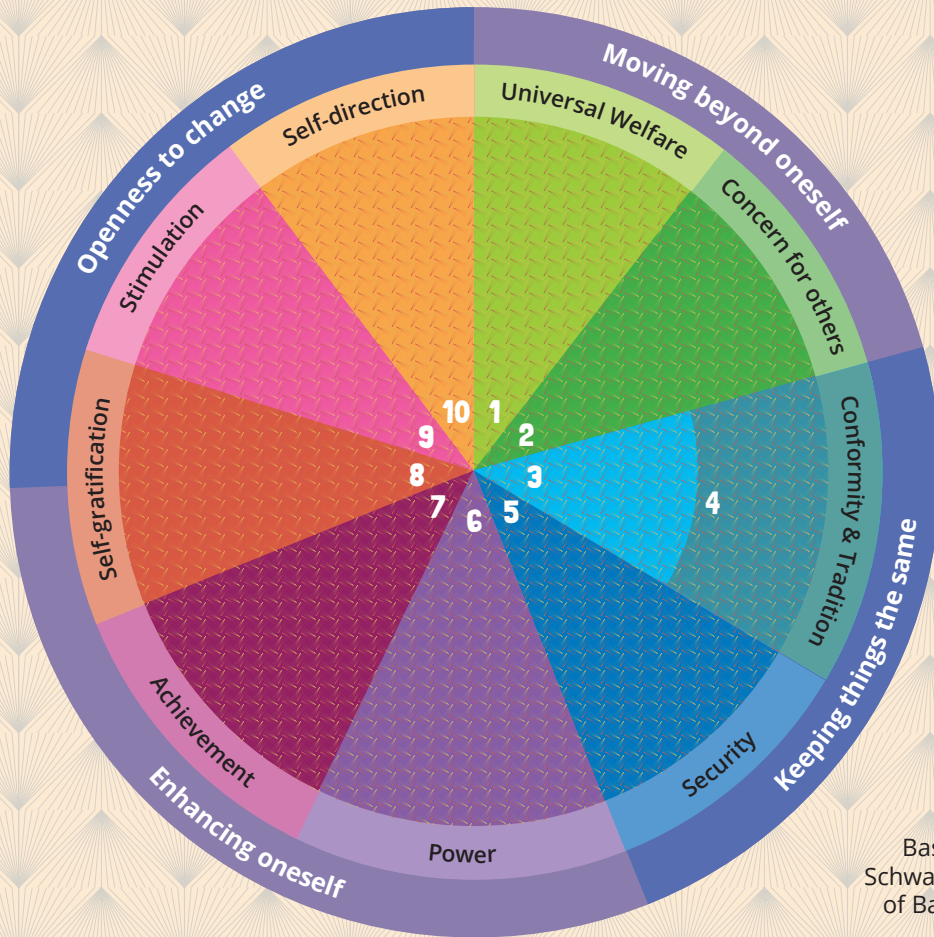
8. Observe what you notice about values with colours close to each other in the diagram and explain.
9. Describe what you notice about values on opposite sides of the diagram.

What are your values?

10. Think of ways in which your values influence you and your choices in your day-to-day life.
11. Do you prioritise different values in different areas of your life – for example, at school and at home? Explain.
12. Why do you think you have these priorities? Think of who or what has influenced you.
13. Choose one core value that stands out for you personally. Share why this value is important with someone else.

Human Values

We all share similar values and use them to guide our behaviour.



Based on the
Schwartz Theory
of Basic Values

1. Universal welfare

I want to ensure the wellbeing of all people and the natural world.

2. Concern for others

I want to ensure that the people close to me are cared for.

3. Tradition

My religion is central in my life and I respect traditions. What I have inherited from my ancestors is precious.

4. Conformity

I like that there are rules we can all agree to and that we can hold each other accountable.

5. Security

I like to be safe, have trustworthy relationships and a stable environment.

6. Power

I like to be in control of people and situations.

7. Achievement

I want to be successful and recognised by other people.

8. Self-gratification

I want minimal discomfort and to enjoy the world around me.

9. Stimulation

I seek excitement, challenges and new opportunities.

10. Self-direction

I enjoy independence, free choice, creativity and exploration.

The diagram alongside shows 10 different values. They were identified after doing research in more than 80 different countries.

Sometimes we are aware of our values in our day-to-day life, sometimes not. But they are always there, affecting our reactions and how we behave.

The values that you prioritise at any particular time depends on the situation you are in. For example, many people across the world have become activists because of the state of our environment. This was not a widespread concern 100 years ago.

The values that you prioritise are also unique to each person. You may, for example, decide to follow a strict vegan diet out of concern for animal rights. Another person may feel comfortable eating meat.

Sometimes you can experience a tension between values. For example, one part of you may want to help your friend who is struggling with schoolwork (*Concern for others*). Another part of you may want to use all your time to study for a test so that you can get very good marks (*Achievement*).

Our priorities and values can also change over time. For example, generally younger people enjoy *Self-direction* and seek *Stimulation*. Older people may prioritise *Security*.



Be inspired

Clear values and determination can lead to great achievement.

Bantu Stephen Biko is often referred to as 'The Father of Black Consciousness'. He defined Black Consciousness as "an inward-looking process" that would "infuse people with pride and dignity". Biko was at the forefront of the anti-apartheid campaign during the late 1960s and 1970s. He was very influential on the younger generation. His life and ideas continue to inspire people across the world.



Search, record, compare

Nyakišiša,
gatiša,
bapetša

An enduring inspiration

Read the Extra Info about Steve Biko's life on page 64 and think about what he said. Now answer these questions.

1. Explain in your own words why Steve Biko is a source of inspiration to many people.
2. Imagine you had an opportunity to meet Steve Biko. Looking at how he lived his life and what he said, what personal qualities do you think he would have?
3. Refer to the Human Values Diagram on page 60 and name the values Steve Biko prioritised.
4. Discuss the tensions these priorities may have created in Steve Biko's life.
5. There is a saying in Sesotho: 'Motjheka sedipa ha a se nwe', which means, 'He who digs a well does not drink from it'. Why do you think this an appropriate description of Steve Biko's life?



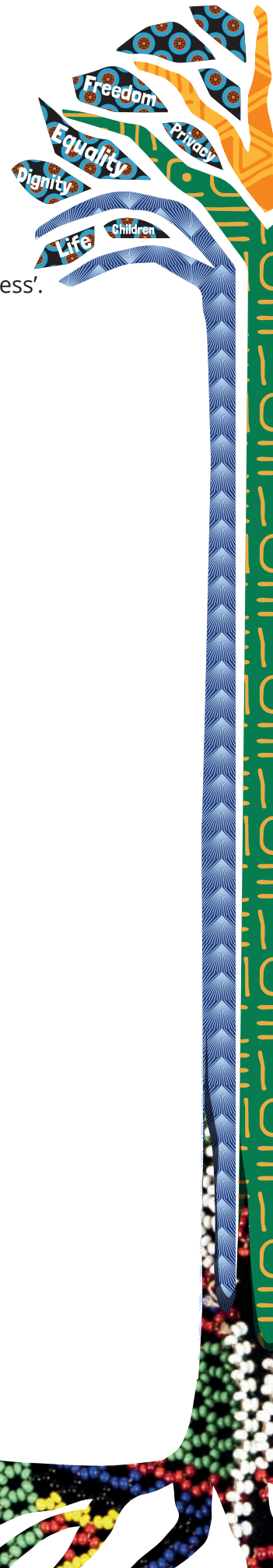
Step back –
reflect and
rethink –
step back in

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

Who is your role model?

Choose your own role model. This could be a family member, a person in your community, or someone you have read about.

6. Consider why your role model inspires you. What qualities do you most admire about this person? What values do they prioritise?
7. How does their example inform your values, choices and actions?
8. Write them a letter or a poem explaining why you admire them.





"The most potent weapon in the hands of the oppressor is the mind of the oppressed."

Speech in Cape Town, 1971

"The first step, therefore, is to make the black man come to himself; to pump back life into his empty shell; to infuse him with pride and dignity, to remind him of his complicity in the crime of allowing himself to be misused, and therefore, letting evil reign supreme in the country of his birth."

We Blacks, I Write What I Like, 1978

"I've devoted my life to see equality for blacks, and at the same time, I've denied the needs of my family. Please understand that I take these actions, not out of selfishness or arrogance, but to preserve a South Africa worth living in for blacks and whites."

Part of a letter he left for his family before his death

"In time, we shall be in a position to bestow on South Africa the greatest possible gift – a more human face."

Selected Writings:
I Write What I Like, 1978

Steve Biko: A timeline



Steve Biko's childhood home in Ginsberg, Eastern Cape

1946

Bantu Stephen Biko was born in Tarkastad in the Eastern Cape.

1961

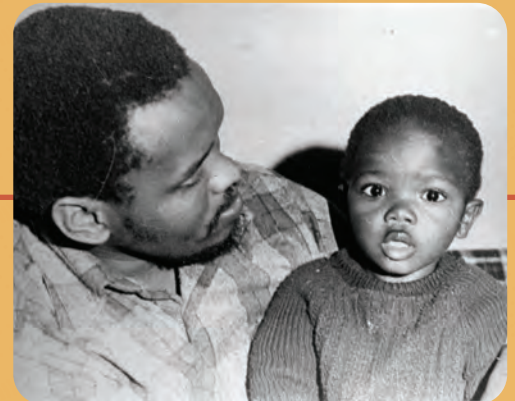
Biko won a scholarship to study medicine at the University of Natal's non-European section. He became involved with the National Union of South African Students (NUSAS), but was concerned that the organisation was controlled by white people.



Steve Biko's partner Mamphela Ramphele

1974

Biko was arrested, charged and released a number of times.



Steve Biko with his son Samora

1975

Biko's BCP office set up the Ginsberg Educational Trust to assist black students. He also founded the Zimele Trust Fund, a community-based project, with Mamphela Ramphele. He was detained and held for 137 days without charge or trial.

1977

In January, Biko was elected as honorary president of BPC. At the height of the Soweto Uprising he was detained in solitary confinement for 101 days.



More than 20 000 people marched and sang freedom songs at Biko's funeral

1968

To avoid white domination, Biko believed black people had to organise independently. He started the South African Students' Organisation (SASO) and it became a strong political organisation. Biko's ideas on Black Consciousness inspired student activism all over the country.



1972

Biko and his colleagues founded the Black People's Convention (BPC), a bigger organisation involving trade unions, churches, community groups and students. He also formed Black Community Programmes (BCP) to address the problems of black workers whose unions were not recognised by the law. Biko was expelled from medical school. He went on to study law through Unisa.

1973

Under Apartheid, Biko was banned and restricted to King William's Town for five years, but he continued to work in secret and set up a BCP office. He also carried on writing and published his work under the pen name Frank Talk.

1977

In September, Biko suffered a brain haemorrhage – or severe bleeding – from being beaten by security policemen. Naked and bound, he was put in the back of a Land Rover and driven from Port Elizabeth to the prison hospital in Pretoria. Biko died on 12 September in his prison cell. His funeral was attended by 20 000 mourners in King William's Town. An inquest into his death declared no improper conduct.



Samora and Ntsiki Biko pay their last respects before the funeral

1996

The truth was not fully revealed by policemen involved with Biko's death at the Truth and Reconciliation Commission (TRC). As a result, they were not granted amnesty.

Living our constitutional values

Injustice in our country's past caused much suffering. How have things changed, or not changed?



Remembrance, David Koloane, 1994, Johannesburg Art Gallery



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

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

Where have we come from?

1. Look at the image above and describe in detail what you see.
 - The artist, David Koloane, created this painting of people in an inner-city graveyard called 'Remembrance'. Why do you think they are gathered there?
 - Notice the dogs in the foreground. Koloane said: "Their existence is almost a minute to minute feat of survival. The dogs move around in packs like hyenas and can be just as vicious." What effect do these dogs have on this scene?
2. Imagine you are also there. What do you think you might hear and smell? What emotions might you feel?
3. At the time of political transition (1989 – 1994) Koloane painted many pictures like this. He called these works the Mgodoyi Series. Mgodoyi is an insulting Zulu term suggesting 'a man behaves like a dog'. What do you think the artist was trying to say about people's lives at the time?



**Search, record,
compare**

**Nyakišiša,
gatiša,
bapetša**

How have things changed since 1994?

South Africa's Constitution is based on values like dignity, equality and freedom. These values inform the human rights in our Constitution. Read about them and other values on the Info Page on page 68. These values are intended to guide all citizens, including the government.

- Are South Africans satisfied with the way human rights are respected in South Africa? What does the graphic below reveal about this question?
 - Interview three people to find out their views about whether constitutional values are being fulfilled. Use the values listed alongside to focus your research. Ask them how they think this situation could be improved.
 - Present your findings to the class. Create a graphic to show your class results.
- Discuss how you think we can build a South Africa based on constitutional values.

Dignity
Equality
Freedom
Non-racialism
Non-sexism

Level of satisfaction with the way human rights are respected in South Africa



Socio-Economic Justice for all Programmes (SEJA) Research Report, 2018

Our constitutional values



The South African Constitution

Chapter 1: Founding Provisions

The Republic of South Africa is one, sovereign, democratic state founded on the following values:



human dignity, the achievement of equality and the advancement of human rights and freedoms



non-racialism and non-sexism



supremacy of the Constitution and the rule of law



universal adult suffrage, a national common voters' roll, regular elections and a multi-party system of democratic government, to ensure accountability, responsiveness and openness.



Rule of law

No one is above the law.

Universal adult suffrage

All adult citizens have the right to vote.

Our Constitution was informed by the Freedom Charter – adopted in 1955 by the Congress of the People.

The Freedom Charter values

The Freedom Charter

We, the People of South Africa, declare for all our country and the world to know: that South Africa belongs to all who live in it, black and white, and that no government can justly claim authority unless it is based on the will of all the people; that our people have been robbed of their birthright to land, liberty and peace by a form of government founded on injustice and inequality; that our country will never be prosperous or free until all our people live in brotherhood, enjoying equal rights and opportunities; that only a democratic state, based on the will of all the people, can secure to all their birthright without distinction of colour, race, sex or belief; And therefore, we, the people of South Africa, black and white together - equals, countrymen and brothers - adopt this Freedom Charter. And we pledge ourselves to strive together, sparing neither strength nor courage, until the democratic changes here set out have been won.



The People Shall Govern!

Every man and woman shall have the right to vote for and to stand as a candidate for all bodies which make laws; All people shall be entitled to take part in the administration of the country; The rights of the people shall be the same, regardless of race, colour or sex; All bodies of minority rule, advisory boards, councils and authorities shall be replaced by democratic organs of self-government.

All National Groups Shall Have Equal Rights!

There shall be equal status in the bodies of state, in the courts and in the schools for all national groups and races; All people shall have equal right to use their own languages, and to develop their own folk culture and customs; All national groups shall be protected by law against insults to their race and national pride; The preaching and practice of national, race or colour discrimination and contempt shall be a punishable crime; All apartheid laws and practices shall be set aside.

The People Shall Share in the Country's Wealth!

The national wealth of our country, the heritage of all South Africans, shall be restored to the people; The mineral wealth beneath the soil, the banks and monopoly industry shall be transferred to the ownership of the people as a whole; All other industry and trade shall be controlled to assist the well-being of the people; All people shall have equal rights to trade where they choose, to manufacture and to enter all trades, crafts and professions.

The Land Shall Be Shared Among Those Who Work It!

Restrictions of land ownership on a racial basis shall be ended, and all the land redistributed amongst those who work it, to banish famine and land hunger; The state shall help the peasants with implements, seed, tractors and dams to save the soil and assist the tillers; Freedom of movement shall be guaranteed to all who work on the land; All shall have the right to occupy land wherever they choose; People shall not be robbed of their cattle, and forced labour and farm prisons shall be abolished.

All Shall Be Equal Before The Law!

No one shall be imprisoned, deported or restricted without a fair trial; No one shall be condemned by the order of any Government official; The courts shall be representative of all the people; Imprisonment shall be only for serious crimes against the people, and shall aim at re-education, not vengeance; The police force and army shall be open to all on an equal basis and shall be the helpers and protectors of the people; All laws which discriminate on grounds of race, colour or belief shall be repealed.

All Shall Enjoy Equal Human Rights!

The law shall guarantee to all their right to speak, to organise, to meet together, to publish, to preach, to worship and to educate their children; The privacy of the house from police raids shall be protected by law; All shall be free to travel without restriction from countryside to town, from province to province, and from South Africa abroad; Pass Laws, permits and all other laws restricting these freedoms shall be abolished.

There Shall Be Work And Security!

All who work shall be free to form trade unions, to elect their officers and to make wage agreements with their employers; The state shall recognise the right and duty of all to work, and to draw full unemployment benefits; Men and women of all races shall receive equal pay for equal work; There shall be a forty-hour working week, a national minimum wage, paid annual leave, and sick leave for all workers, and maternity leave on full pay for all working mothers; Miners, domestic workers, farm workers and civil servants shall have the same rights as all others who work; Child labour, compound labour, the tot system and contract labour shall be abolished.

The Doors of Learning And of Culture Shall Be Opened!

The government shall discover, develop and encourage national talent for the enhancement of our cultural life; All the cultural treasures of mankind shall be open to all, by free exchange of books, ideas and contact with other lands; The aim of education shall be to teach the youth to love their people and their culture, to honour human brotherhood, liberty and peace; Education shall be free, compulsory, universal and equal for all children; Higher education and technical training shall be opened to all by means of state allowances and scholarships awarded on the basis of merit; Adult illiteracy shall be ended by a mass state education plan; Teachers shall have all the rights of other citizens; The colour bar in cultural life, in sport and in education shall be abolished.

There Shall Be Houses, Security And Comfort!

All people shall have the right to live where they choose, to be decently housed, and to bring up their families in comfort and security; Unused housing space to be made available to the people; Rent and prices shall be lowered, food plentiful and no one shall go hungry; A preventive health scheme shall be run by the state; Free medical care and hospitalisation shall be provided for all, with special care for mothers and young children; Slums shall be demolished, and new suburbs built where all have transport, roads, lighting, playing fields, creches and social centres; The aged, the orphans, the disabled and the sick shall be cared for by the state; Rest, leisure and recreation shall be the right of all; Fenced locations and ghettos shall be abolished, and laws which break up families shall be repealed.

There Shall Be Peace And Friendship!

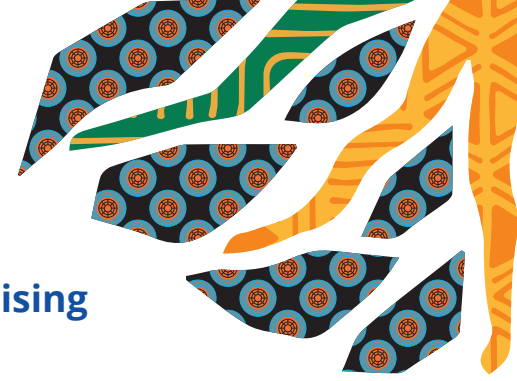
South Africa shall be a fully independent state, which respects the rights and sovereignty of all nations; South Africa shall strive to maintain world peace and the settlement of all international disputes by negotiation-not war; Peace and friendship amongst all our people shall be secured by upholding the equal rights, opportunities and status of all; The people of the protectorates-Basutoland, Bechuanaland and Swaziland-shall be free to decide for themselves their own future; The right of all the peoples of Africa to independence and self-government shall be recognized and shall be the basis of close co-operation.

Let all who love their people and their country now say, as we say here:

'THESE FREEDOMS WE WILL FIGHT FOR, SIDE BY SIDE, THROUGHOUT OUR LIVES, UNTIL WE HAVE WON OUR LIBERTY.'

abridged from the original version

Healing the past



Our Constitution stresses the importance of recognising injustice and healing the divisions of the past.

The Truth and Reconciliation Commission (TRC)

The TRC was set up to address human rights violations between 1960 and 1994. The process was intended to restore human dignity to people affected by violence and oppression, to promote forgiveness and heal the nation. People who confessed and told the truth about their crimes were granted amnesty (an official pardon), depending on the circumstances.

Reconciliation is about people working together to heal the relationships between them. The emphasis is on understanding rather than blame. It requires forgiveness rather than retaliation or revenge, and a willingness to keep working on the relationship.



Listen deeply to someone's feelings and thoughts

Theeletša ka go tsitsinkela maikutlo le dikgopolo tša motho yo mongwe

Finding forgiveness

Read about Albie Sachs and Nokuthula Simelane on the next page.

1. Identify the values that Albie Sachs and Nokuthula Simelane may share.
2. Explain how the TRC helped Albie and Nokuthula's family.
3. Discuss what helped Albie move on from his past experiences.
4. Explore why Nokuthula's family has found it difficult to move forward.
5. Describe the importance of the TRC process for South Africa.
6. Assess whether the TRC achieved its goals and provide reasons for your view.
7. Think about what is needed to forgive someone and share your thoughts.
8. Explain why it is important for South Africans to share stories about the cruelties of the past and support your answer with reasons.

The first session of the TRC on 15 April, 1996





Thembisile Nkadameng, Nokuthula's sister next to a statue of Nokuthula

Nokuthula Simelane

Nokuthula was born near Bethal in Mpumalanga, during apartheid. At the time, young boys who broke pass laws were taken to work on potato farms nearby. They suffered terrible working conditions and were often beaten. When they died from their injuries their bodies were left to be buried in the fields. Witnessing this, Nokuthula was drawn to politics and joined the African National Congress's armed-wing Umkhonto we Sizwe (MK) as a courier. When she was 23, she was abducted by the apartheid police. Since then she has not been heard from and her body has also not been found. Her disappearance was examined by the TRC. A police officer admitted to kidnapping her, but the rest of his testimony was contradictory. After 36 years of seeking the truth, the North Gauteng High Court in Pretoria finally declared her 'dead' in 2019.

"We know from the TRC hearings that my sister suffered terribly at the hands of the secret branch. She refused to collaborate with the forces of apartheid. For this, she paid the ultimate price. If we were at least told where my sister's remains lie, we could find peace."



Albie Sachs at the Constitutional Court

Albie Sachs

Albie received a postcard from his father: "Dear Albert, congratulations on your sixth birthday. May you grow up to be a soldier in the fight for liberation." His father's wish was granted; Albie graduated as a lawyer and defended many people charged under racist, oppressive laws. As a result, he was raided by security police, banned and put in solitary confinement without trial. In 1988, South African security agents placed a bomb in Albie's car. He lost an arm and was blinded in one eye. Albie later played an important role in drafting our democratic Constitution and became a judge in the new Constitutional Court.

"I was able to meet the soldier who had organised the placing of a bomb in my car. It was a moving encounter, from which we both emerged better human beings. 'Ubuntu', the spirit of reconciliation, requires dealing with the causes of the conflict. But it can help overcome those causes and be liberating to the individuals involved in a very personal way."

We the people...

What are your concerns about freedom now?



Convince someone of your point of view

Kgodiša motho yo mongwe ka moo o bonago dilo ka gona

Aspirations for South Africa: Then and now

The adoption of the Freedom Charter in 1955 was a historic landmark in South Africa. Read about this event below. Also look at the original document on page 69.

1. Explain the historical importance of the Freedom Charter.
2. People are still fighting for freedom. Look at the pictures on the next page and explain how these struggles connect to the aspirations of the Freedom Charter.
3. Think about the work that inspiring people do in your community. How do they express the values of the Freedom Charter?
4. Identify the freedoms that are most important in South Africa right now and build an argument to support your point of view.



The Congress of the People, Kliptown Soweto, 1955



Listen, talk and work it out together

Theeetšša, bolela gomme le šomane le yona mmogo

Write a petition

Work as a group and draft a petition.

5. Identify a freedom or need for change that is important to your group. Discuss why this concern is a priority.
6. Write a clear, strong statement about your concern at the top of your petition. Be clear about what your goal is.
7. Brainstorm together ways of bringing about change and who needs to be involved. Use these ideas to write a call to action below your statement. Use photographs, diagrams or pictures for impact.
8. Create a signer's form to place below your petition.
9. Display your petition and forms alongside others. Read the other petitions and sign them if you find other issues and arguments convincing.

The Freedom Charter: An alternative social order

The struggle for freedom reached a new intensity in the 1950s and there was the need for a clear vision for the future of South Africa. The idea of a Freedom Charter was born. The Congress of the People's campaign united the liberation forces in South Africa and invited all people to record their demands so that they could be incorporated in a common document. Thousands participated in the campaign and wrote down their aspirations for South Africa.

On 25 and 26 June, 1955, 3 000 delegates of the Congress of the People gathered in Kliptown. This was the most representative gathering ever held in the country. It adopted the Freedom Charter, which expressed a vision for a united, non-racial and democratic South Africa. Subsequently all the members of the Congress Alliance adopted the Freedom Charter as their official programme. The apartheid government banned the Freedom Charter and arrested 156 participants of the Congress of the People, charging them with high treason. The Freedom Charter still forms the basis for the Constitution today.



Protest against racism, August 2016 – When students from Pretoria High School for Girls were forced to straighten their hair and avoid styles like the afro, they protested against racism. The code of conduct was suspended, and this caused other schools to change their rules for hair



Call for climate action, March 2019 – An estimated 2 000 pupils gathered outside Parliament in Cape Town and the Union Buildings in Pretoria to call for climate action. This was part of the Global Strike for Climate Change



There are many ways of learning and preparing for the world of work.



Search, record,
compare

Soek, maak
notas,
vergelyk

Find your way

We start learning when we are small, this continues at school, then we follow a learning path for a career. Some learners finish school in Grade 9 and study a trade or skill, so as to find a job or start a business. Others finish in Grade 12 and study further. The National Qualifications Framework (NQF) is a system that links all the formal learning pathways in South Africa together. The diagram alongside shows how all these learning opportunities relate to each other – each pathway has a specific colour.

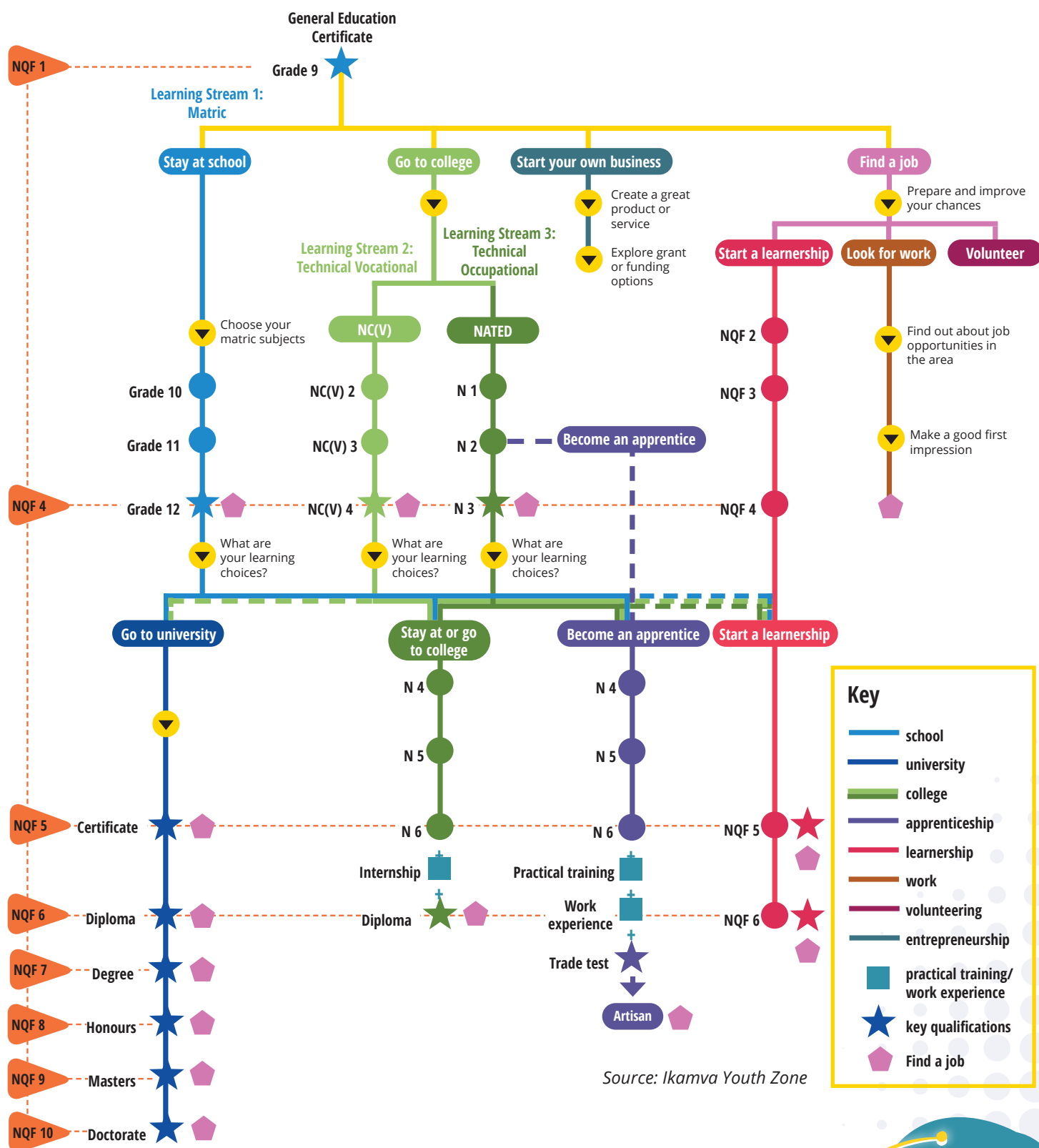
If you understand these pathways you can make informed decisions about your future. Look carefully at the diagram and answer the questions below. Also refer to the more detailed information on the Info Page on page 76.

NQF Level 1-4

1. There are different levels of qualifications in the NQF. Look at the left side of the diagram. What NQF level are you at now?
2. At the end of Grade 9 there are four different pathways. Explain these options.
3. What is the difference between the National Certificate Vocational (NCV) and National Accredited Technical Education Diploma (NATED) pathway?
4. Which qualifications are at the same level as a matric?
5. What choices do you have with a matric qualification?

NQF Level 4-10

6. What qualification can you get if you study at a Technical and Vocational Education and Training (TVET) college? What other qualifications are at this NQF 6 level?
7. What is the difference between doing an apprenticeship and a learnership?
8. What is the highest NQF level and qualification that can be achieved?
9. What are the advantages of entering the workplace soon after school?
10. What are the advantages of studying, or training, and having a higher qualification?



More about your learning options

Read about different learning pathways.

The school pathway

Depending on your matric results, you can qualify to do a diploma (NQF 6) or degree (NQF 7). Matric also qualifies you to do higher certificate courses (NQF 5). This can be a steppingstone to work or further studies. Your Grade 11 marks are important. Some universities use them to decide whether or not to accept your application.

The NCV college pathway

NCV is an alternative to matric and takes three years to complete. It combines theory and practical experience. This prepares you for work in a specific industry or career.

NCV is a good option if you do not want to stay at school, but still want to get a qualification on the same level as a matric. This pathway ends at NQF 4. If you want a higher qualification, your best option is the NATED route. To move from NCV to NATED, you need to have chosen your NCV subjects carefully. Getting into university at this level is difficult because universities give preference to a matric.

The NATED college pathway

NATED can help you enter the job market sooner than the NCV and school pathways. This qualification combines theory and workplace learning. It focusses on a specific trade, service or business. You can start N 1 (NQF 2) with Grade 9, but most NATED courses start at N 4 (NQF 5). To start at N 4, you need a matric. There are different admission requirements for different colleges and courses.

N 1 to N 3 can be completed in 18 months and gives you NQF 4, the same level as matric. This should qualify you to go to university, but most universities give preference to students with a matric. Your best option is to complete N 4 to N 6 over 18 months, and spend another 18 months doing an internship to qualify for a diploma.

The university pathway

There are different kinds of universities: traditional universities (for example, University of Cape Town); universities of technology (for example, Durban University of Technology); and comprehensive universities (for example, University of Johannesburg). Each university has specific courses and entry requirements. University courses are longer and more expensive than college options.

The apprenticeship pathway

This pathway qualifies you as an artisan. You usually need a Grade 9 plus a NATED N 2 certificate, or a matric, or an NCV 3 to start an apprenticeship. A formal apprenticeship works by entering a contract (normally for three to four years) with a company to learn the skills of a trade. You are paid a monthly salary and given practical training following a formal training plan. When you have completed both the theory and practical side of your training, you write a trade test to qualify as an artisan.

The learnership pathway

A learnership is also a way of earning an income, or stipend, while you gain skills. Learnerships involve theoretical and on-the-job training and can usually be completed within 12 to 18 months. As with an apprenticeship, you enter a fixed-term employment contract with a company while studying for a qualification which is registered by the NQF. When you have passed all the unit standards you get a qualification recognised by a Sector Education and Training Authority (SETA). There are 21 SETAs, each one responsible for developing skills in a particular area of the economy.

Find a job

Finding work with a Grade 9 qualification is difficult as most employers require a matric. Looking for a job needs a plan – whether you have finished Grade 9, matric, or further education and training after school. You will need to identify potential employers and think carefully about how to promote yourself. Research how to write a CV and cover letter. Also find out how to do well in interviews. Think about what it takes to make it in the work environment you are interested in. Prepare yourself for this situation.

To find out more about getting a job, go to **JobStarter** at <https://jobstarter.org.za/> or **Harambee Youth Accelerator** at <https://harambee.datafree.co>

Volunteer

Volunteering is a way of getting skills and experience that can help you build connections and get a job. You could contact non-profit organisations or small businesses in your area to see if they would allow you to volunteer. Be clear on what you can offer and what you would like to learn from the experience. Remember that most volunteer opportunities are unpaid, but some may cover your food and transport costs.

Start your own business

Setting up your own successful business takes a lot of determination. Business insight and supportive networks are also important. A business plan can help to secure finance to support your business.

*Sourced from Ikamva Youth Zone
Sourced from DG Murray Trust*

Learning paths and careers can unfold in many different ways.

Choose one of these career stories.

Nonkululeko Mhlanga – Gautrain driver

Nonkululeko Mhlanga comes from Benoni in Ekurhuleni. After matric she went to study at the University of Johannesburg. She passed her certificate in Commercial Accounting and Financial Information Systems and then got a job at Capitec bank. While working there, an advertisement caught her eye. Bombela Operating Company was looking for people to train as Gautrain train drivers. She applied and was accepted.

After Nonkululeko completed the theory, she did simulator training and then progressed to in-cab training with an instructor. After three months, she qualified as a modern rapid train driver. Her

certificate is registered at NQF 5 level.

Every day Nonkululeko reports for duty and receives her daily driving sheet and radio. Then she prepares her train, making sure it is clean and safe before her three-hour shift. Nonkululeko loves the responsibility that comes with being a train driver. She knows that her self-discipline and reliability are valued in this position.

Nonkululeko loves the challenge of doing a job in a male-dominated industry. She believes that anything can be achieved if a person puts their mind to it. One day she would like to be the Chief Executive Officer (CEO) of a company.



Tell a story based on the evidence

Vertel 'n storie gebaseer op die bewyse

What path did Nonkululeko Mhlanga take?

After reading, answer the questions that relate to your career story. Refer back to the Learning Pathways diagram and information when needed. When you have finished, share what you have learnt with others.

1. After matric, what career plans did Nonkululeko have?
2. What NQF level of qualification did she achieve at university?
3. Do you think Nonkululeko made a good career change when she decided to become a train driver? Motivate your answer.
4. Short courses and certificates are an important way of developing your skills. Explain the advantages of this compared to long-term study.
5. Do you think she will achieve her career goal? Motivate your answer.
6. What further studies could Nonkululeko do to help her achieve her goal?

Sizwe Mkwanaazi - University lecturer and entrepreneur



Sizwe Mkwanaazi's mother and grandparents were farm workers near Standerton, Mpumalanga. After he completed Grade 9, he moved to Gert Sibande TVET College as he felt it was better equipped than his local high school. He completed a NCV programme, working as a gardener in his spare time to fund his studies.

Sizwe applied to study at the University of Johannesburg (UJ). Despite being an A-student, his application was rejected. Blade Nzimande – then minister for Higher Education and Training – heard about Sizwe through someone at the college and wrote a letter to the university asking them to accept him. Later Sizwe graduated with a diploma in entrepreneurship and a Bachelor of Technology.

Sizwe has started an organisation called Youth for Action Rural Youth Development Foundation. It helps young people in rural areas achieve better results in school. He has also set up a recycling enterprise.

Sizwe won a scholarship to do a postgraduate diploma in management and entrepreneurship at North-West University. The following year he became a business management lecturer at UJ. His friends motivated him to apply for another scholarship to do his Masters and PhD in the UK and he was accepted. Sizwe's dream is to become a professor of entrepreneurship education. He also wants to set up a new, accessible kind of university. It will focus on the needs of vulnerable people.



What path did Sizwe Mkwanaazi take?

7. What challenges did Sizwe face in his early education?
8. Why do you think he wanted to further his studies at university after completing his NCV?
9. Why did Sizwe find it difficult to be accepted at a university with an NCV qualification?
10. What do you think Blade Nzimande's letter said about Sizwe to help motivate for his university entrance?
11. How have Sizwe's personal experiences shaped his career path and goals?
12. Why do you think it is important to be personally motivated to learn further?

Read more about college and university options for further study on the next Info Page, pages 80 and 81.

Colleges and universities



Colleges and universities offer post-high school education and training.

Colleges and universities offer different levels of education. Matric is an NQF 5. Colleges provide qualifications up to NQF 6. Universities offer qualifications from NQF 7 to NQF 10.

Most university students have the potential to earn more than college students, but it can take a long time to work up to a high-earning position. College students can get into a job much quicker. This means they can earn quite a good salary from the start.

TVET colleges

TVET colleges provide theoretical and practical training leading to a certificate (NCV) or diploma (NATED). They offer qualifications in areas from office administration, tourism and hospitality to agriculture, primary health, transport and logistics, and information technology. TVET college qualifications also prepare students to be artisans, auto technicians, engineers, electricians, mining specialists and maintenance specialists. Find out what courses are offered at the specific college you are interested in.

Some of these colleges require only a Grade 9 or Grade 10 certificate, making them very accessible. They also offer vocational learning which is at the same NQF level as matric. A college diploma can also serve as a bridging course for admission to universities of technology.

College courses are shorter and more affordable than universities. Check out the status and relevance of the course you would like to study with potential employers.



Private colleges and training providers

There are many private colleges in South Africa that offer diplomas or certificates. Some also offer degree courses. They are easier to get into, but generally charge more than public colleges because they do not receive funding from the state.

It is important to check if these courses are registered with the South African Qualifications Authority. Look for the college's name on the DHET's register of private colleges on its website (dhet.gov.za) or call the toll-free number 0800-87-22-22.

Universities

Universities specialise in academic study and research. They offer courses that can lead to certificates, diplomas and degrees. You can then study post-graduate degrees and progress from an Honours to a Masters to a Doctorate. University study is expensive and many of these courses take a long time to complete.

There are 26 public universities in South Africa. Each course and university has specific entry requirements. Their requirements for entry can be high, depending on the course. University study requires self-motivation, commitment and being able to deal with a heavy workload.

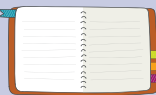
You can also study through distance education at the University of South Africa (Unisa).



Speak to students to find out about different courses and campuses. Also ask employers how they rate qualifications.



Look at advertisements to see what jobs are in demand and what you could earn.

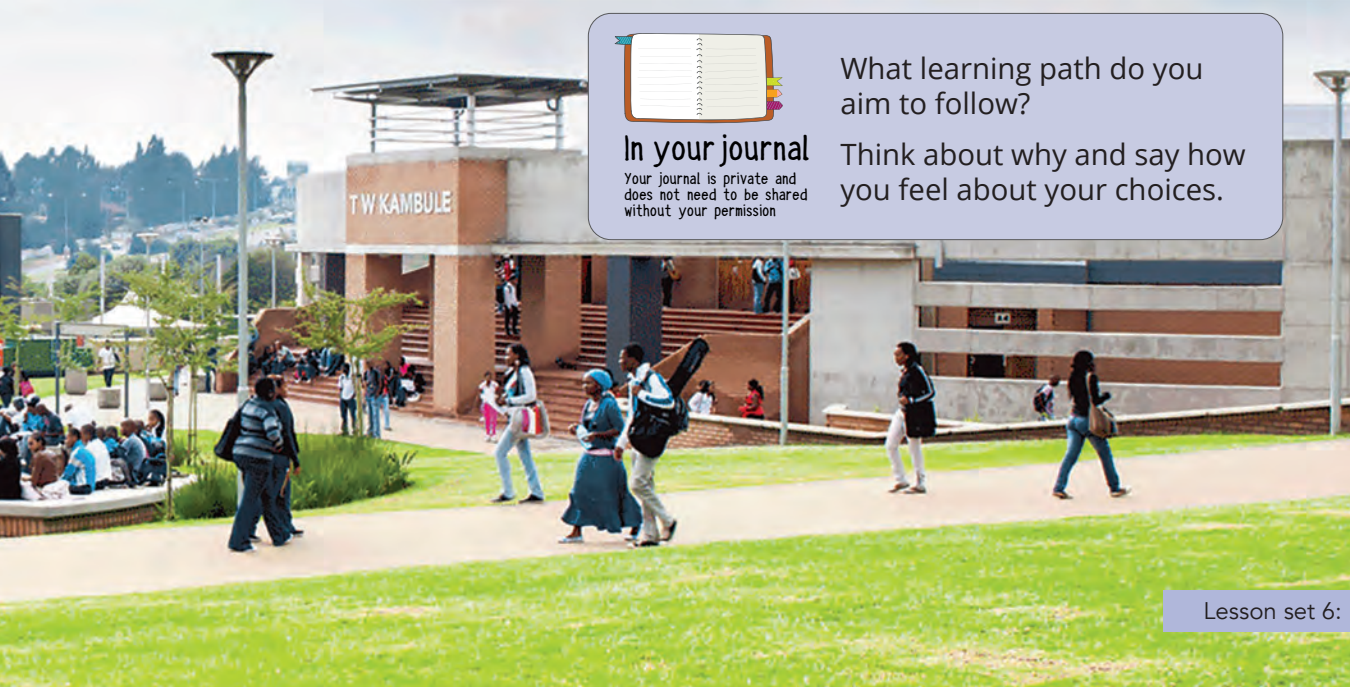


In your journal

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

What learning path do you aim to follow?

Think about why and say how you feel about your choices.



There are many ways to learn and progress in your career.

As before, choose one of the stories about a career.

Maria Dumekude – Auto electrician

Maria Dumekude grew up on the Cape Flats. Her first job was with the Golden Arrow Bus Services as an office cleaner. At first she thought that women belonged 'in the office', but after two years she was promoted to the workshop floor as a general hand. In this position she assisted the mechanics by passing on tools, or holding onto tyres while they worked. She found herself fascinated by the inner workings of the buses.

Maria decided to apply for an apprenticeship at Golden Arrow Bus Services. She later qualified

as an auto electrician artisan. Now she is part of the team that keeps the company's bus fleet operational and safe. She carries around her bag of heavy tools alongside her male colleagues, working on starters, alternators and the wiring of the vehicles. She loves the challenge of working out what is wrong and fixing a problem. She jokes that the only difference between her and her male counterparts is that she works more neatly. Maria has her eyes firmly set on working her way up to the boardroom and wants a seat at the executive table one day.



What path did Maria Dumekude take?

After reading, answer the matching questions. Refer back to the Learning Pathways diagram on page 75 if needed. Share your insights with others afterwards.

1. Explain why Maria applied for the position of cleaner at the Golden Arrow Bus Services.
2. Identify the factors that helped Maria get promoted to the position of 'general hand'.
3. Describe what Maria's apprenticeship involved using the Info Page on page 86 for guidance.
4. Discuss how Maria qualified and outline the level of qualification she achieved.
5. Explore other ways of obtaining the same qualification that Maria earned through her apprenticeship.
6. Suggest further studies Maria could pursue to achieve her goal of becoming a manager and explain how they would help.

Tell a story based on the evidence

Vertel 'n storie gebaseer op die bewyse

Tebogo Molotsi – Business entrepreneur



Tebogo Molotsi is the oldest of four children. Her single mother was a domestic worker, so as soon as Tebogo matriculated she needed to help raise her siblings. She did admin work but felt unfulfilled, so she decided to start a sewing business with her mother. They called it Stitches Clothing and focussed on making protective clothing for local factories. They noticed that more women were doing heavy-duty work, so there was a need for safety clothing that fitted them comfortably.

Although Tebogo had never thought of herself as an entrepreneur, developing a business

came naturally to her. The biggest challenge was raising funds to build the business. Banks would not lend them money, but Tebogo found out about a business incubator programme run by the company Anglo American. A business loan and mentorship advice enabled Stitches Clothing to grow and employ more than 40 people. They could produce 300 garments a day. This success enabled her to pay back the loan quickly. She says that to start a business, one needs to be very resilient and hard working. Her advice is also to remember the sky is the limit, so aim for the moon.



What path did Tebogo Molotsi take?

7. Describe why Tebogo and her mother's business idea was a good one.
8. List what Tebogo and her mother needed to start their business.
9. Explain how Tebogo and her mother learned to run their business effectively.
10. Discuss why Tebogo and her mother wanted to expand their business.
11. Assess whether studying business at a college or university would help Tebogo progress in her career and support your answer.
12. Identify the qualities and skills needed to be a successful business entrepreneur.

What are business incubators?



Between 70% and 80% of small businesses do not survive their first year. Incubators were developed to counter this and offer the support and resources they need to survive. There are many different business incubator options available. Look for the latest list online.

Learn while you earn

South Africa has a shortage of skilled tradespeople and artisans.

Apprenticeships and learnerships are a good choice if you do not have the funds for further study. They are also good options if you prefer to learn in a hands-on way. Both involve on-the-job workplace training. During this time you will be an employee of an organisation on a fixed-term contract.

This practical experience helps you to get a job afterwards. You can also gain subject credits that can be building blocks for further learning qualifications. When you complete the training, you will get a recognised South African Qualifications Association (SAQA) qualification.



The South African Qualifications Association (SAQA) makes sure that training supports the learning credits and qualifications needed in a career path. It does so in accordance with the NQF.

What is an apprenticeship?

Apprenticeships are focussed on a particular trade or practical profession, for example, hairdressing, welding or boiler making. An apprenticeship needs focus and commitment and takes between three to six years to complete. During this time you will earn a basic salary.

An apprenticeship is a combination of practical workplace experience and learning theory at a college or training provider. Once an apprenticeship is successfully completed, and after passing the national trade test, you will be a qualified artisan in your trade. Apprenticeships are funded by SETAs. There are different SETAs for each type of industry. For example, there is the Chemical Industries Education and Training Authority (CHIETA); and the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA).

Employers offering these programmes usually have specific requirements and performance expectations. In the past, many trades were pursued by men, but today many women are becoming qualified artisans.



What is a learnership?

Learnership programmes also give hands-on training and experience in the workplace. They involve a partnership between companies and training providers and are managed by SETAs. There is a specified minimum learner allowance that must be paid to unemployed learners in a learnership. This is not a salary, but covers expenses like travel and meals.

Learnerships are available to young people who have completed school, college or learning at other training institutions. You must be older than 16 and younger than 35. For many learnerships, the minimum entry requirement is a matric or an NCV. There may be more specific subject requirements or even skills requirements, such as computer literacy.

If you enrol in a learnership programme, you are required to complete assignments, tasks and practical tests and projects. You receive credits for each unit standard that you complete successfully. Once you have completed your learnership, your qualification will be registered with the NQF and you will have a recognised qualification.

What is an internship?

Internships are geared towards people who have completed or nearly finished their degree or diploma. They bridge the gap between the work environment and the theory learned at university or college. The hands-on practical skills and knowledge gained gives interns more self-confidence and understanding of their work environment. Internships range from a week to 12 months and can be paid or unpaid.

Job seekers sometimes complain they cannot get a job because they do not have work experience. An internship or volunteering can add to your CV and make you more employable.



**For more information
take a look at...**

THE SKILLS PORTAL

<https://www.skillsportal.co.za>

PUFF & PASS DIRECTORIES

[https://www.puffandpass.co.za/
category/learnerships](https://www.puffandpass.co.za/category/learnerships)

THE CAREERS PORTAL

[https://www.careersportal.co.za/
learnerships](https://www.careersportal.co.za/learnerships)

Learning paths and careers can unfold in many different ways.

An entrepreneur is somebody who starts their own business. Richard Maponya's career is a good example of resilience and entrepreneurship.

The father of black business



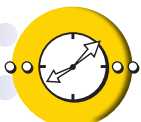
Richard Maponya faced huge restrictions when he began his career during apartheid times. He trained as a teacher, but his passion lay with business. In the 1950s he turned to Nelson Mandela for help to set up his first business. The authorities would not allow him to open a clothing store in Soweto, but Mandela – as a lawyer – managed to get him a licence to trade in daily necessities. Richard refused to see himself as a victim and changed his plans. Most homes did not have fridges, so he and his wife Marina started a daily milk delivery business using a team of young boys and bicycles. This was the beginning of his multi-million business empire.

Richard believed that people living in Soweto should be able to buy everything they needed locally. He refused to accept the stereotype that black people did not buy cars and opened one of the first car dealerships in Zondi.

Later, he started what was then the largest supermarket in Soweto. As his business became more successful, he invested in real estate and construction projects. He also provided inspiration and support to many other black business entrepreneurs, earning the title 'the father of black business' in South Africa.

Richard's biggest dream was to build a 21st century shopping mall in Soweto. In 1979 he was the first black man to secure a 100-year lease for land to build the mall. Richard had patience and refused to give up. It took 27 years to make this dream a reality. It was the highlight of his life when Nelson Mandela cut the ribbon to open the Maponya Mall in 2007.

Richard worked right up until the day he died in January 2020, aged 99. As he said: "People who retire are lazy people. You retire and do what? Bask in the sun? I am not that type of man."



How did this happen?
What will happen next?

Hoe het dit gebeur? Wat gaan volgende gebeur?

Overcoming the odds

1. Describe how Richard showed resilience as he built his success over time.
2. Identify Richard's core vision that drove his business projects.
3. Explain the role other people played in Richard's success.
4. Share an experience where you turned a difficult situation into something positive and discuss what you learned from handling a challenge or hardship.
5. Think of someone who has shown remarkable strength in facing obstacles and share their story.

Strategies to develop resilience

Resilience is not something you are born with. It is something you can build for yourself over time. Think of how you can use these ideas to strengthen your resilience.

Grow a passion, be inspired

Think of what you like doing or are good at. Having something you can do well, take pride in and share with others will strengthen your wellbeing and motivation.

Keep learning

Find out about how other people have tackled difficulties. Think about how their strategies could help you too. Read about how people have overcome great odds. Learn from your own mistakes. Imagine the future, but be ready to deal with the unexpected.

Be grateful

Think about things that you value in your life, even if they seem really small. Remembering these things each day can help you maintain a positive mindset.

Laugh and enjoy

Make the most of your sense of humour. Find time to do things that make you relax.

Ask for help

Spending time with someone that you like and respect can be supportive. This could be a youth worker, social worker, neighbour, grandparent, older friend or someone you know through a church or mosque. As you get to know them, you could ask them to be your mentor. If they do not want to, do not take it personally. Try again with someone else who you would like to learn from.



Resilience is your ability to bounce back in the face of difficulty. It is not just about coping or surviving. Resilience enables you to learn from hard times. It can also enable you to transform a problem into a new opportunity.

You need to know your rights and how to handle challenging situations in the workplace.

Trust, teamwork and respect make a job enjoyable and productive. But sometimes difficulties can arise. How do you go about speaking to your employer about a problem?



Convince someone of your point of view

Oortuig iemand van jou oogpunt

Make a plan

Choose one of the challenging work scenarios and work as a group. Read about employer and employee rights on the Info Page on page 92. Follow the steps to come up with a way of addressing a concern.

1. Define the problem.
2. Know your rights and responsibilities.
3. Think about the problem from your employer's point of view.
4. Explore possible solutions.
5. Take into consideration your employer's needs. Find something positive to say.
6. Decide on a way to speak about it to your employer that does not endanger your job and work relationships.



Test your idea – change your mind

Toets jou idee – verander van plan

Act it out

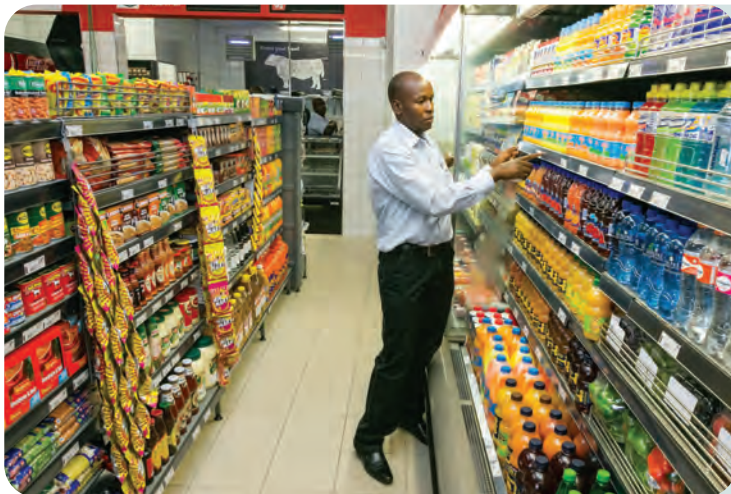
Prepare to act out how you plan to deal with the challenge in front of the rest of the class. Remember it is easy to make your point, but much harder to get your point across in a polite way.

7. After acting out your plan, use these questions together with the class to reflect on its success.
 - Was the problem explained clearly? Explain why you think so.
 - Was the situation explained in a polite way? Give reasons.
 - Was a solution offered?
8. How do you think this would affect the employer's view of the employee?
9. What would you say and do now if you were the employer?



Scenario 1

You work in a fast-food restaurant in the evening and your employer often asks you to stay on after closing hours. You find you are very tired in your classes at college the next day. Everyone is also concerned about the extra, unpaid hours they are expected to work.



Scenario 2

You work at a small retail shop. Sales have dropped, so your boss has decided that you and your co-worker should work alone on your shifts to save money. However, you are both concerned about your safety working alone.



Scenario 3

You have a job at a vegetable farm. The farmer wants to spray pesticides on his plants and he has asked you to handle the containers and sprayers. There are no gloves or masks to protect you from the poison. The farmer is in a hurry to get the job done as rain is expected later in the week.



Employee rights

Read about rights in the workplace.

Employers have the following rights:

- to expect employees to deliver the agreed services on the agreed days and times
- to expect employees to perform under the employer's authorisation
- to expect employees to carry out all work instructions and obey all reasonable and lawful instructions issued
- to expect employees to display good behaviour in the workplace
- to expect employees to act in good faith, be loyal, and have the best interests of the employer at heart at all times
- to expect employees to follow workplace rules, company policies and procedures, and work performance standards
- to expect employees to strive honestly towards work objectives, and to expect employees to keep to product specifications and quality standards
- to expect employees to use the employer's prescribed resources and methods
- to expect employees to report to the employer any dishonest or unlawful practices in the workplace, including any breaches of company policies and procedures.



Employees have the following rights:

- not to be unfairly dismissed or discriminated against
- to be provided with appropriate resources and equipment
- to have safe working conditions
- to receive the agreed pay on the agreed date and time
- to receive fair labour practices
- to be treated with dignity and respect
- to non-victimisation in claiming rights and using procedures
- to leave benefits and other basic conditions of employment.





Summary: Labour Relations Act



Read about rights in the workplace.

Objects of the Act:

The Labour Relations Act aims to promote economic development, social justice, labour peace and democracy in the workplace.

It sets out to achieve this by fulfilling the primary objectives of the Act, which are:

To give effect to and regulate the fundamental rights conferred by section 27 of the Constitution, including the right to fair labour practices, to form and join trade unions and employer's organisations, to organise and bargain collectively, and to strike and lock out.

To provide a framework for regulating the relationship between employees and their unions on the one hand, and employers and their organisations on the other hand. At the same time it also encourages employers and employees to regulate relations between themselves.

To promote orderly collective bargaining, collective bargaining at sectoral level, employee participation in decision-making in the workplace and the effective resolution of labour disputes.

Key Provisions:

Joining Organisations. [Chapter 2]

Strong trade unions and employer's organizations are necessary for effective collective bargaining. Collective bargaining is an important way of regulating industrial relations and of determining employees' wages and benefits.

In the past trade unions struggled to secure organizational rights (such as permission to enter a workplace or conduct union meetings there). This was a major hamstring for trade unions as this right is essential for building the capacity of trade unions to enable them to bargain more effectively.

The Act therefore sets out to strengthen trade union organisation by supporting freedom of association rights, which enable employees and job seekers to participate freely in union activities, and by supporting organisational rights, which makes it easier for unions to organise employees.

The Act also makes sure that no obstacles exist that will prevent employers to join employers' organisations.

Even though employers' organizations do not have to register with the Department of Labour, they are advised to do so. If they do not register, there is no guarantee for members that there will be a proper constitution or control over finances. Registration provides some check on abuse, corruption and unconstitutional practices such as racism. It also affords certain rights to unions such as the right to participate in forming a federation of trade unions or a federation of employers' organizations and the right to conclude collective agreements.

If there is a dispute about the interpretation or application of any of the provisions in this chapter, then the party who alleges that a right has been infringed must prove the facts of the conduct. The burden then shifts to the party who engaged in that conduct to prove that the conduct did not infringe any provision of the chapter.

Organizing and Collective Bargaining [Chapter 3]

The Act provides for the following organizational rights:

* Trade union access to a workplace.

This includes the right of unions to enter an employer's premises to recruit or meet members, hold meetings with employees outside their working hours and conduct elections or ballots among its members on union matters.

* Deductions from employees' wages of trade union subscriptions by the employer for the trade union.

* Election of trade union representatives at a workplace.

The more members the trade union has, the more representatives it can elect. These representatives can assist and represent employees in grievance and disciplinary proceedings, monitor the employer's compliance with labour laws, etc.

* Leave for trade union activities during working hours.

Union representatives are entitled to reasonable time off with pay during working hours to perform their functions as union representatives, or receive training in the functions of union representatives.

Strikes and lock-outs. [Chapter 4]

The Act grants employees the right to strike. It also grants employers recourse to lock out employees. Some of the issues over which a strike or lock-out might be held are wage increases, a demand to establish or join a bargaining council, a demand for organizational rights, etc.

Strikes can be either protected or unprotected. If a trade union wants to embark on a protected strike, then certain requirements have to be met. One of the most important requirements is that the trade union must give the employer at least 48 hours notice of its intention to embark on a strike action. If the employer is the State, then 7 days notice is required.

Once a strike is protected employees may not be dismissed for going on strike, they may not get a court interdict to stop the strike, employees do not commit breach of contract by going on strike and employers may not institute civil proceedings against employees on strike.

Participation in workplace decision-making. [Chapter 3]

The Act provides three options for promoting centralised collective bargaining, i.e.:

* Collective agreements

Employers and a trade union can negotiate a collective agreement, providing for joint negotiations. The terms and conditions of the collective agreement will then apply only to the parties to the agreement and its members.

* Bargaining Councils

May negotiate agreements on a range of issues, including wages and conditions of work, benefits, training schemes, and disciplinary and grievance procedures. Council agreements may be extended to all employers and employees in the council's registered scope of representivity, as long as certain requirements are met.

* Statutory Councils

Is a weaker version of a bargaining council. While the parties to a statutory council can draw up agreements on wages and working conditions, these agreements cannot be extended to employers and employees outside the council. However, agreements on training schemes, provident or pension funds, medical schemes and similar benefit schemes can be extended by the minister to cover all employers and employees in that sector.

1. Registering and managing organizations. [Chapter 6]

Provision of workplace forums is a major innovation in the Act. These forums are committees of employees elected by employees in a workplace. They will meet employers on a regular basis for consultation on workplace issues.

The general functions of workplace forums are to promote the interests of all employees (not just those of trade union members), to enhance efficiency in the workplace, to be consulted by the employer on certain matters and to participate in joint decision-making on other matters.

2. Settling disputes. [Chapter 7]

The Act fundamentally changes dispute resolution institutions and procedures. Procedures are planned to be simple and efficient. The Act promotes private procedures negotiated between parties for the resolution of disputes.

It establishes an independent body, the Commission for Conciliation, Mediation and Arbitration (CCMA), which will actively seek to resolve disputes through conciliation and arbitration. It also establishes new courts, namely the Labour and Labour Appeal court, which are the only courts which can hear and decide labour disputes arising from 11 November 1996, and which have more authority and power than the previous courts.

3. Unfair treatment in the workplace. [Chapter 8]

The Act provides for the regulation of unfair treatment in the workplace via a provision on unfair labour practices. In terms of the Act the following treatments amount to unfair labour practice, i.e.:

- * Discrimination against employees or applicants for employment.
- * Discrimination based on any arbitrary reason, e.g. race, gender, sex, etc.

Discrimination can be either direct (e.g. employer refuses to pay a woman doing the same job as a man the same wage just because she is a woman. It can also occur in an indirect manner, (e.g. employer rules that employees who are absent from work for longer than 30 days in a year will not get a bonus).

Treatment will however not amount to an unfair labour practice where the employer applies an affirmative action policy or where he discriminated on the ground of the inherent requirements of a particular job.

4. Discipline and Dismissals. [Chapter 9]

The Act provides three grounds on which an employer may dismiss an employee, i.e. where the employee is guilty of misconduct, for incapacity and for operational reasons (retrenchment).

Dismissal must however be the last resort for an employer. In order for a dismissal to be valid, it has to be fair both in terms of substance and procedure. In other words, the dismissal must be for a substantive reason such as breaking a rule of conduct in the workplace where the rule was valid and reasonable, the employee knew about the rule, the employer applied the rule consistently and dismissal is the appropriate step to take against the employee.

Even if there are very good substantive reasons for a dismissal, an employer must follow a fair procedure before dismissing the employee. This requires the employer to conduct an investigation into the alleged misconduct. The employer must inform the employee of the investigation, the union should be consulted before the inquiry commences, the employee should be given adequate time to prepare his or her response to allegations leveled against him or her and the employee has the right to be assisted by a shop steward or other employee.

An employee who feels that he or she has been unfairly dismissed, can lodge a complaint with the Commission on

Conciliation, Mediation and Arbitration (CCMA). If a dispute remains unresolved, the employee may refer it to arbitration where it concerns misconduct or incapacity, or to the Labour Court where it concerns retrenchment. The employee only has to prove the dismissal and then the onus shifts to the employer to prove that the dismissal was for a fair reason.

The Commission or Labour court can either order reinstatement of the employee, pay from the date of dismissal until the last day of the court or arbitration proceedings if the dismissal is only procedurally unfair, up to two years' wages for automatically unfair dismissals and a maximum of one years' wages if the unfair dismissal is for misconduct, incapacity and retrenchments.

5. Obligations imposed by the Act

a. Employer

In terms of the organizational rights of registered trade unions, the employer is obliged to grant to trade union representatives access to its premises in order to recruit members or communicate with members or otherwise serve members' interests. The Act also obliges the employer to grant leave of absence to trade union representatives to carry out the work of the union. Where an employee joins a trade union and authorizes the employer to deduct membership fees, the employer is obliged to make such deductions as soon as possible and must then remit the membership fees to the relevant trade union. The employer is also obliged to disclose to a trade union representative any relevant information that will enable the representative to perform his or her functions effectively. [Chapter 3]

In terms of dismissal of employees, the Act obliges the employer to follow a fair procedure. This includes the requirements that the employer should conduct investigations into alleged cases of misconduct, inform the employee of the investigation, consult the union before the inquiry commences, give the employee adequate time to prepare his or her response to allegations leveled against him or her and the informing the employee of his or her to be assisted by a shop steward or other employee [Chapter 9]

Employers are also obliged to keep records of any collective agreements, arbitration awards or wage determinations.

b. Employee

In terms of the registration of trade unions, the Act obliges trade unions to keep proper records of its income, expenditure and liabilities. To this end, financial statements have to be prepared within six months after the end of each financial year.

Registered trade unions are also obliged to keep a list of its members, the minutes of any meetings held and the ballot papers for a period of three years.

They must also provide the Registrar of Labour Relations with financial reports, lists of members, changes of addresses, information on the election of its office bearers etc. [Chapter 6: Part A]

c. Registrar of Labour Relations

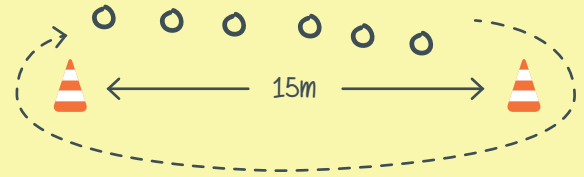
The Act makes provision for the appointment of a Registrar of Labour Relations. It obliges the registrar to keep a register of registered trade unions, registered employers' organizations, federations of trade unions, federations of employers' organizations and councils. If a new entry is made or removed from the register, the Registrar must give notice thereof in the Government Gazette within 30 days of the entry or deletion [Chapter 6: Part C].

Compiled by the Parliamentary Information Services: Research

Soccer and hockey

Practise your game plan. Take your play to the next level.

In groups of five or six in a line, do these moves around two markers:



Open knees, after three steps jogging



Closed knees, after three steps jogging



Skip and reach



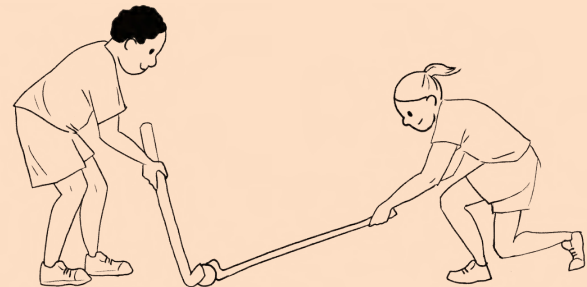
Lean and touch extended toes after three steps jogging

Skill points of tackling

Skill points of tackling in soccer:



Foot: Tight with instep against the ball as if passing. No tackling from behind is allowed and normally it is considered foul play.



Jab tackle



Double-handed block tackle

Skill points of basic tackling in hockey:

- Jab tackle: The stick jabs out towards the ball with the left hand and then returns to both hands.
- Double-handed block tackle: The hands are apart with left hand at the top of the stick. Hold the stick at right angles to the line of the ball. Use the shaft of the stick to control this tackle.



Game plans for soccer and hockey

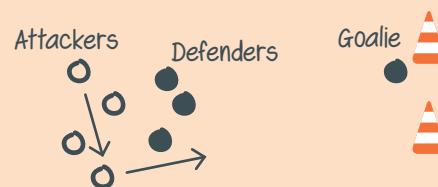
Do these activities in groups of four to learn about game plans for soccer and hockey:

1. PASSING TO KEEP POSSESSION WITHOUT OPPOSITION

From behind the line, pass the ball to each other until you reach the cone. Each team member has to pass at least twice on the way or the team will not score a point. When you have the ball, you are not allowed to take steps except when passing. When you reach the marker, you have to stop the ball at the marker to score a point for your team. See how many points your team can score.

2. TWO-ON-TWO TACKLING EXERCISE

Two players pass and dribble the ball slowly while two are the defenders who try to take the ball (slowly) off them with a tackle. When defenders successfully tackle the ball, they change places with the attackers.

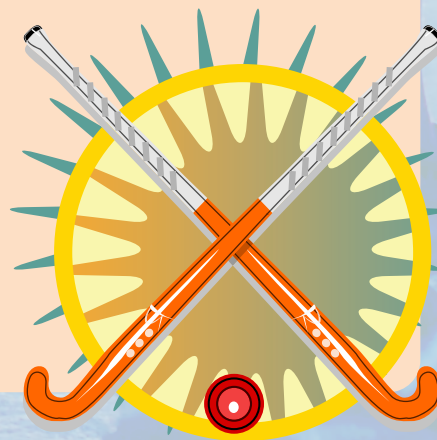


3. THREE-ON-ONE ATTACKING AND DEFENDING

While moving across the field, three players pass the ball, while one is the defender who tries to intercept the ball. If the defender intercepts the ball, they swap places with the attacker whose pass was intercepted.

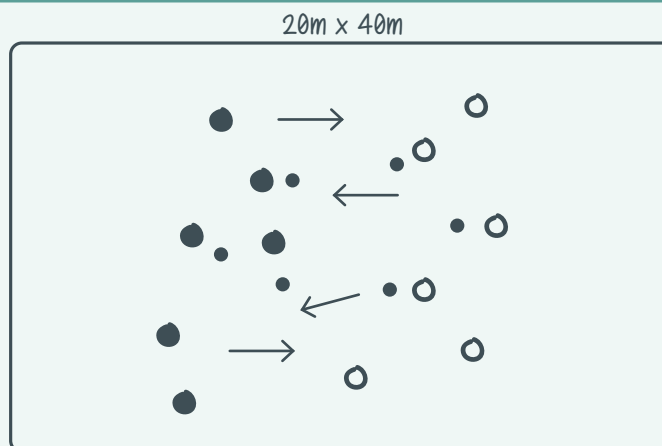
4. FOUR-ON-THREE DRILL

Add another marker to make a goal. A team of four attackers must try to score by passing into open spaces while three players defend. The fourth defending team player is the goalie. The teams change roles after each goal.



SIX BALL SOCCER OR HOCKEY

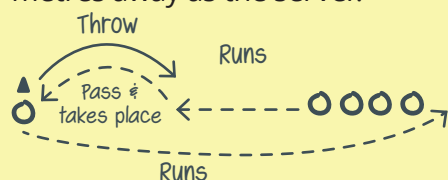
Two teams of five or six play against each other. Both teams get three balls (marked in their colour) which they try to get into their goal. Your team has to attack and defend at the same time. The first team to score three goals wins.



Volleyball and netball

FIVE PLAYER RUNNING WARM UP

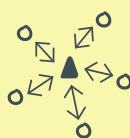
Four players of the group line up and one stands at the marker 10 metres away as the server.



- **Volleyball:** The server throws the ball in front of the first player, who has to run to catch the ball and throw it back to the server. The first player then runs and takes the server's place while the server runs and falls in at the back of the line.
- **Netball:** The server throws the ball to the first player, who catches it, and uses the correct footwork before throwing it back. Each player in the group must get a turn to be the server.

Your group then does the following dynamic stretches towards a marker placed in the middle of a circle formed by the group:

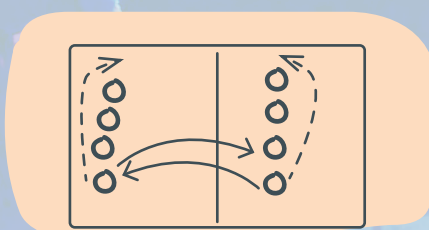
- Step and do quad stretch.
- Step with high kicks.
- Step and do ankle rotations with each step.
- Walk while doing arm circles.



Practise setting up the ball for a hit in volleyball, and fine-tune how to get open for a pass in netball.

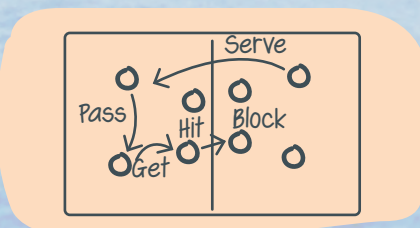
Game plans for volleyball

Volleyball defence includes having a blocker at the net, and setters/diggers to cover the ball if the block was not successful. Groups of eight players will need a net, rope or line for these activities.



1. AROUND THE WORLD

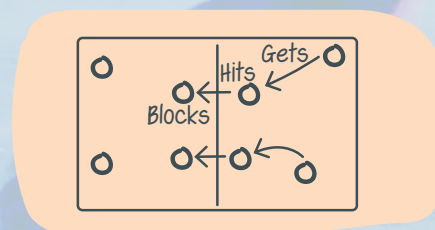
Four players stand in a single file on each side of the 'net'. The first player throws the ball over the net to the first player on the opposite side, who hits the ball back over the net to the second player. After hitting the ball, each player runs to the end of the line. See how many times the ball can be hit without an error.



2. SETTING AND BLOCKING EXERCISE

You need two balls for every eight players. Two players on the one side of the net set their

balls to the other two players on the same side of the net, for a hit by the two players to the blockers on the other side of the net. On the other side of the net, a blocker tries to block the hit and then switches place with their other two teammates. Teams switch places after every two hits.



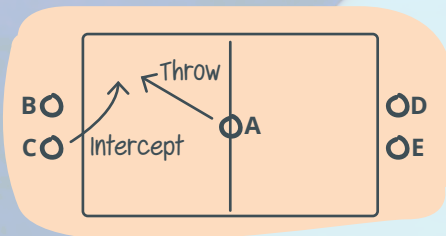
3. PEPPER VOLLEYBALL WITH A BLOCKER

Four players stand on each side of the net. The first player serves the ball to the first player on the opposite side, who has to pass the ball to the player next to them. This player now has to set the ball for the next player to hit the ball over the net at one of the blockers. The blocker blocks the ball. Change places.



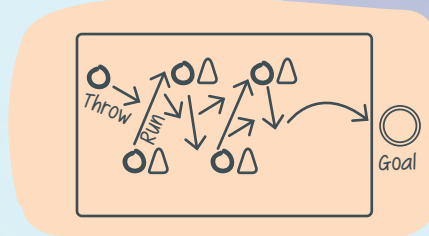
Game plans for netball

For the basic game plan in netball you must understand the netball positions and where they are allowed to go. In groups of five, all do the activities at the same time.



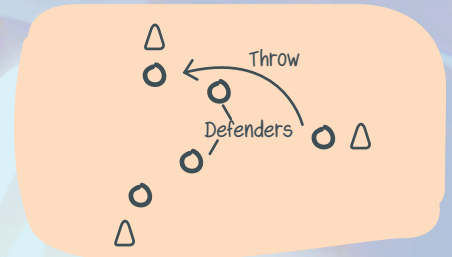
1. ATTACK AND DEFEND

Player A is the centre and stands in the middle, while two players (B and C) stand behind the one line and two (D and E) behind the other line. At the signal, B runs to get open to catch the ball thrown by A, while C defends and tries to intercept the ball. Do the same with D and E, before changing places.



2. ATTACKING MOVEMENT AND PASS

Place four cones diagonally across the court, with a 'goal post' on the one end, and a player standing at each cone. The cones represent the defending team. The player who is not at a cone passes the ball to the second player, who has to run fast to get open and receive the ball, before passing it on again. See which group can score the most goals in the allotted time.



3. TRIANGLES

Three players stand in a triangle, passing the ball to each other with two defenders trying to intercept the ball. If a defender intercepts the ball, they change places with the thrower. Try to keep the ball away from the defenders.



MINI VOLLEYBALL OR NETBALL GAME

Cool down with static stretches.



Game plans:

Rugby and lawn bowls

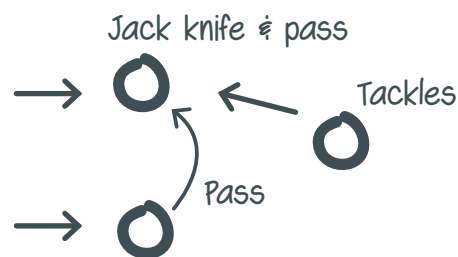
Understand rugby positions and the role of each player in that position. Get your ball as close to the jack as possible, or block other teams' balls in lawn bowls.

DEFENSIVE LINES

Line up and keep your knees bent with your body low and hands forward. At the signal, your whole line must shuffle in the direction indicated or run on the spot. The challenge is to stay in your line with your teammates next to you, so attackers will not be able to get through.

Rugby game plan activities

The basic game plan in rugby is to keep possession of the ball, even if you are tackled. In groups of five, do the following activities to practise keeping possession when tackled.



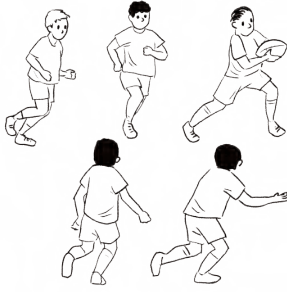
JACK-KNIFE ROLL

These are the skill points for going to ground after a tackle. All players should first practise the jack-knife roll without a ball:

- On the ground, clutch the ball tight to your chest, and roll until you face your team.
- Jack-knife away from the defender to make your body long and to place the ball away from the defender.
- Your teammates can come and stand with their bodies over the ball while you place it.

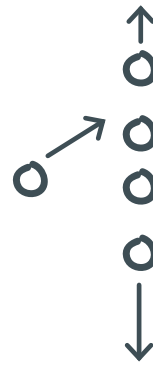
TWO-ON-ONE JACK-KNIFE AND RELEASE DRILL

Two players run from behind the line, passing to each other. The defender tackles one of them, who does the jack-knife, releasing the ball. His teammate picks it up, runs and passes it to him again after he is back on his feet. Now the two teammates from the other line do the same, after which they switch so that each gets a turn to defend.



THREE-ON-TWO TACKLING DRILL

Three players run and pass the ball until one of the two defenders tackles one of them. When on the ground, the tackled player's teammate comes and stands over the ball until the third player picks it up and runs. Change places after all have gone to ground.

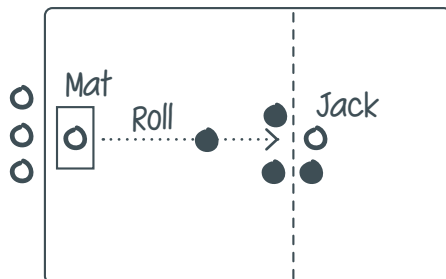


SLIDING DEFENCE DRILL

Four players are the defenders and one the attacker. The defenders have to keep their defence line and only move sideways behind their line to block out the attacker (no tackling). The attacker, with the ball, must try to run through a space to score a try.

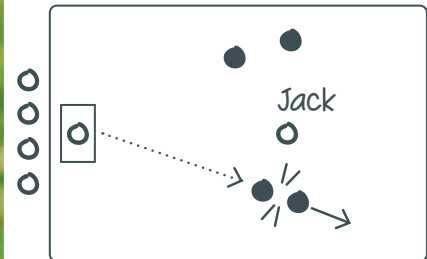
Lawn bowls game plan activities

In groups of six, set up a mat from which players will roll their ball in a clear playing area. The group needs one jack that is different to the rolling balls, and each member needs their own ball.



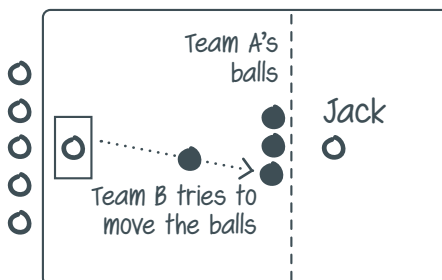
HIT THE JACK

All players roll their balls underarm, trying to hit the jack. The player whose ball is closest to the jack, scores a point.



SENDING THE ENEMY AWAY

Form two teams of three players. First round: All players try to get their balls as close to the jack as possible. Second round: Your team only scores a point if your ball hits an opponent's ball and sends it further away from the jack. The team with the most points wins.



BLOCK YOUR OPPONENT

Form two teams of six players. Team A goes first and tries to roll their balls so that they end up in front of the jack, blocking the other team's balls. Team B tries to roll their balls to hit team A's balls and move them out of the way.

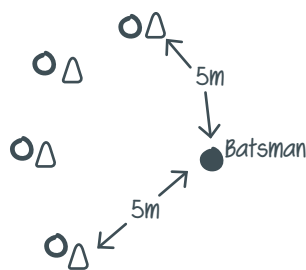
Game plans:

Cricket and handball

The bowler and batter have individual tactics, but the team also needs a game plan. In handball, keep possession when passing and throwing the ball.

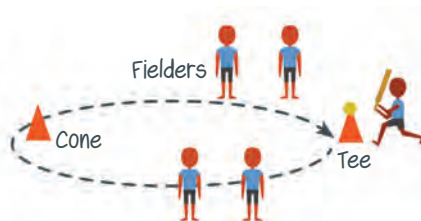
Cricket game plan activities

Form groups of five for each activity to be completed in rotation.



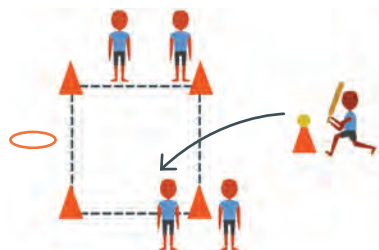
BLOCKING EXERCISE

One player bats, only blocking the ball, while four players are bowlers and fielders, each with a ball, standing at marks 5 metres from the batsman. The bowlers throw their balls underhand in quick succession at the batter, who has to block every ball. Change places after every bowler has thrown their ball three times.



RACE THE BASE

The batter strikes the ball from a tee, runs around the cone and back to score a run. The fielders have to field the ball and put it back on the tee before the ball is dead again (and the batter is run out if they are not at the tee). The ball has to pass through all fielders' hands before being put on the tee. After three shots, change the batter.



IN-COMING FIELDING

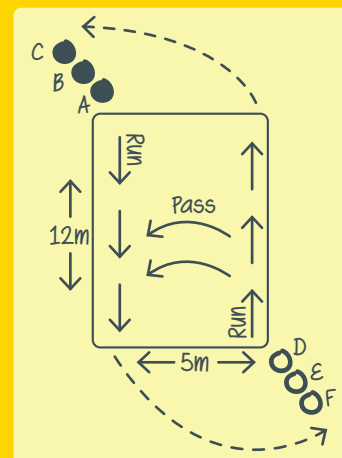
The batter strikes the ball off a tee, then runs to the hoop and back. The fielders have to stand outside the marked area, then run and field the ball, and put it down inside the hoop to run out the batter. The ball has to pass through all fielders' hands before being put in the hoop.

Dynamic stretches:

1. Arm swings (circling as well as on the horizontal plane)
2. Standing hand kicks
3. Butt kicks
4. Torso circles.

CORNER EXCHANGE PASSING

In groups of six to eight, play in an area of about 12 metres x 5 metres. A, B and C are at one corner and D, E, and F diagonally opposite at the other corner.

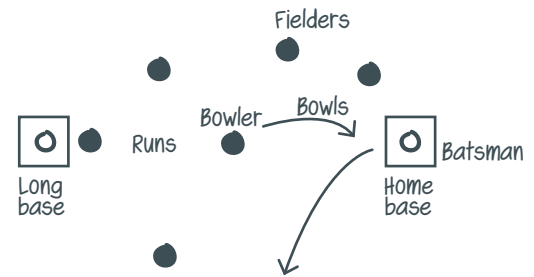


A and D run forward down the side of the area at the same time, and A throws the ball to D when they pass each other in the middle. D continues running and throws the ball to B who has already started running.



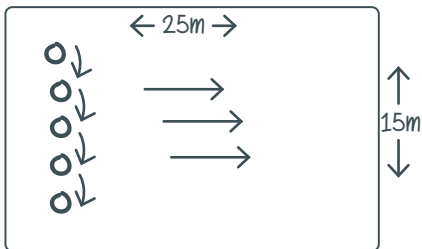
LONG BALL CRICKET GAME

Two teams of six to eight players play a game with a soft ball. The bowler throws underarm at the batter at home base, who bats the ball as far as possible, then runs to long base (and if possible back to home base). A runner may stay on long base if it is not safe to return home, so any number of players may be on long base. A player (on home base or long base) may only run after a ball has been struck. A player is out if the ball is caught on the full or is tagged with the ball off base, or if the ball is caught by the long base fielder.



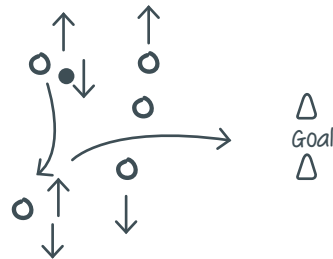
Handball game plans

Form groups of five players to play handball in marked areas of 25 metres x 15 metres.



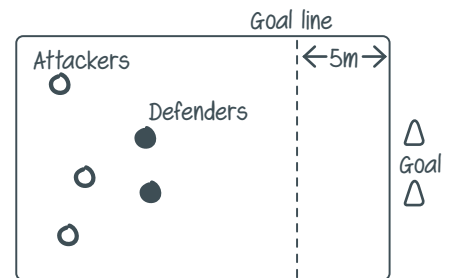
MOVING AND PASSING DRILL

Five players stand next to each other, run and dribble the ball, passing the ball to other teammates as they go. Each player may take no more than three steps or three seconds before passing.



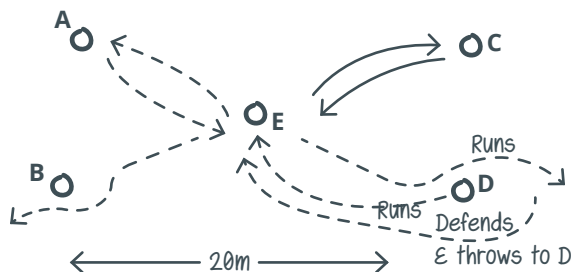
DEFENCE LINE

Two attackers try to throw the ball in the goal through the defence line of three players, who have to move sideways together, to block the attackers.



THREE-ON-TWO

Three players run from one end of the marked area, passing the ball to each other, while two players defend against them as they go. When they reach the goal line, one of the players can throw the ball into the goal.



OFFENCE AND DEFENCE DRILL

Two teams of five players play against each other in the marked area with 5 metre goal lines on each side, and no goalies.

Cool down with static stretches.

Self-knowledge is important when you make decisions.

Decisions create the pathway that determines your future. It is important to make your decisions deliberately with your own potential in mind.



Ask questions that will help you understand what is going on

Buza imibuzo eya kukunceda ekuqondeni okuqhubekayo

Think deeply...

Write your name or draw a picture of yourself in the middle of a piece of paper. Add three headings: Interests; Strengths; and Values. Then use these questions to brainstorm important information about yourself. Write down words freely – there is no right or wrong answer.

You will refer back to these insights as you work through this series of lessons.

What am I interested in?

Many people build a career around a passion or deep interest.

1. What do I like doing best?
2. What am I curious about? What fascinates me?
3. Do I feel strongly about changing something in the world? What?

What are my strengths?

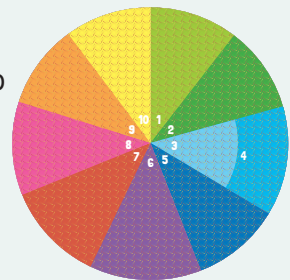
Your strengths are your particular abilities, talents and character.

4. What am I good at?
5. What do I like most about myself?
6. What positive things have other people said about me?

What values are important to me?

Refer back to the Human Values diagram on page 60. Values affect your needs and expectations. They can keep you going, even when you are tired or face obstacles.

7. What values would I prioritise in a work situation?
Refer back to the Human Values diagram.
8. What other questions could you ask yourself about what you want from your future work?





Kagiso Pat Mautloa, *Mirrored Face*, date unknown

Do different aptitude tests

There are many aptitude tests online. Refer to them to deepen your understanding of yourself and careers that might interest you. Use these insights as ideas – not facts. It is useful to do different tests and compare the results.



National Career Advice Portal

<http://ncap.careerhelp.org.za/SelectQuestionnaire/QuestionnaireIndex>

<https://www.careertestfree.com/>

Being true to you

Remember, your sense of self can be affected by what other people expect and want from you. It can be hard to pin down who you are. You can change from day to day. There are many things that you will only discover about yourself in the future.

Find out which careers match your personal profile.



Step back –
reflect and
rethink –
step back in

Buya umva
– cinga
ucingisise
kwakhona
– phinda
ubuyeke

What career suits you?

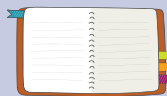
Use the quiz to explore which careers may suit you.

1. Answer the Career Profile Quiz questions alongside.
2. Count the number of times you said 'yes' for each colour.
3. Which colour/s are dominant? Look at the Info Page on page 106 to find out what your colour/s mean.
4. Does this description sound like you? Ask someone else what they think.
5. Look at the career examples that match your colour/s. Do any of them appeal to you? Think why, or why not.
6. Sometimes it is useful to think about what you are not, or what you do not like doing. Spend some time identifying what does not suit your profile.
7. Compare the results of the quiz with the insights you gained earlier on page 102. Can you find connections?
8. Think about which school subjects are relevant for your career profile.

Each person is unique, complex and changing



Most people's career profile has more than one trait or personality type. Remember, the results of the quiz are intended to help you think about a career that may suit you. They might not 'fully' reflect who you are, or who you may become – you decide.



In your journal

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

What unique strengths can you bring to your work one day?

What kind of work feels right for you? Take into consideration that you can do different kinds of work.



Faaimah Mohamed-Luke,
Gesiggies, 2020

Career Profile Quiz



- a. Do last minute decisions make you uncomfortable?
- b. Are you a natural leader?
- c. Do you spend time enjoying other people's creative work?
- d. Do you prefer practical, structured tasks?
- e. Do you dislike the idea of working with equipment or machinery all the time?
- f. Do you enjoy testing ideas and exploring different options?
- g. Do you make decisions based on facts?
- h. Do you like to design and follow a plan?
- i. Do you find a rigid routine boring?
- j. Are you good at persuading people?
- k. Do people sometimes say you are 'different'?
- l. Does selling something to others feel uncomfortable?
- m. Do you enjoy being friendly and spending time with people?
- n. Are you curious about the unknown?
- o. Do you prefer things to be neat and organised?
- p. Do you prefer not to have a lot of social interaction?
- q. Do you admire success in business?
- r. Do you grasp maths and science concepts easily?
- s. Do you value trust between people?
- t. Do you enjoy operating equipment or machinery?
- u. Do you enjoy working with numbers?
- v. Are you good at expressing yourself creatively?
- w. Do you easily interact with other people?
- x. Do you like the idea of helping people in difficult situations?

Sourced from Educonnect



Different career profiles

Career type

Career examples

Career fields

CREATOR



You are the artistic type. You are creative, expressive or nonconforming. You enjoy art, drama or music. You have art, music, writing, composing, acting or dancing abilities.

Digital designer
Dressmaker
Reporter
Photographer
Television presenter
Creative writer
Video game designer
Interior designer
Video editor
Sound technician
Hairdresser
Musician
Website developer
Industrial designer

Arts and Communication
Architecture and Construction
Design

THINKER



You are the investigative type. You are independent, disciplined, precise or systematic. You enjoy research and using your intellect to solve problems. You have mathematical or scientific abilities.

Software developer
Rigger
Veterinarian
Dietician
Explosives worker
Quality control analyst
Fire investigator
Computer engineer
Medical technician
Market researcher
Psychologist
Optometrist
Mechanical engineer
Doctor

Medicine and Health Sciences
Information Technology
Science, Technology and Engineering
Data science

HELPER



You are the social type. You are kind, supportive, cooperative or understanding. You value people and like helping, teaching or caregiving. You have strong communication or social skills.

Community health worker
Waitron
Tour guide
Teacher
Dental hygienist
Conservation worker
Art therapist
Ticket taker
Ambulance driver
Receptionist
Safety inspector
Nurse
Travel agent
Care giver

Education and Training
Medicine and Health Sciences
Hospitality and Tourism
Law, Public Safety and Security



Most careers require different aptitudes. Can you identify careers that match more than one profile? For example, an art therapist or hairdresser matches both 'creator' and 'helper'.

Career type

Career examples

Career fields

PERSUADER



You are the enterprising type. You are assertive, adventurous, energetic, self-confident or impulsive. You enjoy leading people, initiating projects or persuading people to do things. You have selling or leadership ability.

Telesales marketer
Flight attendant
Restaurant manager
Lawyer
Real estate agent
Business planner
Public relations manager
Chief executive officer
Urban planner
Information systems manager
Financial advisor
Marketing manager
Sales agent

Business Management and Administration
Marketing, Sales and Services
Hospitality and Tourism
Social and Environmental Activism

DOER



You are the realistic type. You are practical, reliable or persistent. You may like working outdoors or taking care of plants or animals. You may like making or fixing things. You have technical or mechanical skills, are systematic or can make your own decisions.

Cook
Landscaper
Plumber
Quantity surveyor
Air conditioning mechanic
Surgeon
Electrician
Production manager
Technician
Forester
Sports massage therapist
Pilot
Carpenter
Permaculturist

Agriculture, Food and Natural Resources
Recreation, Fitness and Sport
Manufacturing
Science, Technology and Engineering
Transport and Distribution
Architecture and Construction

ORGANISER



You are the managerial type. You are practical, dependable or efficient. You like making lists, organising records or having clear guidelines. You are generally good with data, numbers or working in a systematic way. You are accurate, persistent or attentive to detail.

Compliance manager
Statistician
Risk assessor
Events planner
Personal assistant
Pharmacist
School principal
Production manager
Financial analyst
Survey researcher
Air traffic controller
Project manager
Archivist
Receptionist

Business Management and Administration
Finance
Law, Public Safety and Security
Government and Public Administration
Manufacturing
Transport and Distribution

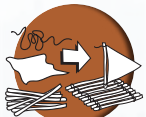
The present gives birth to the future... It is time to choose your subjects.

The subjects you choose in Grade 9 will affect your future education and career. Read about how this subject selection works.

FET subjects

The Further Education and Training (FET) pathway requires that you study **seven subjects**. Four are compulsory, which means you have to take them. You need to choose a further three subjects from the options – or electives – available at your school or college.

There are two compulsory language subjects: your home language and a second language (at home language or first additional language level). You also need to choose one compulsory mathematical subject: either Mathematics or Maths Literacy. Life Orientation is the fourth compulsory subject.



Find your own way to solve it

Zifunele eyakho indlela yokuyiso-mbulula

Mathematics or Maths Literacy?

One of the important decisions you need to make is about Mathematics. Refer to the Info Page on page 110 when you answer these questions.

1. Explain the difference between Mathematics and Maths Literacy?
2. Some qualifications require good marks in Mathematics. Look at this list and identify if any of these qualifications interest you.
3. Some qualifications require good marks in Maths Literacy. Look at this list and identify study areas that interest you.
4. Decide whether to study Mathematics or Maths Literacy and provide reasons to support your choice.



If you are failing Mathematics or are borderline, consider choosing Maths Literacy. It is better to pass Maths Literacy well than to fail or do poorly in Mathematics.



Make a choice
and decide

Khetha uze
uthathe
Isigqibo

Which electives should you choose?

All schools offer different subjects. Check to see what subjects you can choose at your school and then think about these questions.

5. Identify the subjects you excel in.
6. List the subjects you enjoy the most.
7. Identify careers that align with the subjects you have chosen.
8. Choose the elective subjects you want to take and explain your reasons.
9. Assess whether the chosen subjects provide flexibility if you decide to change your career path.

What if you do not know what to do?

Most people are uncertain about their future career. Fixing your ideas about a career path too early can be risky. It is best to be flexible and to have back-up ideas. These days it is common to shift focus or apply your skills in a different career field during your working life. This can be because either you or your workplace changes.

What you need to do if you are not sure...

- **Be open:** Research unfamiliar jobs.
- **Be curious:** Ask different people about their careers.
- **Take the initiative:** Do volunteer work or job shadowing during the holidays.

The final choice is up to you

You know yourself better than anyone else does. Have confidence in your choice and make the best of it.



Remember...

Do not choose a subject...

- because your friend is doing it
- because you like the teacher
- because it is easy or less work
- because someone else says you must do this subject.



What are your options?



Mathematics, Maths Literacy and Technical Mathematics

If you are going to study towards a trade, you will do Technical Mathematics. But if you follow the FET pathway you need to choose between Mathematics and Maths Literacy.

Mathematics is a conceptual, problem-solving subject. It involves the study of numbers, equations, functions, geometric shapes and their relationships. Its major subdivisions are arithmetic, algebra, geometry and calculus.

Maths Literacy is a concrete, practical subject which applies maths to every-day life. It involves calculating and interpreting statistical reports, income tax, home loan repayments and interpreting graphs. Maths Literacy enables you to create a personal budget and make useful calculations, such as determining the profitability of a business venture.

Technical Mathematics prepares you for a technical career, such as an electrician, fitter, turner or plumber. You will learn how to apply mathematical methods to solve real-life problems in your area of work. This could involve calculating peak current flow in an alternating current network, or determining how to measure and install a network of pipes.



There are more than 200 options to study further if you have good marks in Maths Literacy. These include degrees and diplomas.



Research the options available at the university or college of your choice. Some careers, for example, nursing or forestry, can be studied at a diploma or degree level.



Check the academic requirements of the specific institution you want to study at. They can vary from one institution to another.

Diplomas, courses and degrees



Some diplomas and courses that require Maths Literacy

Financial Information Systems
Mechanics
Dental Technology
Logistics Manager
Nature Conservation
Retail Business Management
Basic Life Support
Drone Pilot License
Consumer Science
Safety Management
Nutrition Science
Interior Design
Hairdressing
Events Management
Web Development
Farming
Horticulture
Desktop Support
Animation
Digital Design

Some degrees that require Mathematics

Speech and Hearing Therapy
Statistics
Medicine
Biochemistry
Dentistry
Actuarial Science
Financial Planning
Physics
Data Science
Veterinary Science
Biomedical Engineering
Conservation Science
Geology
Environmental Engineering
Software Development
Architecture
Psychology
Computer Science
Computer Programming
Software Engineering

Some degrees that require Maths Literacy

Market Research
Dramatic Art
Fine Art
Human Movement
Journalism
Writing
Teaching
Music
Criminology
Anthropology
Psychology
Sociology
History
Political Scientist
Geography
Social Work
Clinical Medical Practice
Audiology
Economics
Oral Health Science

You can view video clips of hundreds of different careers on the **National Career Advice Portal** website:
<http://ncap.careerhelp.org.za/Occupations>



New technology is changing the way we work.

The subject Information Technology can prepare you for specialised work in this career field. But an understanding of computers and digital skills are increasingly important across all jobs.

Read about how technology assists with research and enables us to see the world in new ways.



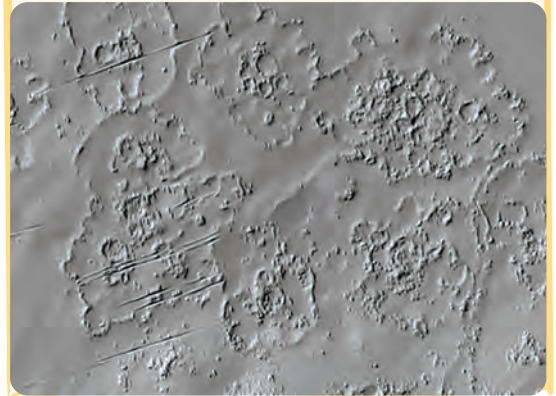
The forgotten city of Kweneng

In the past, colonists incorrectly thought of southern Africa as a wilderness awaiting 'civilization' by Europeans. An important discovery has been made in the remote hills of Suikerbosrand, south east of Johannesburg. Archaeologists used **remote sensing, GIS and cutting-edge laser technology** to reveal the remains of hundreds of walled homesteads and cattle kraals hidden beneath thick grass and bush. They discovered that these Tswana settlements, now known as Kweneng, evolved over many centuries, growing into a bustling city of about 10 000 people by the late 1700s.

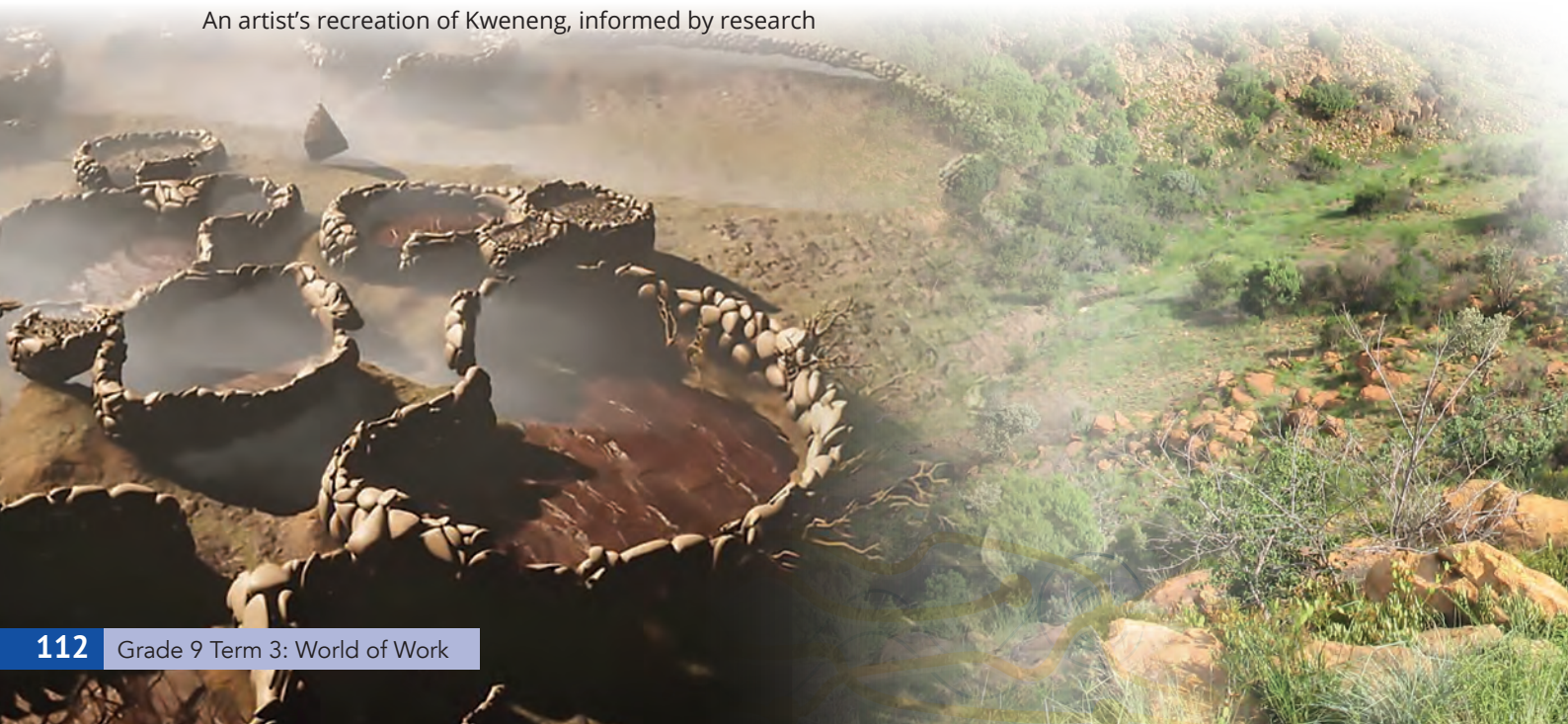
Now we know that southern Africa was connected to a global system of commercial and intellectual exchange. This includes Mapungubwe which flourished between 1200 and 1300.

Remote sensing is the art and science of taking measurements of the Earth using sensors on airplanes or satellites. These sensors collect data in the form of images. Using a computer tool called **Geographic Information System (GIS)**, it is possible to analyse and manipulate these images to create useful, new data.

See the aerial view of Kweneng below.



An artist's recreation of Kweneng, informed by research





Convince
someone of
your point
of view

Kholisa
omnye umntu
ngoluvo
lwakho

Reimagining the past

1. Why do you think knowledge of the city of Kweneng was forgotten?
2. Why is this knowledge important today?
3. People with different skills worked together to bring Kweneng back to life. Explain how, referring to the jobs alongside.
4. What school subjects could help to prepare people to do these jobs, referring to the subjects below.

Information Technology **Life Sciences**

Visual Arts **Physical Sciences**

Mathematics **Engineering Graphics and Design**

History

Ethnographers find out about the past by listening to the stories of wisdom keepers in traditional communities.

Archaeologists carefully dig up historical sites and analyse artefacts and other physical remains to create an understanding of the past.

Imaging scientists use computer technology to extract useful information from aerial images. Imaging scientists assist environmental monitoring, agriculture and forestry. They also help direct the restoration of damaged historical artefacts and buildings.

3D modellers create digital representations of objects, spaces and surfaces. These 3D models are used for video games, movies, advertising, illustration, architecture and engineering – and also scientific and medical research.

Software designers create computer applications for games, operating systems and software programmes. They work out what a programme should do based on user needs, then create and test it to ensure it works properly.



Search, record,
compare

Phanda,
bhala phantsi
iinkukacha,
thelekisa

New technology and the world of work

5. Choose a career field that interests you. Research how new technology is impacting on the work that people do in this area.

Develop your digital skills

Even if you do not study Information Technology you can develop your digital skills online, all you need is data. Explore how:

Digital Literacy

<https://www.standardbank.co.za/southafrica/personal/learn/free-digital-literacy-course>

DigiSkills Programme

<https://mct.digiskills.careers/#/course/course-library>

Applied Digital Skills

<https://applieddigitalskills.withgoogle.com/>

Grow with Google

<https://grow.google/intl/ssa#career>

A career path can develop in ways that you do not expect.

Read about how Marlin Rhode became an advocate.
Then discuss the questions about his career.

From forklift driver to advocate

My name is Marlin Rhode. I grew up in Montana, a suburb close to Cape Town airport. It was my heart's desire to be a chef and I figured I wouldn't need many qualifications to do that, just talent in the kitchen. I knew I needed to earn money for catering school. So when I saw an advert for mail handlers at the Post Office, I applied.

After two years I was promoted to forklift driver. My driver's license sealed the deal. Then came marriage and a daughter called Phoenix. Her arrival changed everything. I decided to equip myself with a degree so that I could secure myself a job with more earning potential. Problem was that I had absolutely no idea what I wanted to study!

Armed with a brown envelope containing my matric certificate, I attended appointments with career counsellors at different universities. A gentleman called Dr Fredricks looked at my results and said: "You qualify for university admission, young man. You should study law and become a lawyer or magistrate." I told him he was crazy, that lawyers were clever people, people with status, and I was a forklift driver. I mean really!

Fredricks' words stayed with me and I applied to study law at UWC. When I received my provisional acceptance I was shocked out of my wits! And so the hard work began. My family were truly the driving force, I did it all for them.

Initially it was hard. For the first year I had to fund my own studies. I'd applied for a bursary from the Post Office, but didn't get it. At the time I felt my employer saw me as a forklift driver with delusions of grandeur! But I had a point to prove and refused to let this hurdle stand in my way. I would show them.

I studied like crazy and made the Dean's Merit List. At the time I didn't even realise what an achievement this was – I was a top performer in my group! The decision-makers at the Post Office noticed and they agreed to fund my studies from that point forward. Perhaps it was a good thing that I had to pay my own way initially.

Six years and many hours spent sitting at a desk later, I wrote my final exams. Another dream came to fruition on the day of my admission as an advocate. I hope that day will impart in Phoenix a sense of self-belief; knowing that she can do anything she puts her mind to. And I still have aspirations to be a chef (ask my wife!).

Sourced from Postmatric



Advocates are experts in the art of presenting and arguing cases in court. This requires a mastery of law and facts, good judgement, and the ability to present a case clearly and make a coherent argument. Advocates also give legal opinions and help with the drafting of legal documents.



Marlin Rhode says he has learnt that...

- we tend to set ourselves standards and believe that this is the highest we can go, but actually the sky is the limit.
- it is great to have dreams, but you need to be able to sustain them.
- people will tell you that you are not good enough, that it is not possible. Be stubborn. If your mind tells you that you can do it, you probably can.
- there are times when you do get it wrong, but that is just part of life.



Tell a story
based on the
evidence

Balisa ibali
elisekelwe
kubungqina

Career twists and turns

1. Describe the challenges that Marlin faced in funding his studies and explain how he tackled these.
2. What personal strengths have helped Marlin in his career?
3. What personal values have helped to shape his career path?
4. Most people plan and work hard towards their goals but sometimes unexpected events can influence or change a career path.
 - Explain how unexpected events can shape or change a career path, using Marlin's experience as an example.
5. List the things Marlin learnt through his career journey and evaluate whether there are other important things to consider.



Amazing

Ukusiza umuntu ukuzibekela

Helping others is rewarding and can also benefit you.

Read about how Revan Kennedy volunteers and helps other people.

To the rescue



My name is Revan Kennedy. I live near the sea and have always loved swimming. When I was 14 years old I decided to train as a lifeguard.

When I turned 16, I joined Station 16 at Strandfontein Sea Rescue. I am now a volunteer rescue swimmer. I have passed my first aid, fitness and rescue tests and learned how to do CPR (or cardiopulmonary resuscitation). All these things are important if you have to help someone in trouble.

When I was 18 years old, I was involved in my first sea rescue. We were on duty and suddenly saw this man getting pulled out to sea in a rip current. Me and two other volunteers grabbed a torpedo buoy and used



the same rip current to swim to the man as fast as possible.

Our number one rule is 'safety first'. I knew it would be dangerous if the drowning man grabbed hold of me. So I passed him the torpedo buoy to give him something to hold on to and it kept him afloat. I held him and we swam parallel to the shore to get out of the current. Then we helped the man to get safely back to the beach.

What I love about Sea Rescue is that everything we do is about teamwork. We work together like a family. It feels good to make sure people are safe, and to help them when they are in danger.

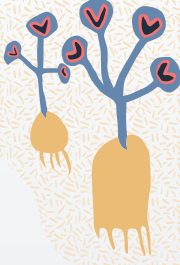
Be safe

It is very dangerous to help someone who is drowning. Sea Rescue's advice is to throw something that floats to the person and call 112 from your cellphone for help.

Only do CPR after calling 112 for help. CPR is a technique to help a person who is not breathing. You push down hard and fast in the centre of their chest (between their nipples). Keep your arms straight (elbows locked) so that you can lean in and use your full body weight. Never experiment or practice this on a friend! When training to be a lifeguard, people practise on a CPR dummy.



To find out more, contact the **National Sea Rescue Institute or Lifesaving South Africa.**



How did this happen?
What will happen next?

Ngabe lokhu kwenzeké kanjani?
Ngabe yini okuzolandela?

A helping hand

Discuss:

1. Why does Revan enjoy being a volunteer?
2. Revan had to develop new skills to become a lifeguard. Explain how you think he has also grown as a person.
3. Volunteering can help you explore a career path and master certain skills. Explain with Revan in mind.
4. Volunteering can strengthen your CV. How do you think a future employer will view Revan's volunteer experience?
5. Think of your own skills and interests. What kind of volunteer work could you do?



Ask questions that will help you understand what is going on

Buza imibuzo ezokusiza uqondise ngokwenzekayo

Who helps?

6. Interview someone who does volunteer work. Find out what they do and how this benefits everyone involved.
7. Write up your findings and display them so that others can see.

There are many ways in which you can help people and your environment. You can spend time with the elderly or play games and support younger children with their homework. Consider picking up litter, weeding or planting trees. Find out if a local animal shelter needs assistance.

Volunteering shows that you are proactive.

Volunteering says that you are a team player.

Volunteering develops your skills.

Volunteering gives you experience.

Volunteering helps you grow.

Forgood is an online platform that connects people with organisations that help the environment and work for social justice.
www.forgood.co.za

forgood

Why care?

What motivates people to volunteer their time and help others?

Read about how Saily Brown became an HIV activist.

Living with HIV

Saily Brown grew up in the small town of Itsoeseng in the North West. When Saily was 14 she found out she was HIV positive. She felt ashamed and confused. Speaking about sex and HIV is taboo in her community. She thought you could only get HIV if you slept around and wondered if she was going to die soon.

Saily was born with HIV. When she discovered this she was angry. She was angry at the virus and angry with her late parents. She also resented her siblings because she was the only one born with HIV.

Saily only disclosed her status publicly when she was 18. Her health started failing and she knew she had to begin antiretroviral treatment. Fed up with it all, she wrote an angry post on Facebook called 'An Open Letter to HIV'. Saily did this to express her feelings but, unexpectedly, she discovered a lot of other young people felt the same way. They saw their story in hers and drew strength and inspiration from it. After that, Saily decided to be more open about her status and use social media to help people live with HIV.

One thing led to another, and Saily recently launched her own YouTube channel called 'Saily Brown'. She uses this as a platform for her HIV activism. She also works as a youth advocate at South African Youth



Positive, a network promoting the rights and needs of young people living with HIV. She hosts workshops encouraging youth to speak openly and break the stigma around the virus.

Living with HIV is not easy. Besides the social stigma, there is no cure for it and treatments have to be followed religiously. But Saily keeps going. "If I can use my story and my personal journey with HIV to help other people to deal with theirs, then it's going to be okay."



Work out what is right and wrong for you

Thola ukuthi yini okukulungele nokungakulungele

Being motivated

Think about what inspires Saily Brown to be an HIV activist. Answer these questions and refer back to the Human Values diagram on page 60.

1. Describe how Saily's priorities changed after her Facebook post, 'An Open Letter to HIV.'
2. What different values can help people do successful advocacy work?
3. What values could motivate people to volunteer for the organisations on the page opposite?



There are many different ways of volunteering and helping others, look at the pictures below.



The **Volunteer Wildfire Services** is a group of volunteers in Cape Town who help with firefighting.



Volunteers at **Surfers Not Street Children** in Durban teach homeless street children and children at risk how to surf. They also provide them with mentorship.

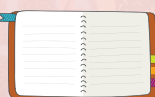


Eseltjiesrus Donkey Sanctuary relies on volunteers to care for neglected and elderly donkeys in McGregor, in the Western Cape.



Custodians of Rare and Endangered Wildflowers (CREW) monitor the conservation of threatened wild plants in different parts of South Africa.

Tamar Mason
Panel 11,
Origins Centre tapestry



In your journal

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

What kind of volunteer work would you choose to do?

How do your values help you to decide where to volunteer?

You can't be human all by yourself

When people volunteer together they can do great things.

Read about how residents in Eldorado Park volunteered to transform their community.

Golden Passages

Long ago people believed there was a city of gold called El Dorado. The story told of how the ruler was so rich that he covered himself in gold from head to toe each morning and washed it off in a sacred lake each evening. People longed to live in a place like El Dorado.

Eldorado Park, west of the Johannesburg city centre, takes its name from El Dorado. But, unlike the paradise in the myth, many of the people living here experience difficulties such as unemployment, crime and drug abuse. Safety is a particular concern. The residents and different organisations came together to think of how they could make their community more secure.

They discussed how walkways were badly lit at night, making people vulnerable to attack. Some public spaces were also overgrown, polluted or flooded due to neglect. This attracted illegal dumping and made these places unhygienic and smelly. The people

living in Eldorado Park decided to work together to transform their community into 'gold'. They called their new project 'Golden Passages'.

The organisations Spaces for Youth, EnvironMentor, We Believe in Africa and Charcoal Ink worked with volunteers from Eldorado Park to renew 20 walkways in their community. People donated second hand bricks, cement, tiles, paint and sand. The volunteers worked hard, clearing paths, laying bricks and installing lights. Working together, they helped to make Eldorado Park a safer place.





Listen, talk
and work it
out together

Lalela,
khuluma
ebese
nixazulula
nonke
ngokuhlan-
ganyela

Going together

1. What do you think it was like participating in the Golden Passages project?
2. The project made 20 walkways safe and clean. What else do you think it achieved?
3. The Golden Passages project gives expression to 'ubuntu'. Explain how.
4. Identify something in your school or in your community you would like to change. Who could you ask to work with you on a solution?
5. Speak to some of the people and groups involved and discuss ways of addressing this challenge together.
6. Then share your findings at a school assembly. Contact a local radio station or newspaper. Or think of another way of telling people about these ideas.



You can't be human all by yourself and when you have this quality – ubuntu – you are known for your generosity. We think of ourselves far too frequently just as individuals, separated from one another, whereas you are connected and what you do affects the whole world.

Archbishop Desmond Tutu

Motho ke motho ka batho.

Setswana

Umuntu ngumuntu ngabantu.

isiZulu

**Munhu munhu
nekuda kwevanhu.**

Shona

**If you want to go fast, go alone.
If you want to go far, go together.**

African proverb

Make the circle bigger

It is becoming very important to protect and care for our natural environment.

As humans build more roads, schools, malls and industry, natural habitats become smaller. As a result, wild animals are being injured or orphaned.

Read about how volunteers are helping baboons.

People who CARE



Baboons are a protected species under South African law, but often find themselves in conflict with humans. **The Centre for Animal Rehabilitation and Education (CARE)** Baboon Sanctuary was established next to the Kruger National Park in Limpopo to rehabilitate orphaned, injured, abused or abandoned animals – specifically the chacma baboon.

More than 400 baboons take refuge at CARE. The centre relies on about 20 volunteers to look after them. Caring for these animals requires patience, compassion and a lot of hard work. The main intakes are baby baboons that are orphaned after their mothers have been injured or killed. They usually arrive frightened, confused and malnourished, and need around-the-clock care. A staff member or volunteer needs to be on hand for feeds every two hours for these rescued babies.

Each day is divided into shifts. Work begins early. Up to 100 bottles need to be prepared for the babies. Their nappies must also to be changed and their bedding cleaned. The one- and two-year-old baboons are taken to a playground and their sleeping space is also

cleaned. Some volunteers play with the young baboons and monitor the playground. Others chop fruit and vegetables for about 100 adult baboons that live in individual enclosures. These baboons are unable to be released because of their injuries or overexposure to humans.

The groups of baboons in larger enclosures also need careful monitoring. They are being prepared to return to the wild. The volunteers keep records of how they feed, interact and groom each other. Some baboons bond with a new troop in the wild in a couple of weeks, but it can take up to six months before a troop accepts a new individual. CARE released the world's first rehabilitated troop of primates back into the wild. Since then they have released more than 20 troops. Although this is CARE's main priority, it is difficult to find places to release them where they will be safe.

Each day at CARE is different. The animals at CARE always take priority. Sometimes there is not time to take a break. The volunteers finish each day exhausted – but satisfied.



Work out what
is right and
wrong for you

Thola
ukuthi yini
okukulungele
nokung-
akulungele

Extinction is forever

Create an argument in favour of volunteering to protect endangered species and reduce the loss of biodiversity. Use these questions to help you.

1. Would you like to do voluntary work at a place like CARE Baboon Sanctuary? Explain.
2. Baboons are a protected species under South African law but are often ill-treated by humans. Why do you think this is so?
3. How do you feel about a large number of wild animals going extinct in your lifetime? Explain.
4. Read about the tradition of totems below. What does it reveal about the relationship between animals and humans?
5. Why has this relationship changed? Read the Info Page on page 124 and 125 to find out about the impact of colonialism on land in South Africa.

Scientists
predict that
half of the
Earth's animal
species could
be extinct by
2050.

Totems

People across Africa are connected to their ancestral roots through a bloodline. In certain clan communities they can also be connected through animal and plant spirits, or totems. Totems are sacred to the clan because their ancestral spirits live in them. It is important to keep them safe. By respecting the totems of your neighbour, you also respect their dignity and cultural traditions. Traditionally the Sibanda may not, for example, harm animals belonging to the cat family. The Ndlovu respect the elephant and the Ncube totem is the baboon. Totems show that there is a close relationship between humans, animals and the environment.

Induku, IsiZulu staff
WAM Art Collection





How can we decolonise nature?

When we think of 'colonisation', we think of the oppression of people. Decolonisation means to be liberated from colonial rule and free of the mindset that colonisers imposed on people. But the Western colonial system not only colonised Africans, it also colonised nature and wildlife.

The Kruger National Park, one of the largest game reserves in Africa, is an example of the colonisation of people and nature. When it was created, many communities living in this area were evicted and lost their land. They were no longer able to gather firewood, eat wild foods and hunt. Losing their homes and livelihood therefore changed their relationship to the land. Nature and people's way of life became separated. This affected the way people used land. It also brought about conflict and looting.

Europeans created reserves to protect wildlife. But the creation of a 'Garden of Eden' free from human beings goes against the ancient history of this land. Ancient cultural objects reveal that humans lived here 100 000 to 30 000 years ago. The San left their presence in rock paintings and engravings between 1 500 and 3 000 years ago. The recently discovered settlement at Thulamela in Limpopo shows communities were living here in the 1400s. Ancient trade routes with Mozambique also ran through the Kruger Park.

In South Africa, reserves were not only a way of profiting through conservation and controlling hunting. The Kruger National Park also served as a barrier to South Africa's enemy neighbours during apartheid times.

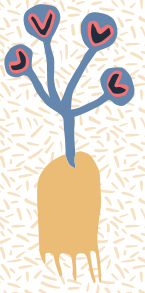
The post-apartheid government chose to keep the Kruger National Park as a tourist site. Displaced people with land claims have been given money to make up for what they lost. But some say money can never replace owning land.

The relationship between humans and nature continues to be disturbed. In 2020, the Department of Agriculture, Land Reform and Rural Development proposed a change to the law. This would make it legal to farm 33 species of wild animals for humans and animals to eat. If this law is passed, it could lead to the large-scale farming and killing of wild animals.

Farming wild animals in unnatural conditions will cause them great stress. This will affect their health and could spread dangerous diseases from animal to human. Our attitude of superiority as humans puts ourselves and all living things in danger. Climate change puts increasing pressure on our access to natural resources. Now – like never before – we need to 'make the circle bigger'.



The Natives Land Act of 1913 gave about 7% of farmable land to Africans. The law also created reserves for black people. More than 80% of South Africa's land went to white people, who made up less than 20% of the population. The Act also banned black people from living outside the reserves unless they could prove that they were employed, therefore needing to stay elsewhere.



The ANC was initially called the South African Native National Congress (SANNC) when it started in 1912. In 1914 SANNC sent a delegation to England to try to get the British government to intervene against the Land Act. This included Thomas Mapike, Rev Walter Rubusana, Rev John Dube, Saul Msane and Sol Plaatjie (from left to right).

As the oldest liberation movement in Africa, the ANC has inherited complex problems around land. Going forward, these issues continue to be sites of struggle.



Thulamela, Kruger National Park

In the 1990s, archaeologists discovered the remains of a settlement in the Kruger National Park called Thulamela. It was inhabited from the fifteenth to the seventeenth century.



An experiment in caring

Small acts of kindness can change the world.

You can make the time to volunteer and help in your spare time or during your holidays. You can also make a difference every day in many simple ways.



Test your idea – change your mind

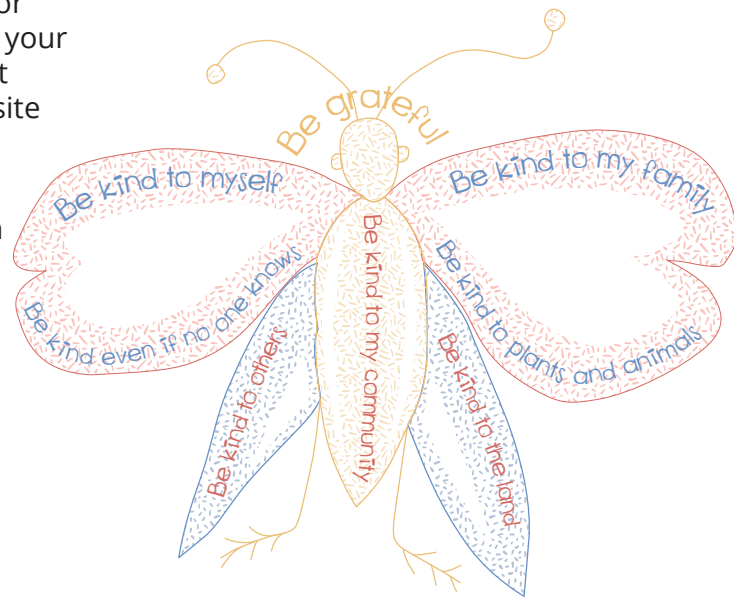
Hlola umbono wakho – shintsha ingqondo yakho/guqula umqondo wakho

Be the change

Try this experiment in caring.

1. Think about ways to care for yourself, other people and your environment. Use the eight acts of caring on the opposite page as a guide.
2. Write your eight acts down in a creative way. Put them somewhere to remind yourself about them.
3. Challenge yourself to do all eight acts of caring during this next week. Your plan might change, depending on what needs arise in the moment.

My acts of caring



How did your experiment go?

Use these questions to share your experiences with others afterwards.

4. How did others benefit from your acts of caring? Share if you had feedback on your caring.
5. Did you benefit? Explain how.
6. Explain why it is also important to care for yourself.
7. Which acts of caring were more challenging? Explain.
8. What would you do differently next time to improve the impact of caring?



Step back – reflect and rethink – step back in

Buyela emuva – cabangisisa uphindze ucabange kabusha – buyela futsi



Selinah Makwana,
Embroidered cloth, 1999
Standard Bank
African Art Collection

Eight acts of caring

Act 1 – Be grateful

Being grateful helps us to appreciate what we have. It also helps us to see that we always have something we can share.

Act 2 – Be kind to yourself

Do something for yourself. Take some special time out for yourself.

Act 3 – Care for your family

Can you help someone in your family? Do something that goes beyond your chores.

Act 4 – Care for others

What do the people around you need or want? Do something to help someone else.

Act 5 – Care for your community

How can you help people in your community? Pay attention and respond to needs.

Act 6 – Care for the land

You can do something positive, like clear litter or report a leak.

Act 7 – Care for plants and animals

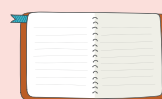
We benefit from other living beings. What can we do to care for plants and animals?

Act 8 – Be kind even if no one knows

Japanese people have an idea called 'itoku'. It means to do a good act that no one else knows about. How does itoku feel?

A good head and a
good heart are always a
formidable combination.

Nelson Mandela



In your journal

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

Write about what you have
learnt about caring.

Commit to ways in which
you would like to volunteer,
or help, going forward.



Being angry

Anger is a challenging emotion to deal with.

Can you imagine life without emotions? Emotions give colour to our lives. They come and go, depending on what is happening inside us and around us. It is important to be aware of our emotions, as we experience them.



Explore and express your emotions

Hlola begodu
zwakalisa
imizwa yakho

What is it like being angry?

Everyone gets angry sometimes. Think about a situation when you felt angry recently. Use these questions to explore how being angry affects your body and mind. Compare your experiences with others.

1. What do you notice about the power of anger as an emotion?
2. What happened to your body when you felt angry?
3. Did you feel a strong urgency to say or do something? Could someone have easily persuaded you not to?
4. How did you feel about being angry an hour later?
5. Did you find your mind coming back to the situation where you were angry many times afterwards?
6. Do your experiences of being angry have anything in common with the artwork alongside? Explain how, or how not.

Understanding anger

Anger is a natural response to threat or harm. When it flushes through our bodies it directs us to respond.

Anger can drive us to make poor choices and damage relationships. It can also lead to violence. But it is also not healthy to suppress or ignore angry feelings. Used wisely, anger can give you the courage to express yourself or to take action, especially when it is against social injustice. You are not your feelings - feelings come, pass over you and go.

If you step back from your anger you can direct it safely.

If you feel anger building up inside you...

Get some exercise. Go for a walk or run.

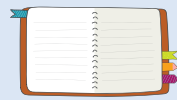
Listen to music. Dance.

Write down your thoughts and emotions.

Draw, doodle or sketch your thoughts or feelings.

Talk to someone you trust.

Do the exercise: "Take a deep breath"



In your journal

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

What kind of things make you angry?

What can you do to manage these feelings in a healthy way?



Norman Catherine, *Carnivores*, 1988



Enjoy a
healthy mind
and body

Zijabulise
ngengqondo
kanye
nomzimba
ophilileko

Take a deep breath

Sometimes thinking about what made you angry can bring the emotion up again. Experiment with this simple breathing activity. You can use it to calm down any kind of intense emotions.

Breathing exercise

- Close your eyes and become aware of your breathing.
- Now take a deep breath in, counting while you do this. Hold your breath for this same count. Then release your breath.
- Repeat a number of times. As you exhale, you should hear your breath leave your body. As you release your breath, also imagine that uncomfortable feelings are leaving your body.
- How do you feel now? Notice if your breathing has changed.

Threat!

All living things need to be able to identify a threat and do something about it.

If an insect identifies danger, it will fly away. A hyena will fight to maintain dominance in her group. You might instinctively freeze if you see a snake. Fight, flight or freeze are ways in which living things respond to a threat.



Listen deeply to someone's feelings and thoughts

Lalela
ngokung-
eneleleko
imizwa kanye
nemicabango
yomunye
umuntu

Who goes there?

Look at the series of artworks by Vuyile Voyiya and discuss these questions. Also refer to the information: Flight, fight or freeze.

1. Study the face and gestures of the man in the artworks. What emotions do you think he is experiencing?
2. This man was a political prisoner on Robben Island. Do you think he may have experienced trauma there? Explain why.
3. After being in prison, the artist would see this man on the streets of Langa, in Cape Town. The man used to do 'a dance' as if he was trying to avoid being beaten up – only there was no one there. Why do you think he behaved like this?
4. Do you think the man could have been suffering from post-traumatic stress? Refer to the information box. Explain.

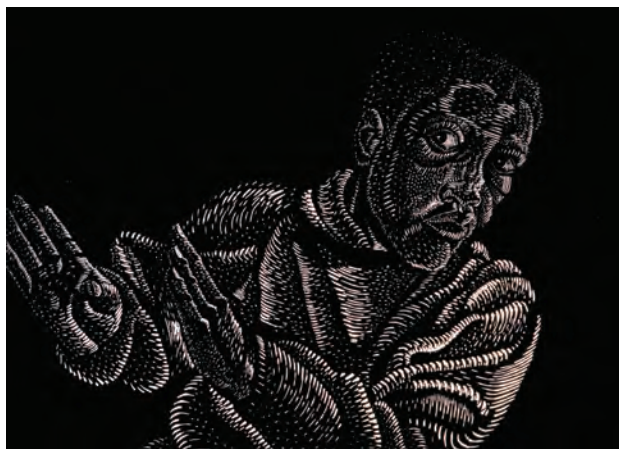
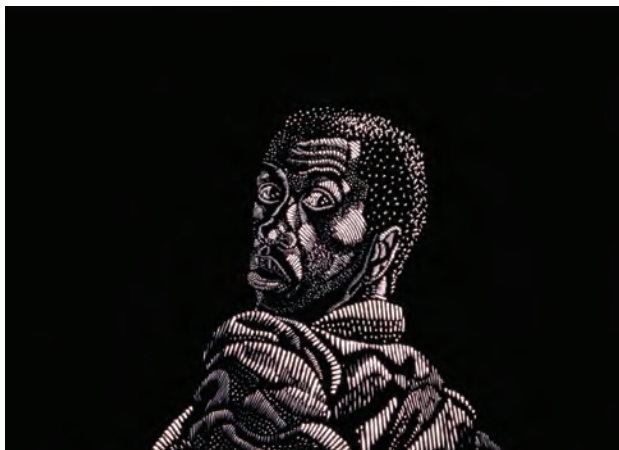
Fight, flight or freeze?

Our instinctive ability to respond to danger is called our **threat system**. Strong emotions are part of this system. Examples of such emotions are fear, anger, anxiety and disgust. Pain is also part of this threat system – both physical and emotional pain. If we did not feel pain we would not be motivated to protect ourselves.

Our threat system is designed for fast action, not for careful thinking. So although it can save our lives, it can also create problems. Extreme situations can lead to injury and can also affect our mental and emotional wellbeing.

A deeply distressing or disturbing event can overwhelm an individual's ability to cope. This causes **trauma**. This stress can be physical or emotional. Most people who experience trauma have difficulty adjusting afterwards. But with time and care, they can heal.

Sometimes extreme stress from the past can be triggered and reactivated. This can cause flashbacks, nightmares and severe anxiety. If this interferes with daily life it is called **Post Traumatic Stress Disorder (PTSD)**. People with PTSD can get better with special treatment and psycho-social support.



Vuyile Cameron Vuyiya, *Rhythm in ¾ time series*, 1988



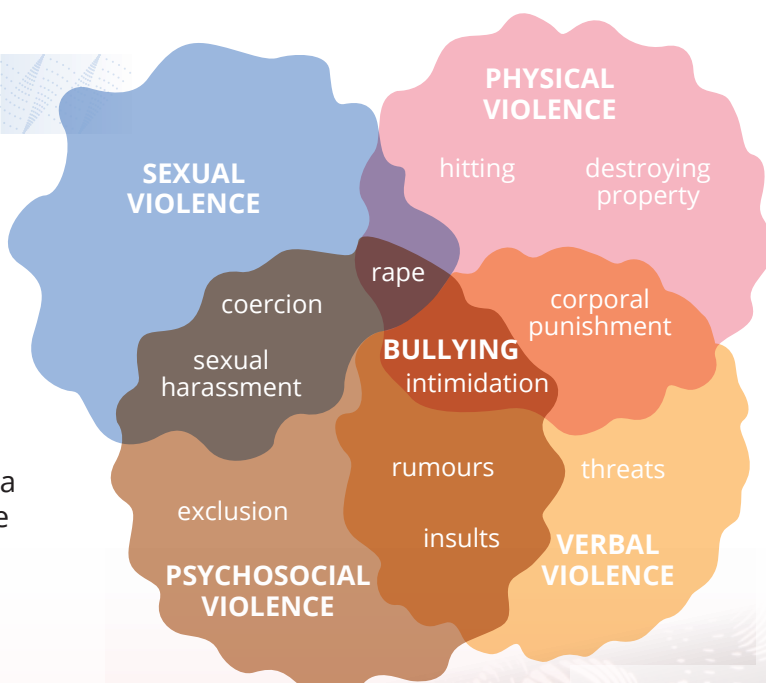
Ask questions that will help you understand what is going on

Buza imibuzo ezakusiza bonyana uzwisise ukobana kwenzekani

Here and now

Violence makes us feel unsafe and causes harm. Look at the diagram and think about your own situation.

5. What threats do you face at home, at school and in your community?
6. What questions could you ask that would help you get a deeper understanding of the violence you have faced or have witnessed?



Sourced from UNESCO

Cease fire

What does it take to change a culture of violence?

Compared to other countries, South Africa has a very high rate of violence. Cape Town is one of the most violent cities in the world. Much of this violence happens on the Cape Flats, on the outskirts of the city.



Ask questions that will help you understand what is going on

Buza imibuzo ezakusiza bonyana uzwisise ukobana kwenzekani

Why violence?

Gang violence is part of everyday life for people living on the Cape Flats. It is estimated that up to 100 000 people who live here belong to gangs. Read what the ex-gangsters say about their former lives. Then discuss these questions.

1. Explain why people living on the Cape Flats get involved in crime and violence.
2. Describe the kinds of trauma they go through because of this lifestyle.
3. Discuss how this lifestyle impacts their families.
4. Suggest what might help someone leave gang life behind.
5. Explore why South Africa is such a violent society.

Getting out of a gang

"When I was sixteen I joined a gang. My gang did a lot of things that hurt me. They shot my cousin. His own gang shot him, just like that. That's how it goes. Today your brother is your friend and tomorrow he will turn against you. I changed my life for my family and kids. I don't want them to live the same life I did. I want something better for them."

"Things changed when I got out of prison after a nine-year sentence. Everything was different. I was different. Nine years in prison is a long time. Most of my friends were shot dead. One night I looked in the mirror and asked myself: is this really who I want to be? I decided to change my life."

Being part of a gang

"You can't blame the youngsters for joining gangs. They say if you can't beat them, join them. How will you become something in this life if your family doesn't have money for you to go to college or to start a business? It's the only way you can move forward in life. The gang gives you money and status. Then they give you a gun and you shoot your way through life."

"I joined a gang when I was 15, through my boyfriend. For some girls, if they don't have a boyfriend in the gang, they maybe sleep with everyone every time. Or they sleep with the leader of the gang. I would help them smuggle and sell the drugs. Girls were also used as spies. They lure enemy gang members with the promise of sex. Then they are ambushed and killed."

These quotes are anonymous to protect the individuals and their families.



How did this happen?
What will happen next?

Kwenzeke njani lokhu?
Kuzokwenzekani ngokulandelayo?

The Violence Interrupters

Pastor Craven Engel formed a team called the 'Violence Interrupters'. Based on an idea called CeaseFire that was developed in the United States, a group of ex-gangsters are deployed to defuse gang conflicts before they become deadly.

Before, rival gangs in Hanover Park would shoot each other to resolve conflict. Now they are willing to meet face to face and talk about the issues. Sometimes a gang will even request mediation before things get out of hand. The Violence Interrupters treat violence like a 'disease', as Pastor Engel says in his quote below.

6. What do you think we can learn about stopping violence from this intervention?
7. Write and display your own slogan about how to stop violence.



"We treat violence like a disease. So we look at the transporter of violence and we quarantine him. And then we look at who is most likely to get the disease and who he can contaminate. We alter their behaviour and offer them a better life. Unfortunately in a community like this violence has become normal and that is what we are trying to change. Violence is abnormal."

Pastor Craven Engel, also known as The Eagle
CeaseFire, Hanover Park

Clash

Conflict is part of life. It is useful to understand more about it.

There are different ways of responding to conflict. Each one has consequences. There are also many things that trigger conflict between people.



Listen, talk
and work it
out together

Lalelani,
nikhulume
begodu
niyirarulule
ngokuhlang-
anyela

An eye for an eye?

Study the different conflict resolution styles alongside. Then choose a conflict scenario below and share your responses to these questions.

1. Identify what has caused the conflict.
2. Describe the conflict resolution style that is used in response.
3. Predict the likely outcome of this resolution.
4. Evaluate whether a different conflict resolution style could have worked better and explain why.

Scenario 1

Every holiday you do odd jobs for your neighbour to earn some extra money. Then suddenly someone you know from school turns up and takes your place. You feel cheated but decide to talk to them about sharing the work.

Scenario 2

Your best friend has been flirting with someone you like. You know they like to flirt with everyone but need to find out how serious they are. So you tell them. They are surprised and tell you they actually like someone else. You agree to introduce them to the person they like.

Scenario 3

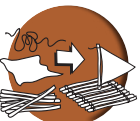
Your friend spends half the time you are together texting other friends. You tell them you find this frustrating and a bit hurtful. They apologise and agree not to check their messages when they are with you.

Scenario 4

Your sibling recently started to wear your clothes without your permission. One day you want to wear a jacket and find it missing. Furious, you cut up one of their favourite shirts with a pair of scissors.

Scenario 5

You have recently become friends with someone and sent them a friend request on Facebook. She likes and comments on almost everything you post, but some of her comments irritate you. You decide to unfriend her without telling her.



Find your
own way
to solve it

Thola indlela
yakho
yokuyirarulula

Facing discomfort

5. Discuss how the discomfort of conflict may influence the way people respond to it.
6. Explore why ignoring conflict might lead to unhealthy outcomes.
7. Identify and explain what may enable people to resolve conflict collaboratively.
8. Consider when it might be appropriate to avoid conflict and explain why.

Conflict resolution styles

Collaborate – This style is assertive and cooperative. You try to work with others to identify a solution that takes everyone into consideration. Everyone feels better afterwards and negative feelings are reduced.

Compete – This style is assertive and uncooperative. You pursue your own interests, even if it is at the expense of other people.

Avoid – This style is unassertive and uncooperative. You avoid confronting a threatening situation. You become silent and absent.

Accommodate – This style is cooperative but non-assertive. You give in and accommodate other people. It is generous, but can sometimes cause resentment.

Compromise – This style is assertive and cooperative. It aims to find an acceptable solution that partly satisfies both sides in the conflict.

Adapted from the Thomas-Kilmann Conflict Mode Instrument (TKI)



Anthony Nkotsi, *Discussion*, 1988, South African National Gallery Permanent Collection



Convince someone of your point of view

Dosa umuntu ngombono wakho

Preventing violence

Share a time when you noticed someone doing something that prevented violence from taking place. Here is an example,

“I heard a classmate swearing at learners in a lower grade to pick up litter; I intervened and said, ‘That is not how we speak to one another at our school, please say what is on your mind without swearing’. The younger learners appreciated my intervention and said that they were better able to hear when they were not being sworn at.”

1. Think about the violence prevention definition by breaking it down...
Discuss what we mean when we say:

“Whole of society”

“Working deliberately and sustainably”

“Remove sources of harm”

“Mutual respect”

“To build peace”

“Remove sources of inequality”

“Heal woundedness”

“By intentionally growing an ethic of mutual care”

“Inclusion”

2. What can you and your family do to prevent violence at home?
3. What can you and your teachers do to prevent violence at school?
4. Learn from one another... and share: “One way I have prevented violence or conflict in the past week at home or school is...”.

What is meant by violence prevention?

Violence prevention is the whole of society working deliberately and sustainably to remove sources of harm and inequality, and heal woundedness, by intentionally growing an ethic of mutual care, respect and inclusion to build peace.

Crisis is opportunity

How can we use a conflict situation to create positive change?

Conflict can cause extreme reactions and the situation can quickly get out of control. Read about the conflict between Mrs Jacobs and Nomlanga. Then think about how their damaged relationship could be repaired.

Conflict in the classroom

Mrs Jacobs is a Computer Applications Technology teacher. She has set her class an online assignment, but notices that Nomlanga is watching a video on Youtube. She tells him: "Please stop doing that. Do your assignment." He says, "Sorry miss."

About 15 minutes later, Mrs Jacobs stands up to check how her learners are doing and finds that Nomlanga is still on Youtube. She orders him: "Log off and get out of my class because you are clearly not here to do your assignment." He refuses. "No miss, I'm not going to go." But she says, "This is my classroom, please get out of my class."

Another teacher steps into the classroom to greet Mrs Jacobs. So when Nomlanga logs off, he decides to go to another computer. Soon Mrs Jacobs notices he is still there so she says, "This is too much. Get out of my class!". Nomlanga stands in front of the teacher and says, "I'm not going anywhere."

Mrs Jacobs throws his bag out of the classroom. Nomlanga grabs her arm and grips her jersey under her neck. "Niyandazi? Do you know who I am? When people say that in isiXhosa it is meant to scare you."

Some learners run to them and shout, "What are you doing?"

Let go of her!". Nomlanga lets go of her jersey but keeps hold of her arm and shakes her. Mrs Jacobs is terrified but says, "I don't know you, but I would like to know you". He replies, "I will beat you...".

Some of the learners manage to break them apart. Nomlanga runs away and stands by the wall. Some of the learners go over and shout at him. He feels very disappointed in himself.

Mrs Jacobs goes to the principal and tells him what has happened. The principal calls Nomlanga to his office, but he says he is not going there. Then the principal threatens to call the police so Nomlanga goes to speak to him. Nomlanga is suspended with immediate effect.

The incident keeps playing in Mrs Jacobs' mind. She wonders if she should have handled the situation differently. Some learners tell her they are scared of Nomlanga as he gets angry quickly. Others say he faces challenges at home. She knows that he will not easily be able to find another school to take him.

After a week Nomlanga is summoned for a disciplinary hearing with his father. How do you think this conflict situation could be resolved to create positive change?





Listen, talk
and work it
out together

Lalelani,
nikhulume
begodu
niyirarulule
ngokuhlang-
anyela

Mediate the conflict

Look at the conflict mediation steps and discuss these questions in a group.

Reflect

1. How do you think Mrs Jacobs, Nomlanga and the other learners in the class each feel before the disciplinary hearing?
2. What do you notice about Nomlanga's conflict style? Why do you think he responds like this?
3. How did Mrs Jacobs' conflict style change during this situation?

Mediate

4. What do you think Nomlanga should say in Step 2 of the conflict mediation process?
5. What do you think Mrs Jacobs should say in Step 2 of the conflict mediation process?
6. What do you think Mrs Jacobs and Nomlanga should take responsibility for?
7. What do you think should happen to Nomlanga now?
8. How can Mrs Jacobs, Nomlanga and the other learners rebuild trust?
9. What insights about conflict mediation could you apply in your own school situation?

Conflict mediation steps

Step 1: Calm down

Step 2: Listen and share

Step 3: Take responsibility

Step 4: Brainstorm solutions

Step 5: Decide the way forward

Step 6: Affirm and thank



Handling violence at school

If you, or someone you know, has been a victim of school violence, it is important to report it.

How to report school violence

REPORTING SCHOOL VIOLENCE

Department of Basic Education (DBE) or Department of Social Development (DSD)

The matter should be reported via the principal, provided the principal is not involved in the violence.

The matter should then be reported to the Head of DSD and the District Manager of the DBE.

South African Council for Educators (SACE)

A complaint must be lodged with SACE.

This can be done by contacting
SACE: Tel: 012 663 9517
Fax: 012 663 3331
Email: info@sace.org.za
Post: Private Bag X127, Centurion, 0046

South African Police Service (SAPS)

Report incidences of abuse, assault, harassment or other forms of violence at your local police station.

If the learner is under 18, a parent, educator or social worker must report the matter to the police. If the learner is over 18, they have a choice in whether or not to lay a charge.

The diagram above explains the different reporting processes for school violence. Learners, teachers and parents should take these steps when reporting school violence. The three processes need to be done at the same time. A **case number** is necessary for criminal proceedings.

Basic Education Rights Handbook – Education Rights in South Africa,
Tina Power

Why report violence?

Reporting school violence can help to make sure the incident does not happen again. It also enables the people affected by the violence to get the **support** and **help** they need. Reporting helps to keep your school safe. It can be scary or intimidating, so it is often helpful to have someone with you who can support you during this process.

Report the incident to a teacher who you **trust**, or to the principal. You might feel safer if you tell a parent or caregiver about the incident. You can ask them to report the matter with you or on your behalf.

When reporting, it is important to give as much **information** as possible, even if this feels uncomfortable. The school, police or the South African Council for Educators (SACE) need to have information to address the problem properly.

School violence is harmful. Getting counselling and speaking to someone about what has happened can be very helpful. Ask a teacher, parent or caregiver to set up counselling sessions for you.

You can also report incidents of violence to Childline or contact SAPPIN for help.

Parentline SA

Being a parent can be hard at times. The good news is that parents can get help. If you are a parent yourself, or if your parents need support you can contact SAPPIN, the South African Parenting Programme Implementer's Network to find a parenting programme near you.



childline

South Africa

☎ 08000 55 555



South African Parenting Programme Implementers Network

Fixing what's broken

When a rule or law is broken, does it always help to punish the perpetrator?

Corporal punishment is banned in South African schools. If someone misbehaves or breaks a rule, they are usually punished with detention, suspension or expulsion. This is called 'punitive justice' as it always involves a form of punishment. Is there another way?

Read about the difference between **restorative justice** and **punitive justice** on the opposite page.



Listen deeply to someone's feelings and thoughts

Lalela ngokung-eneleleko imizwa kanye nemicabango yomunye umuntu

Healing through dialogue

Work with someone and choose one of the scenarios below. Step into the shoes of the people involved in the conflict situation. Refer to the steps in the information box and take turns to participate in a restorative justice process.

Scenario 1: Siswe and Nomsa

Siswe was dating Nomsa, but then they had a misunderstanding. Siswe was cross and he decided to write rude and insulting graffiti about Nomsa on a wall at school.

Scenario 2: Ella and Mr Davids

Ella had a bad day. It started when her teacher Mr Davids reprimanded her for not finishing her maths homework. Then she had an argument with a friend. Later at sports practice she had to sit on the sidelines. When she got home she could not face her maths homework and decided to cut herself with a razor blade.

Scenario 3: Piet and Mario

Piet has been harassed by an older learner at his school called Mario. He felt frustrated and angry. A friend suggested he take a switchblade knife to school and use it to get some respect. He drew the knife on Mario but a teacher saw him and reported him.



Ask questions that will help you understand what is going on

Buza imibuzo ezakusiza bonyana uzwisise ukobana kwenzekani

Hearing all sides

Use these questions to reflect on the practise of restorative justice

1. The practice of restorative justice uses non-judgemental questions (see opposite). How does this help resolve conflict?
2. Restorative justice hears all sides of a problem situation. How is this useful? Share your experience of this.
3. Could restorative justice be used meaningfully to solve a problem at your school? Motivate your answer.



Restorative justice or punitive justice?

Punitive justice asks what rule or law was broken, who did it, and what punishment is appropriate. It responds to the original harm with discomfort and suffering in the hope that this will make the offender learn from their mistakes. Punitive justice does not repair the relationship between the perpetrator and victim. It can lead to resentment and fear.

Restorative justice does not seek to blame or punish, but to deepen understanding and heal relationships through dialogue. This process avoids using the words 'victim' or 'perpetrator'. The people involved share their experiences of a situation and work together to identify ways of resolving their problems. Forgiveness may happen but it is not a goal of restorative justice.

Restorative justice process

In a conflict situation, take turns to respond to these questions:

Step 1: What happened?

Step 2: What were you thinking and feeling at the time?

Step 3: How did your actions affect other people?

Step 4: How can you make things better right now?

Step 5: What will you do differently next time?

Anything goes?

Online violence can have serious consequences.



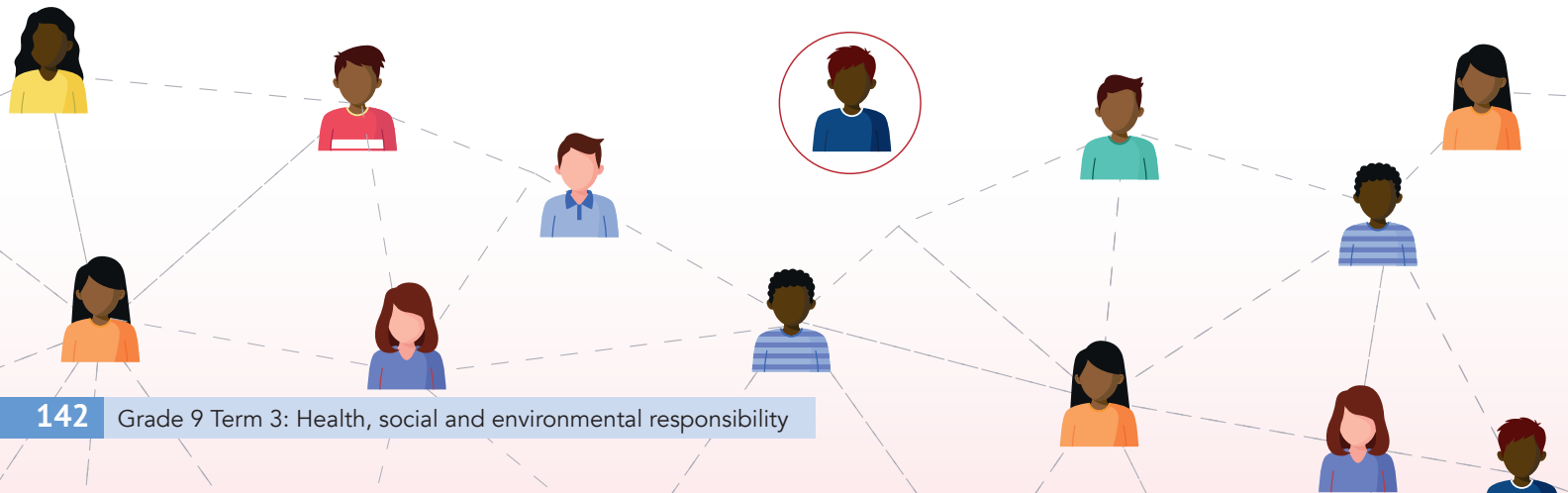
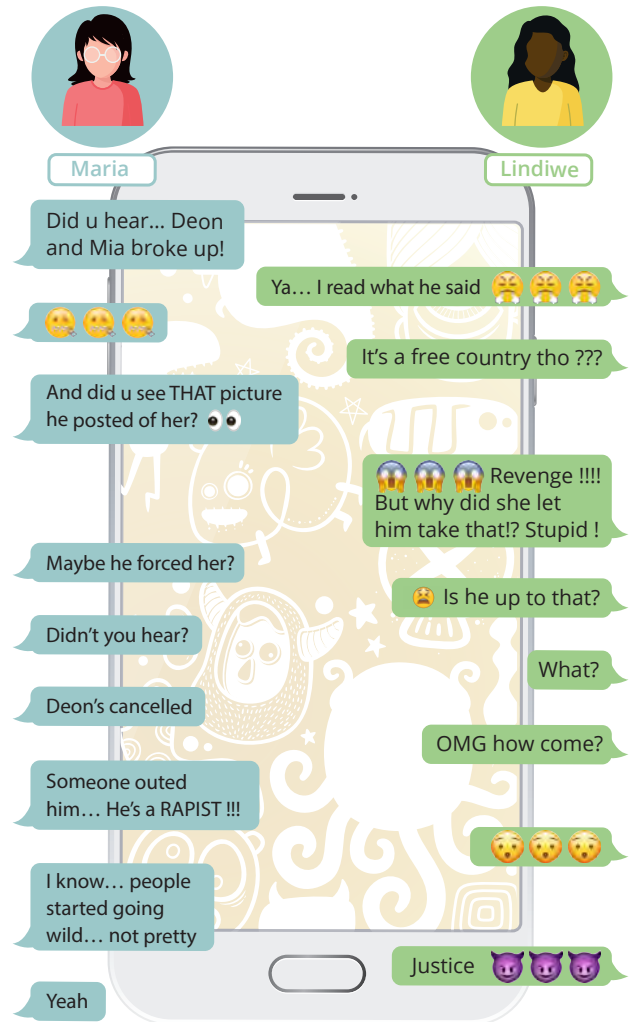
Convince someone of your point of view

Dosa umuntu ngombono wakho

Online abuse

Read the WhatsApp conversation and look at the information about online violence and the law. Then discuss these questions.

1. Identify the forms of online violence mentioned in the WhatsApp conversation.
2. Analyse whether cyber violence can be less or more harmful compared to physical or face-to-face abuse.
3. Think about whether 'outing' and 'cancelling' could make Deon change his actions if he was a rapist.
4. Do you think the accusation against Deon could have been false? Explain.
5. How could the law help Deon or Mia in this situation?
6. Do you think 'outing' and 'cancelling' are important tools for social justice? Explain.



What is online violence?

Defamation – When a person or group deliberately flood social media with negative information.

Flaming – An outpouring of violent messages including threats, insults and swearing.

Hate speech – Language or images that insult or threaten violence against an individual or group on the basis of their identity. This includes attacks on their sex, gender, race, colour, religion, national origin, sexual orientation, disability, or other traits.

Slut-shaming – A form of gender-based bullying, often targeting teenage girls.

Threats – Threats of rape, physical harm and death.

Cyber-exploitation, non-consensual photography or revenge porn – Sending sexually explicit images without consent. Consent does not apply if the person in the image is under 18, even if they sent the picture themselves. The abuser usually gets the images or videos during a prior relationship. Failure to report these acts when you know about them is also against the law.

Gender-based slurs and harassment – Attacks on girls and women because they are women. Harassers often include commentary on women's physical appearances.

Identity theft and online impersonation – When someone wrongfully gets and uses another person's personal data to benefit, hurt or defraud another.

CyberMobs – Hostile groups that regularly harass a target.

Grooming and predation – When someone older uses social media to make an emotional connection with a person much younger than them, or under the age of consent, in order to sexually abuse or exploit this person.

Breaking the law: hate speech, sexting and cyberbullying

According to South African law, a person has criminal capacity from the age of 14. Taking a sexually suggestive photo, even if the subject is clothed, could make you guilty of creating child pornography. Depending on what you do with the content, you could also be guilty of disseminating or possessing child pornography. You can also be guilty of soliciting child pornography if you ask someone for nude pictures or videos.

If you are being cyberbullied or harassed online, you can obtain a protection order from a magistrate's court in terms of the Protection from Harassment Act. If the bullying is serious, you can lay a criminal charge.

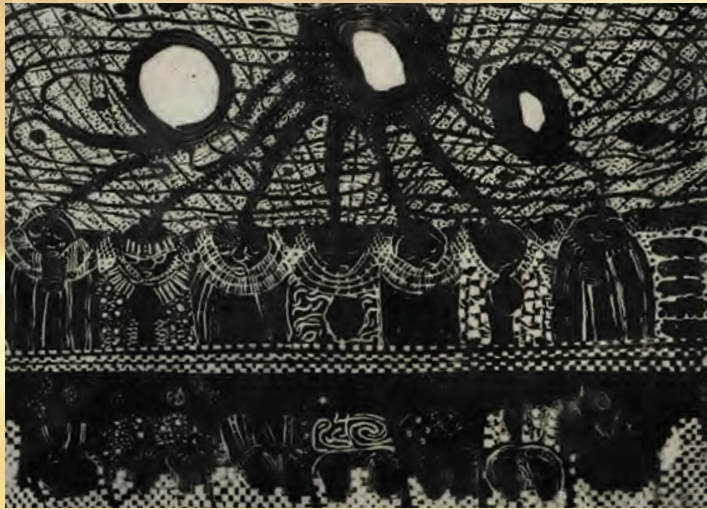
Hateful, harmful or offensive posts also have legal consequences. You cannot target or threaten to harm anyone or their property. People found guilty face a big fine or up to three years imprisonment.

Ukipenda amani utavuna amani

Swahili

Those who sow peace, reap peace.

We have focused on intense and challenging emotions. Kindness and feeling connected to others can help heal the impact of conflict.



Dan Rakgoathe,
*Meditation for
Universal Peace*,
1973

Rakgoathe believed that if one-tenth of people meditate for peace, the whole community will benefit and prosper.



Listen, talk
and work it
out together

Lalelani,
nikhulume
begodu
niyirarulule
ngokuhlang-
anyela

Make a kindness circle

1. Form a group and sit in a circle.
2. Choose a 'talking object' (for example, a pencil case, book or box). Only the person holding the talking object can talk.
3. Take a turn to speak and respond to these questions:
 - How do I feel?
 - What am I aware of, or concerned about now?
4. When you are finished, pass the talking object to someone else until everyone has had a turn.



Listen deeply
to someone's
feelings and
thoughts

Lalela
ngokung-
eneleleko
imizwa kanye
nemicabango
yomunye
umuntu

Shout-outs

5. Write your name on a small piece of paper. Place all the names of the people in your group in a bag.
6. Pass the bag around and select any piece of paper. Make sure it does not have your name on it.
7. Complete one of the following sentences with this person in mind.
 - I like the way you...
 - I respect the way you...
 - I am impressed by...
8. Make a group display of all the shout-outs.



Enjoy a
healthy mind
and body

Zijabulise
ngengqondo
kanye
nomzimba
ophilileko

It's natural to be nice

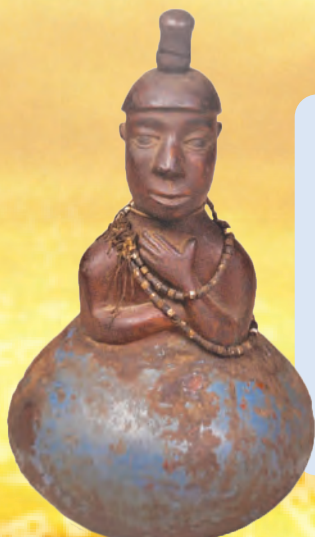
Read about the drive systems below and discuss these questions.

9. What was it like participating in the kindness circle?
10. How do you feel after giving and receiving a shout-out?
11. What happens to people when the threat and drive system are out of balance?
12. What kinds of things can you do to activate your soothing system of emotions?

How do our emotional systems work?

All living things want to stay alive. It is therefore natural to seek food, shelter and all the things that help us live and succeed. Our **drive system** of emotions gears us for action and motivates us to go after what we need. Drive-based emotions are therefore linked with striving, acquiring and achieving. Earlier you learnt about the **threat system** and how this is activated if something looks like it might harm us, or get in the way of what we want or need.

We also have a **soothing system**, which calms us down and balances our drive and threat systems. Affection, kindness and encouragement activate this soothing system. When we feel soothed, we feel safe. In the same way as we are designed to survive and defend ourselves, we also need to connect with others. Kindness and care can come from yourself, or other people around you.



Did you know?

Gono medicine vessel, Mozambique
Johannesburg Art Gallery

Decorated gourds are traditionally used to store strong medicines that can heal the body and mind. Each diviner or sangoma gives the container a special name, depending on the medicine it contains. This one is called Teverakai which means 'follow home'.

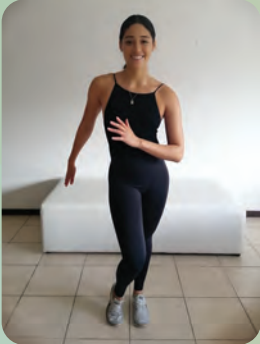


Cause no harm

Zumba dancing 1

Let the Latin rhythms take you away! Learn basic Zumba dance steps: Merengue, salsa, cumbia and regaeton.

Basic merengue march



March on the spot.



Twist your hips from left to right.

Beetle shuffle step



Place your feet shoulder-width apart and bend your arms at the elbows.



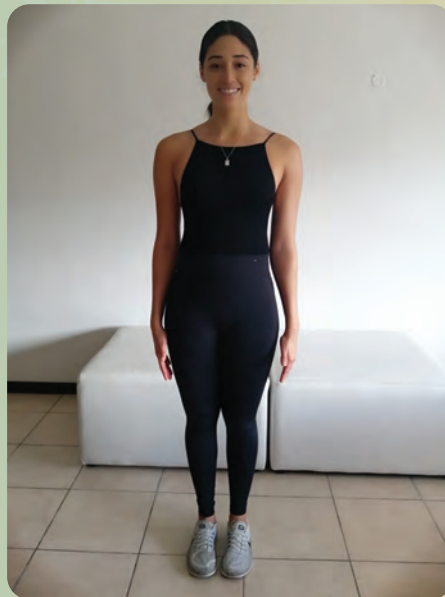
Move your hips upwards to both sides in an eggbeater movement - single, single, double, double.

Salsa basic step

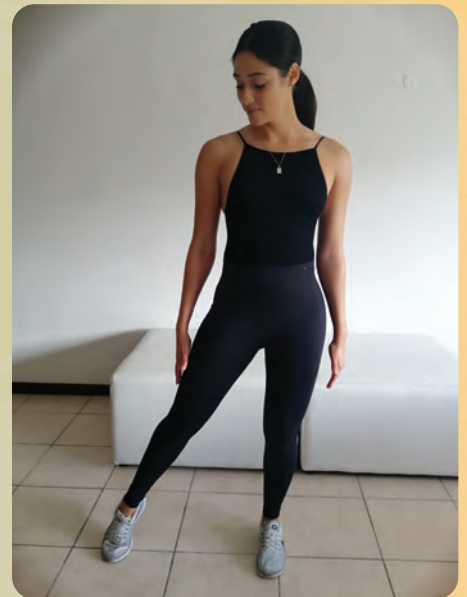
Step together, step, touch to the left and right.



Step to the right with your right leg.



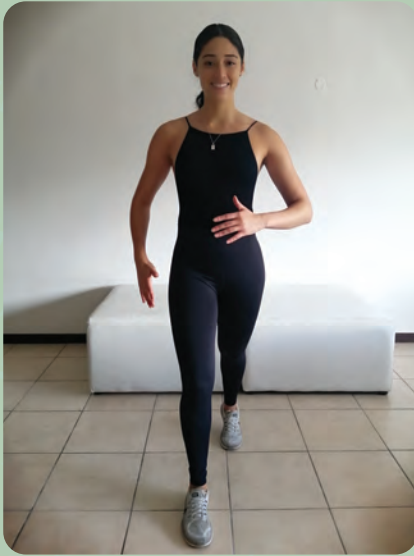
Close feet.



Repeat to the left.



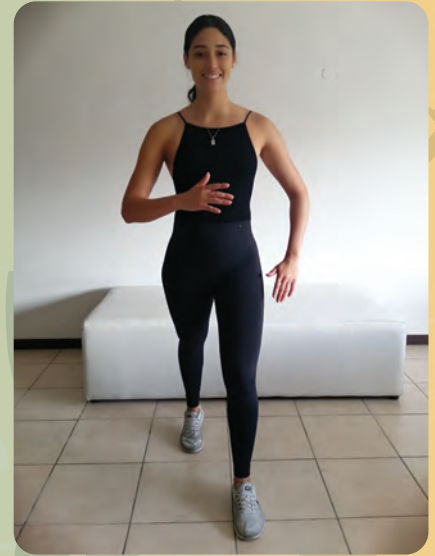
Salsa rock back



Tap your right leg backwards.



Bring your right leg back to the centre and put your feet together.



Repeat to the left.

Salsa travel or two step

Move your right leg to the right and close with the left leg.

Step right with the right leg.

Step feet together.

Step right with the right leg.

Close right and left leg.

Move you left leg to the left and close with right leg.

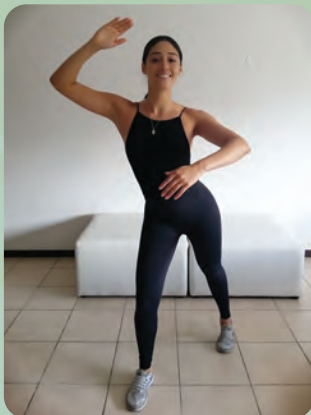


Step right with the left leg.

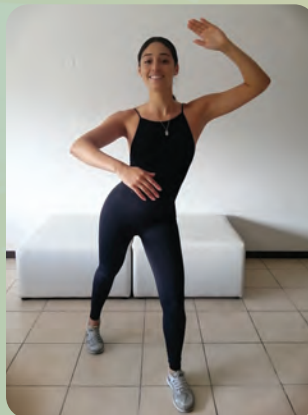
Step feet together.

Step left with the left leg.

Close left and right leg.



Tap your right leg backwards. Bring it back to the centre with your feet together.



Repeat to the left.



Zumba dancing 2

Cumbia basic step

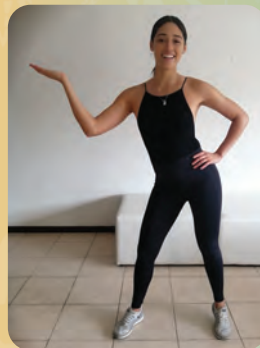


Tap your right foot forward, then back, forward, centre.



Repeat with the left foot.

Cumbia candle step



Right arm on right hip. Bend left arm at shoulder height with palm facing upward.

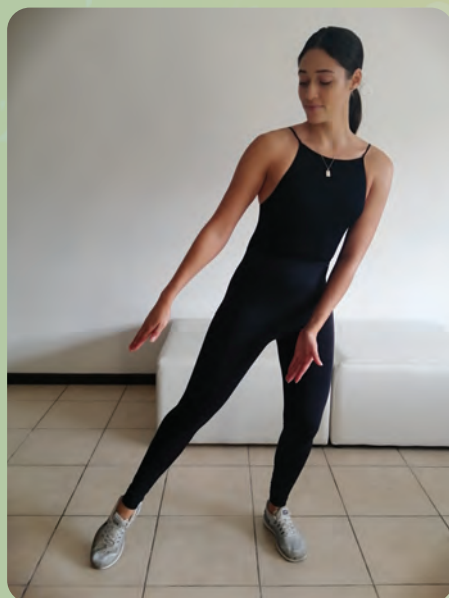


Twist hip to the left. Repeat to the left.

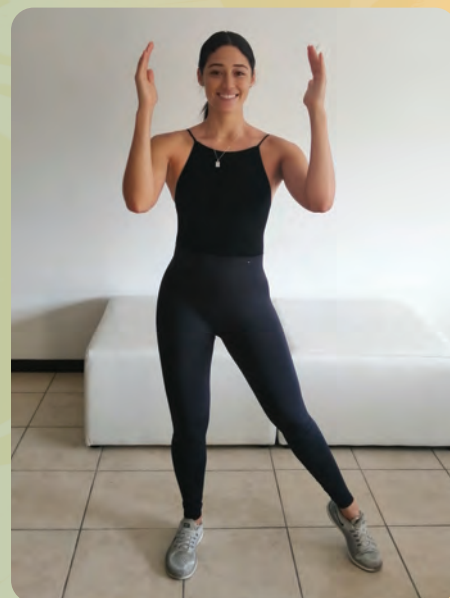
Cumbia funk step



Stand with your feet apart. Bend your elbows and keep your hands with the palms facing inwards.



Bend to the right and push your arms down diagonally to the left. Come back to a straight position in the centre.



Bend the front part of your elbows with the palms facing each other at shoulder height. Repeat to the left.



Reggaeton vibrate step



Feet together and step forward with your right foot, then back to the centre.

Step forward with your left foot, then step with the right foot twice in front.

Put your right foot back in the centre.

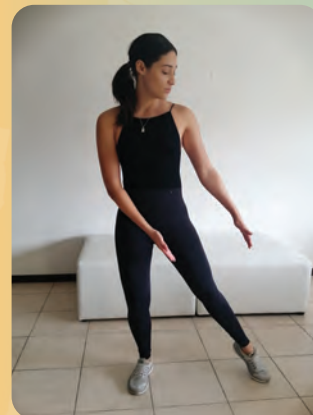
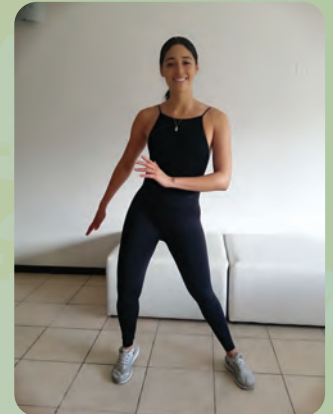
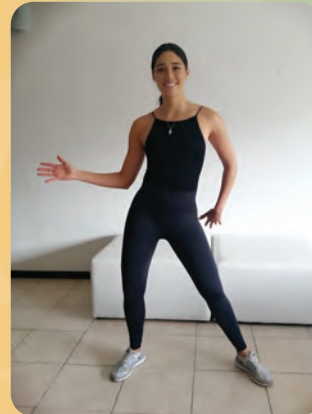
Repeat with your left foot.



Create a sequence with music

Use the basic zumba steps and put your own sequence together. You may add variations to the basic steps. Perform your sequences in groups for the class.

1. Basic merengue step
2. Beetle shuffle step
3. Salsa basic step
4. Salsa rock back
5. Cumbia
6. Cumbia candle step
7. Cumbia funk step
8. Reggaeton step
9. Cumbia funk step
10. Reggaeton vibrate step



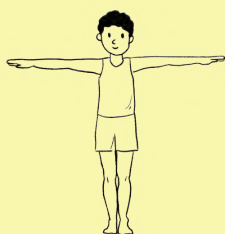
Dynamic balancing

Keeping your balance in different positions, or while you are moving, is an important part of an exercise programme.



WARM UP GAME

While the music plays, do different types of walks on the tips of your toes. When the music stops, listen for the letter and make the shape of the letter.



T



I



V



X



Y

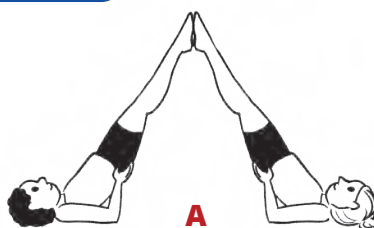


G

Partner counter balances

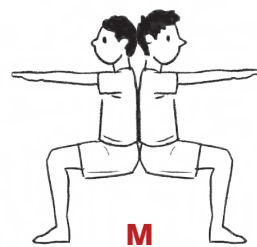
Do these counter balances with a friend.

A Lie down facing each other, raise yourselves up on to your shoulders, raise and straighten your legs and press your feet against each other.



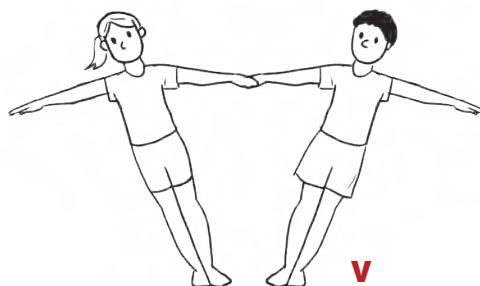
A

M Back to back, crouch in a half-sitting squat position. Lean against each other's backs for support, keeping arms forward.



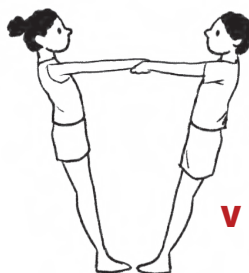
M

V Face each other with feet close together. Hold hands and slowly lean away from each other until arms are fully extended.



V

V Stand side-by-side holding hands, then lean away from each other until arms are fully extended.



V

W Sit facing each other, raise and straighten legs, pressing against each other's feet to create a V.

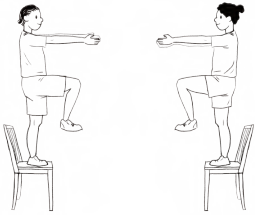


W



Balancing stations

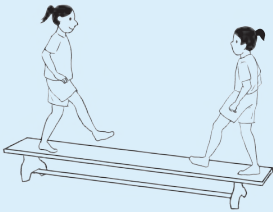
Stay in a group at each station. Use any raised surface or area to do the following exercises. Safety is important, so please use mats or other protective equipment in case somebody falls.



1

MIRROR

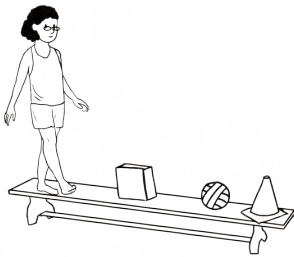
Place two benches or chairs facing each other. You may also stand on stairs or any raised surface with a steady base. Work in pairs and take turns to mirror a balancing position.



2

TRAFFIC JAM

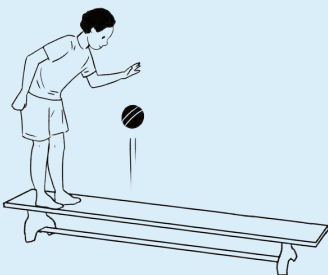
Starting on opposite ends, two people walk towards each other along one bench. They must pass each other without falling off.



3

OBSTACLES

Put two benches end-to-end to create one long surface. Place different obstacles on them, for example a box, rope, hoop, coke can, tog bag, etc. Try to walk over them without touching them or falling.



4

PLAY THE BALL

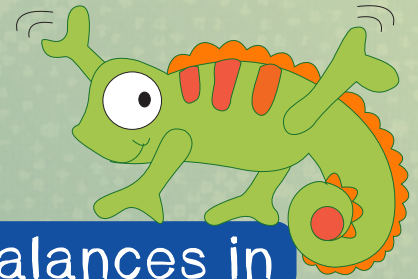
Practise different ball skills on the bench in pairs: throwing, catching, rolling and bouncing.

COOLDOWN SEQUENCE

- Walk two steps.
- Do two walk kicks.
- Jump on the spot on two feet twice.
- Do two half turns in a squat position.
- Do two knee lifts.
- Stand and balance, holding for three seconds.

Balancing in locomotion

Do sequences of positions and combine balancing with turns and jumps.



MOBILITY STRETCH



Sit upright, point and flex your feet. Bend forward and hold.



Push hands down to support position. Hold hips up with legs straight.



Butterfly sit
Push knees down and hold. Move the 'wings' and turn head L+R.



Straddle sit
Bend to the L with R arm above head. Bend to the R with L arm above head.



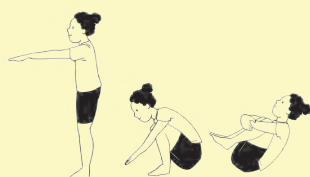
Crouch in tuck position
Balance on buttocks.



'Rock and roll' forwards and backwards.



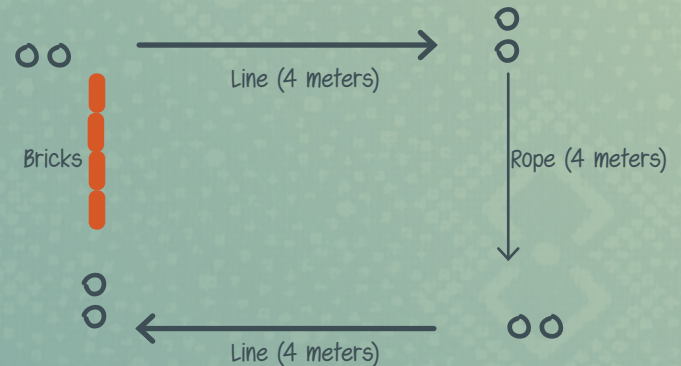
Roll back and push on to shoulders, legs raised straight above you like a candle stick. Hold.



Rock forward in a tuck position on to your feet and hold. Slowly straighten your legs until standing.

Dynamic balances in locomotion

This is a balancing square. Walk around the square while completing the instructions involving locomotion and balance. There will be a variety of objects to balance on, such as bricks, a solid line and a rope (see diagram below). Do sequences of positions and combine balancing with turns and jumps.



- Balance-walk around the square three times.
- Then change direction and balance-walk sideways and backwards.
- Walk and jump on two feet, then walk again.

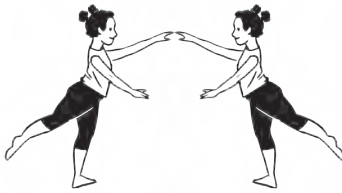
Variations: Try all of these walks, balances and jumps with your eyes closed. Then try them with a bean bag or cone balanced on your head. Also try doing them while throwing and catching a ball.

Do static stretches to cool down.

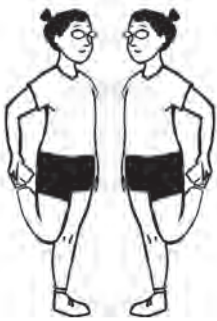


PARTNER BALANCES

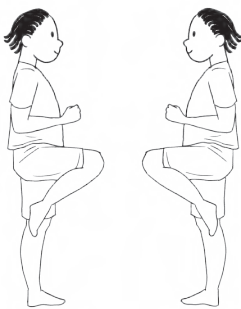
Stand face to face with your partner and do these balances.



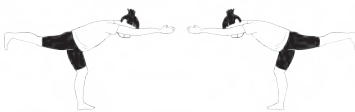
Arabesque



Flamingo



Stork



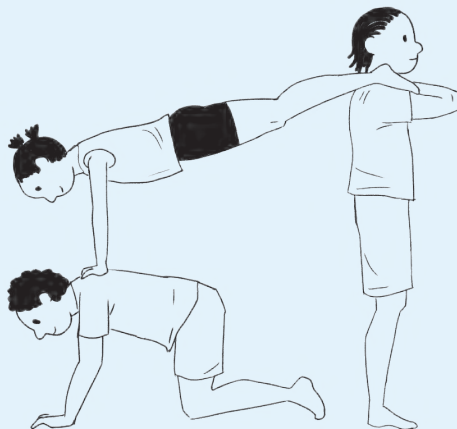
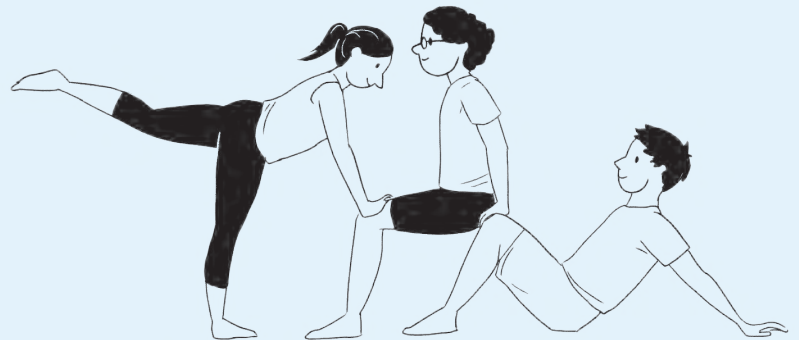
Scale

Static balances

Try to balance together in groups of threes! Follow the group balances as illustrated on the page. Read the safety tips before doing your balances. Hold the balance for at least five seconds.



Safety tip: Do not stand on the spine of the person at the bottom.



Safety tip: Make sure the person standing is balanced and ready to take the weight of the person balancing with their legs on their shoulders.

**Remember the four Bs
for balance:**

4B's

The **B**igger
the **B**ase
the **B**etter
the **B**alance!

How can you get financial assistance to further your studies?

Read about how someone was able to make their career dreams a reality.



From Middelburg to Marion Island

My name is Dineo Mogashoa. I'm from Mhluzi in Middelburg, Mpumalanga. I have always loved science and dreamed of becoming a scientist from a very young age. I knew I had to work very hard in school to make this dream come true because my family was unable to pay for my tertiary education.

I applied for more than 20 bursaries and then I heard about the Anglo Community Scholarship.

I felt really fortunate when I was awarded this scholarship as it allowed me to study something I was passionate about. Unlike the more traditional bursary schemes, this scholarship does not require beneficiaries to study mining-related disciplines. Once you have completed your studies, there is also no employment obligation to Anglo American.

I decided to study environmental science and ecology because I wanted to do something that I felt was relevant to South Africa and to the world in general. Currently, we are facing a lot of challenges related to the environment and I want to be a part of addressing them.

This scheme covered both my undergraduate and my honours degrees. I was very grateful that it also included accommodation, a food allowance and a stipend for basic needs. It is often overlooked that even if your fees are paid, it is almost impossible for young South Africans to support themselves while studying.

Having completed my studies I was offered a field research assistant position on Marion Island in the sub-Antarctic under the South African National Antarctic Programme. Conditions on Marion Island are harsh. The wind is hectic – I can't emphasise this enough! Also the low temperatures and large amounts of snow and rain make it an inhospitable place to live, so it's not surprising that just 24 researchers and base personnel are its only residents.

We were collecting field data on wind patterns and wind speeds. The aim of the project was to understand how wind drives the island's ecological processes. My favourite part was working with new challenges every day. As far as the future goes, my long-term goal is to be working in the field of environmental auditing and helping to manage our impact on natural systems.



**Search, record,
compare**

**Phanda,
bhala phantsi
iinkukacha,
thelekisa**

How can you fund your studies?

Refer to the Info Page on pages 156 and 157 when you answer these questions.

1. Dineo's story gives some clues about the things bursaries offer and expect of you. Describe the benefits and responsibilities that could come with getting a bursary.
2. Highlight the key differences between a bursary and a scholarship.
3. Discuss why checking the details of a bursary or scholarship carefully may be important.
4. Outline the reasons why applying for multiple bursaries and scholarships might be helpful.
5. Consider why choosing a bursary might be better than taking a student loan.
6. Explain the difference between a National Student Financial Aid Scheme (NSFAS) loan and a bank loan?
7. Think about and explain the risks you should consider before taking a student bank loan.



Who can help fund your studies?



There are different ways of funding your studies. Look carefully at the requirements and implications of each option.

University and college financial aid

Each institution has a financial aid office that assists students with loan and bursary applications. This should be your first stop for any financial aid, including NSFAS loans and external bursaries.

Bursaries

A bursary is offered by a private company or by the government. It comes with some kind of contractual work obligation attached to the funding. This usually means that you will have to work for the company for the same number of years that they provided funding. There may also be practical training requirements during your studies.

If you are considering applying for a bursary, make sure you know what the contractual obligations are. Do some research on the company and find out what kind of work you will be expected to do, and also where the company has operations. For government bursaries, there is not usually a work contract attached, but you will be expected to sign an obligation to work in South Africa after your studies, sometimes in a particular sector.

Most bursaries will cover tuition and living expenses, but make sure you check the details. The application process is competitive. You will need to provide evidence of your academic ability and financial means.

NSFAS

The National Student Financial Aid Scheme (NSFAS) provides loan funding to South African students who are enrolled at a public institution. NSFAS loans cover all of your expenses. The loan amount is awarded on an individual basis according to your means.

Since 2018, students who are granted the NSFAS bursary do not need to repay their loans. This is of huge benefit to students as they are able to study without worrying about debt. To qualify, you will need to be academically strong and also meet the financial means criteria.

The NSFAS also administers certain government bursaries, such as the Funza Lushaka Bursary Programme for public school teachers, and the Department of Social Development bursaries for social work students.

Scholarships

Scholarships do not have a contractual obligation. They are usually offered by charitable foundations and trusts and are awarded based on academic merit and financial need. Because they are not tied to a specific company or skill requirement, scholarships usually offer more flexibility about what you can choose to study.

Each scholarship is different. Note what each one covers. Some are top-up awards that only cover financial shortfalls. As with bursaries, the application process is competitive.

Student loans

All of the major banks in South Africa, as well as some independent credit providers, offer student loans. In order to qualify, you need proof of registration at a college or university. Also, you need a parent, guardian or relative to sign surety for the loan. This means that person takes financial responsibility for the loan if you are unable to pay it back. They will need to have a certain income level to qualify. This often makes loan funding difficult to access.

If you are able to find a sponsor for your loan, make sure you both fully understand the implications and terms of the loan. Typically, you will not need to repay the loan amount until you have graduated, but you will need to make ongoing interest payments. Research various loan providers because the interest rates and surety requirements are different for each provider.

Part-time studies and student jobs

If all else fails, you have the option of working and studying part-time. This is a harder option as it requires a lot of dedication to complete your studies, at the same time being focused and committed to your day job.

If you are studying full-time, a student job can help to pay some of your expenses.



Education is just a click away

You do not have to go to university or college to study further. There are many online courses available. Some of them do not cost anything.



Convince someone of your point of view

Kholisa omnye umntu ngoluvo lwakho

Online learning

Read about online learning. Then make an argument for or against the statement, 'The future of education is online'. The questions below can inform your argument.

1. How is online learning similar or different to face-to-face teaching and learning?
2. You can design your own online curriculum by doing courses from different institutions. What could your study programme look like?
3. Online learning gives you access to experts at the top of their field and fellow learners from all over the world. How can this change the experience of education?
4. How can an online course give you feedback on your performance and additional support when you need it?
5. What kind of self-discipline do you need for online learning? How would you motivate yourself?
6. How can you assess the quality of an online course and the trustworthiness of the institution?
7. What do you think it would be like studying online courses developed in countries and cultures very different to yours?

What are the requirements for an online course?



Universities and colleges have strict requirements for accepting students. This is not usually true with online education. More advanced online courses might need previous knowledge and skills, but this is only so that you can do the course.

The most important requirement for an online course is that you are interested and motivated to complete the course. Without serious commitment, it can be easy to neglect your studies. You also need a stable internet connection, data and a digital device to work on.

What is online learning like?



Online learning is much more than watching a video of someone teaching. When you do a course you get access to a learning platform on your computer. This enables you to work step-by-step through a structured learning process.

Via the learning platform you can download text to read. You can also watch videos which take you somewhere outside 'the classroom'. You can listen to experts discussing their experiences, visit places you would not usually be able to go to, or watch how to do something. Animation can also make complex information accessible.

Part of the learning process can involve online tasks and quizzes with automatic feedback about your answers. There are many different kinds of courses. Many allow flexibility for when you sit down to learn.

In some courses you can communicate with your tutor or teacher via email or chatrooms. Your relationship with other students is important because sometimes you need to discuss topics online or do projects together. It is possible to learn online with people all over the world.

Universities and colleges award you proof of your qualification with a certificate or degree. Check to see if an online course is certified. Some online courses ask you to pay for the final certificate to prove that you have finished the course. You can keep a record of your participation as proof that you have completed an online course.



**Search, record,
compare**

**Phanda,
bhala phantsi
iinkcukacha,
thelekisa**

Where can you sign up?

- Investigate these online education providers and the courses they offer.

Regenesys
Business School

Coursera

Future Learn

Academic Earth

HSC Home Study
Centre

edX

Udacity

Alison

Imagine your future

Read about Siyabonga Mbaba for inspiration.

Making it happen



My name is Siyabonga Mbaba. I am from Khayelitsha. I went to Mitchells Plain Cedar High Art School. There I did music, dance and theatre. So that's where my passion for performing arts comes from.

I didn't do well in Matric. But I didn't give up on life. Some people become successful because they've studied, and some people because of the drive they have. They have a vision for their lives. Without a vision you are nothing.

My vision is to see Khayelitsha having a theatre, an art gallery and a dance studio. I want to see Khayelitsha having its own museum, something that will tell a story about Khayelitsha. I started an art group called Ingangemano. We are doing poetry, dance and music. We are planning to teach contemporary dance at schools. I also started my own company, Iphupholami. We do art exhibitions as well as business expos. We want to help those who have dreams.

I used to do work for free but I've learnt that I have to charge people for my services and for my ideas. At the

moment I don't have any income. I just do volunteer work. I'm working with the Mathando and Abaphumeleli orphanages. We hold reading clubs and I do the administration for Mathando orphanage. I also go to my old high school and direct some theatre works.

I have to come up with a plan that will get me an income. Then I need to further my studies. That's the plan. I love film. I would love to go and study film but you can't do everything at the same time. That's the thing about life. I think my neighbourhood inspires me to do the things that I do because I get the ideas from my township. I look at the problems in my neighbourhood and come up with solutions.

Plan something for your life, explore life and go to other places. Get out of your comfort zone and start your own thing. Always be willing to learn and attend workshops. Education is not something that you get at school only. You also learn through your mistakes and through other people.





Enjoy a
healthy mind
and body

Yonwabela
ingqondo
nomzimba
osempilweni

My dream...

1. What is your vision going forward? Brainstorm some ideas using the questions below.
2. Make a personal poster that you can display to remind you of the vision you are working towards. Add the activities and achievements that are necessary to build that vision.

What do you
like doing best?

What would you
like to explore?

Who could you
collaborate with?

How does your
neighbourhood
inspire you?

Who can you
learn from?

How can
you help?

What can you
do in the short
term?

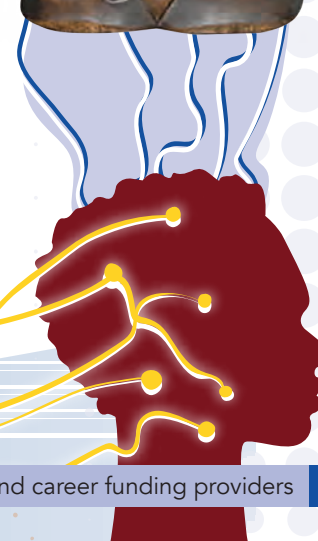
Who can
you help?

How can you
challenge your
comfort zone?

What would you
like to do in the
long term?

Shona headrest

Wooden headrests were made throughout Africa, some dating back to 1550 BCE in Egypt. Each headrest, like its owner, was unique. When a person slept, the headrest was a gateway to visit their ancestors through their dreams, and a source of insight and good fortune.



Peace, bra! Sharp

How can religions help to bring about peace?

Religion is sometimes manipulated and used to justify conflict and harm. But looking at the core messages of religions can offer a solution to these problems.

Islamic

As-salaam-alaykum
(Peace be upon you)

Wa-alaykum-salaam
(And unto you peace)

Jewish

Shalom
(Peace)

Aleichem shalom
(Upon you be peace)

Christian

Peace be with you

And also with you

Peace

Lùmaanàà
Hausa: Nigeria

Thayu
Kikuyu: Kenya

Kayiroo
Mandinka:
Senegal, Gambia
and Guinea-Bissau

Fandriampa-halemana
Malagasy:
Madagascar



Listen, talk
and work it
out together

**Reetsang,
buang mme
lo direng
mmogo**

Greetings

1. Discuss why people greet each other in the ways shown above.
2. Identify other greetings that are similar.
3. Find words for 'peace' in other languages you know.
4. Demonstrate peaceful greetings in different languages with your peers.



Search, record,
compare

**Batla, kwala,
bapisa**

Different insights on peace

Read the quotes about peace by different spiritual leaders on the opposite page.

5. Analyse whether these perspectives on peace share any similarities and explain your reasoning.
6. Identify an insight that you find particularly valuable or interesting and explain your reasoning.



Explore and
express your
emotions

**Tlhotlhomisa
o bo o tlhagise
maikutlo a
gago**

Say your piece about peace

7. Reflect on your personal perspective on peace, considering either a religious or non-religious viewpoint. Compose a statement that expresses your approach and values around achieving and maintaining peace.
8. Examine the statements composed above carefully and share your thoughts and feelings about them. Consider how these ideas could contribute to creating a more peaceful world.

Our
Words





Moulana Sulaimaan
Ravat Jamiatul Ulama,
South Africa

The absence of violence is not true peace. A society is only truly peaceful when its members are physically, mentally and emotionally at peace with each other. This holistic environment of peace cannot be achieved through legislation and laws. It requires everyone to live by the noble values of love, leniency, tolerance and gentleness.

Internal peace is an essential first step to achieving peace in the world. How do you cultivate it? It's very simple. In the first place by realising clearly that all mankind is one, that human beings in every country are members of one and the same family.



Dalai Lama,
Buddhist monk and
spiritual leader of Tibet



Vusamazulu
Credo Mutwa,
Sanusi Song of Initiation

There shall arise out of the ashes of man, a newer man who shall rule the far stars, carrying with him the seven laws of love, and the greatest law of God - doing unto others as you would have them do unto you - will be the law of the time. I have no message more important than this. All people, all nations, must seriously work for peace on this Earth.

It is easy to love the idea of peace; it is far harder to make it a reality. Of course we should cherish the idea of peace, but we should also ask ourselves what we are willing to sacrifice to make it happen. Are we ready to apologise to someone we may have hurt? Because peace often demands compromise, pursuing it requires real strength of character and an ability to set aside what we want for the sake of peace.



Dr Warren Goldstein,
Chief Rabbi of
South Africa



Pope Francis, head of
the Catholic Church

It is impossible for peace to exist without dialogue. All the wars, all the strife, all the unsolved problems over which we clash are due to a lack of dialogue. When there is a problem, talk. This makes peace.



Inspired faith

Religious values can inspire people to do great things.

Faith plays an important role in the lives of Imtiaz Sooliman and Chief Justice Mogoeng Mogoeng. Read about how their beliefs affect the work they do.



Chief Justice Mogoeng Mogoeng

Mogoeng Thomas Reetsang Mogoeng was born in a small village called Goo-Mokgatlha near Zeerust, in the North West Province. His parents were semi-literate people and worked as unskilled labourers. The suffering Mogoeng observed and endured while growing up under apartheid made him want to change South Africa's legal system. He studied law and today holds an honorary Doctor of Law (LLD) degree. In 2011 he was appointed the Chief Justice of the Constitutional Court of South Africa. Chief Justice Mogoeng is also an ordained pastor and serves in a number of church structures.

At the time, Mogoeng's nomination as chief justice was widely controversial. He was not well known and was considered junior. Many expected him to be conservative in his judgements. As chief justice, he is expected to be committed to the values expressed in the Constitution, so he was criticised in 2013 for saying openly that he thought our law could benefit if it was infused with religion. Over time, however, Chief Justice Mogoeng has been acclaimed for being outspoken, courageous and principled. He has regularly championed judicial independence, in this way making an important contribution to democracy in South Africa.

"I'm a devout Christian, I believe in supernatural intervention. I pray a lot. But quite apart from that, from a very tender age, as a small boy, I was subjected to a lot of criticism. With very little support. I've been criticised throughout and now I know that it was in preparation for challenges that were to follow.... It drives me. I flourish under criticism. And I believe that it is criticism that challenges my capacity to deliver more."

Chief Justice Mogoeng Mogoeng

"I draw strength from my Christian principles. I believe in the leadership that focuses more on servanthood than on lording it over people. Leadership is about doing whatever you can to empower others. It is not about showing off with the power that you are privileged to have. I know the dangers of the intoxicating effect of power."

Chief Justice Mogoeng Mogoeng



Imtiaz Sooliman

Imtiaz Sooliman qualified as a medical doctor in 1984 and then ran a medical practice in Pietermaritzburg in Kwazulu-Natal. In 1992 Sooliman visited Turkey, not expecting that his life would change. Here he received instructions from a holy man called Mohammed Safar effendi to form an organisation called 'Gift of the Givers'.

The organisation began as a disaster relief agency delivering food and medicines. Later it included medical teams. This was followed by primary health care, trauma, post-op rehabilitation, search and rescue teams, and aquatic teams. Gift of the Givers has since become one of the most effective disaster intervention agencies in the world.

"I am inspired to assist others by the teaching of the Prophet Mohamed who said that God will not answer your prayers if you neglect fellow beings. I emphasise this because the person who has the greatest right over you is your hungry neighbour. The essence of all religions is love, its mercy and human dignity."

Imtiaz Sooliman

"He repeated three times in Arabic: 'Ghairoon naas may yaan faoon naas', meaning best among people are those who benefit mankind. This is an instruction for you for the rest of your life, and remember, whatever you do is done through you and not by you. It is a spiritual gift, a spiritual favour and it comes through you.' Subsequent to that, I asked him: 'What does this mean? I am a doctor in private practice. What am I supposed to do?' He said: 'My son, in everything, you will know. This organisation will grow and grow and grow.'"

Imtiaz Sooliman



Convince someone of your point of view

Bolelela mongwe o dire gore a tlhaganyane se o se naganang

In service to others

1. Sometimes religion causes conflict. At other times it brings peace. Why do you think this is so?
2. Reflect on the lives of Chief Justice Mogoeng Mogoeng and Imtiaz Sooliman and other similar, inspiring people. Make an argument for 'religion as a force in one's life for peace.'





For the love of sport

When does a passion for winning cross the line?

If they want to excel, top athletes need to begin their careers at school. Some schools also take great pride in their sporting achievements. Read about how sport ambition can affect people's lives.

Success at any cost

A delivery arrived for Johan Smit at a butcher in a Pretoria suburb. Then 16 years old, Johan was an ambitious young rugby player. The delivery was a small container, wrapped to hide its contents. It was kept at the back of the shop for him.

The parcel had been sent by his body-building cousin and was collected by his parents. That same evening, Johan's mother took a syringe and injected him with a millilitre of the product, named 'Deca 300'. In the morning she did this again.

A year later, Johan was part of an excited group of teenagers at Loftus Versfeld, home of the Bulls,

Pretoria's Super Rugby team. They were about to compete in Craven Week, a showcase for some of the best teenage rugby players in the world. Alongside Johan in the squad photo were players that would go on to play for the Springbok team.

But any plans Johan had of following a similar path were derailed. A sample given to anti-doping officers at Craven Week showed traces of the steroid nandrolone, two times over the World Anti-Doping Authority's permitted limit. Johan was banned and his reputation as a sportsman was ruined.



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

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

Faster, bigger, stronger – better?

1. Divide into two groups and prepare for a press conference. One half of the class will prepare to represent Johan, his parents, coach and school principal. The other half will represent the media. Later you will choose specific people in your group to act out these roles.
2. Prepare for your roles with these points in mind:
 - the effects of steroids
 - ambition and the desire to be the best
 - competitive school sport and the pressure to win
 - school and study bursaries for high performance in sport
 - gym culture and the desire to look 'big'
 - being 'big' to counter bullying
 - fair play and sports values
 - the effects on others: Johan's team, school and fans
 - forgiveness and moving on from mistakes.
3. Now choose members of the class to act out all the roles – five people on each side. Place Johan, his parents, coach and school principle in the 'hot seat' and ask them questions about why Johan took performance-enhancing drugs.

Drug testing in schools

In 2014 South Africa became the first country in the world to allow random steroid testing of minors in schools.

No steroids

Steroids are performance-enhancing drugs. In the short term, they can strengthen muscles, bones and tendons, helping athletes train harder and longer. But they can also stunt a teenager's growth. In the long term they can cause acne, balding, aggression, heart and liver damage, blood clots and the inability to have children (sterility).

Research indicates that steroid use is not only aimed at improving athletic performance. Many boys want to 'bulk up' their bodies.

Steroids are not safe and are therefore prohibited.



Find your
own way
to solve it

Humana tsela
ya gago ya go e
rarolla

Play safe, play fair

It is not legal, safe or fair to take performance-enhancing drugs, yet competition is an important part of sport.

4. Identify strategies to excel in sport while remaining fair to others.
5. Analyse why physical strength is not the only factor contributing to success in sport.
6. Consider if girls and young women may face pressure to use performance-enhancing drugs, and explain your reasoning.
7. Propose steps that could help ensure fairness and integrity in sports.
8. We enjoy it when our team wins, but what are some of the other positive aspects of watching sport?



Take a stand

Sport can unite teams and their supporters

We live in a diverse world. Everyone should be treated as equals regardless of religion, race, gender, sexual orientation, age or physical ability. Read about how players and sports fans have reacted to prejudice and discrimination in sport.

Hashim Amla



Hashim Amla is a well-known South African cricketer, now retired. He was a brilliant batsman and was the first South African cricket captain of 'colour'. He was hard working and driven, but fans loved his humility and the way he never lost his cool. In 2006 during a test match, an Australian commentator referred to Amla as a 'terrorist' after he had taken a catch. The commentator mistakenly assumed broadcasting had switched to a commercial break. Amla accepted his apology, but the broadcaster's contract was ended. In his career Amla was the target of many more Islamophobic comments. In response, South African fans showed their support for Amla by wearing false 'beards'.



"I try and be who I like to be and let the rest take care of itself. I can't change people's perceptions, people's prejudices. The word prejudice itself comes from 'prejudge', so if people want to prejudge, so be it."

Hashim Amla



Work out what is right and wrong for you

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

Fighting discrimination in sport

1. Examine how both Amla and Kean experienced discrimination in their respective sports.
 - Why do you think some people behave in an Islamophobic way?
 - Why do you think some people behave in a racist way?
2. Amla chose to defy prejudice in a different way to Kean. Explain the difference.
3. Assess the advantages and disadvantages of these different approaches to dealing with discrimination.

Islamophobia

'Phobia' means fear.

Islamophobia is a form of intolerance and discrimination motivated by fear and hatred of Islam and people of this faith. Islamophobia considers all Muslims across the world as dangerous and threatening. According to this prejudiced view, Muslim culture is backward and opposed to human rights and democracy.

Moise Kean



Moise Kean is a professional footballer and became the second-youngest ever goal scorer for Italy at 19 years and 23 days old. Like other black football players in Italy, he has suffered racist abuse with fans chanting 'monkey' at him. In a game against Cagliari in 2019 he chose to stare in silence at his abusers. After he scored his side's second goal, he celebrated by holding his arms outstretched in triumph towards the hostile crowd. Many later accused him of doing this to incite more racist abuse. Later Kean moved clubs to play for Everton. His fans supported him by displaying an enormous banner condemning racism.



"The banner is beautiful because racism is horrendous and we have to fight against it. I'm going to repay my fans for all they do for me. I'm feeling even more motivated to repay them by training at 100% and giving the maximum I can."

Moise Kean



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

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

Show your support

- Choose one of the scenarios below. Think of an original, creative way of challenging prejudice before and at this event.

Scenario A

A member of your school's first soccer team has decided to be open about being gay. Since then, graffiti on the toilet walls threatens to harm them if they play in the next important fixture.

Scenario B

Your friend's father is disabled. He has secured permission to use your school as a venue for a Differently Abled Sports Club. They are planning their first match to raise awareness and funds, but most people seem disinterested.



Laduma



Allowing

Unpleasant feelings are part of life. What is the best way of dealing with them?

When difficult feelings come up, we often ignore them, or push them away. This can happen so quickly that we are not even aware of it. But failing to deal with difficult emotions can make them even more intense and can also affect our wellbeing.



Test your
idea – change
your mind

Hlola umbono
wakho –
ntjintja
umcondvo
wakho

Mindfulness

Emotions are like the weather, always changing depending on what is happening around us. It is important to be aware of all our emotions. They tell us important things about what we are experiencing.

Experiment with this exercise, with your teacher guiding you through it. It can help you deepen your awareness of how you are feeling in the moment.

Sitting with your emotions

- a. Sit comfortably and relax.
- b. Take a few moments to pay attention to your breathing.
- c. Then move your attention to your body and notice how it feels. Feel the weight of your body on the chair and the sensation of clothing on your skin. Some parts of your body may feel warm. Perhaps there are some areas that feel tenser than others.
- d. Rest your attention on your body and just let it be.
- e. After a while, ask yourself: how are things going? Allow this question to drop into your body as if it were a stone falling into a pond.
- f. Keep your attention on your body. Feel your weight resting on the chair. Notice how breathing affects your body.
- g. Ask yourself again: how are things going?
- h. Do not force yourself. Let the answers come freely and slowly.
- i. Perhaps there are no answers; that is not a problem. Stay with the sensations that you feel in your body.
- j. If some feeling or thought comes up, give it space. Allow it to be present.
- k. Allow all your feelings and all your physical sensations to be there, whatever they are.
- l. If there is a feeling that seems too much to deal with, return your attention to your breathing.
- m. Imagine your body softening. Rest and allow.
- n. Slowly open your eyes when you feel ready.



Step back –
reflect and
rethink –
step back in

Buyela emuva
– cabangisisa
uphindze
ucabange
kabusha –
buyela futsi

Be kind to yourself

Reflect on your experience and discuss these questions.

1. Did you manage to allow your thoughts and feelings? Share your experiences.
2. We all instinctively want to push away unpleasant thoughts or feelings. Did you notice yourself doing this? Explain.
3. Why do you think it is important to be aware of all of your emotions?

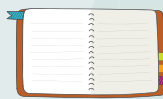
Feeling your emotions

- Strong feelings affect our bodies. You may, for example, feel increased sensation in your throat, chest or stomach.
- Simply recognising and allowing a feeling can often make it less intense. Suppressing or ignoring a feeling can make it more intense.
- When we push away unpleasant feelings it can trigger other difficult emotions. For example, anger can make us feel anxious or guilty.
- Being able to sit with your emotions without judging yourself takes practise.

Do not bottle it all up

Feelings such as loneliness, fear, sadness, rejection, frustration and disappointment are unavoidable. Acknowledging these emotions can help us to deepen our experience and grow.

Repressed emotions can lead to unhealthy stress, anxiety and depression. They can also affect your immune system and make it easier to get sick. Sometimes people turn to addictive substances, binge-watch TV, or become lost in social media. But we cannot numb pain without also numbing joy. If we are not aware of our emotions, we are disconnected from what is happening right now.



In your journal

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

Draw, sing or dance your feelings.

Afterwards, write about what this was like.





Feeling depressed?

Life is full of emotional ups and downs. How can you handle the lows?

Feeling low is something everyone experiences, but for some, these emotions can grow into more serious struggles like depression. It's important to understand these feelings, recognise warning signs, and know how to seek help or support others.



Listen deeply to someone's feelings and thoughts

Lalelisisa imiva nemicabango yalomunye umuntfu

Tuning in

1. Consider what it is like when you feel low and complete these sentences.
2. Afterwards share your experiences with someone else.

When I am down, my body feels...

When I am down, I feel...

When I am down, my thoughts are...

When I am down, I take care of myself by...

Many people have to deal with depression at some point in their lives. Sometimes there is a specific event that triggers depression, but other times it comes for no obvious reason. If you think that you might be depressed, talk to someone you trust. You may need to work with a professional therapist or counsellor.

Thoughts about harming yourself or suicide are signs of serious suffering and pain that needs attention. If you, or someone you know, have been thinking about hurting yourself or themselves, you need to seek immediate help. Call SADAG_give#.



Read the depression checklist. It could also assist you to help another person affected by depression.



Depression checklist

- **Depressive mood** – Do you feel worthless or hopeless about the future?
- **Sleep disturbance** – Have your sleeping habits changed?
- **Extreme tiredness** – Do you have very little energy or very little motivation to do anything?
- **Isolation** – Have your friendships been affected? Have you lost interest in things that you used to really enjoy?
- **Appetite disturbance** – Are you eating far less than usual, or far more?
- **Inability to concentrate** – Has your schoolwork been affected, or do you find it difficult to concentrate?
- **Dependence on mood-altering substances** – Are you using alcohol / drugs regularly and taking other unsafe risks?
- **Feeling a sense of inappropriate guilt** – Do you find yourself thinking negatively about something you did, or did not do?
- **Repeated thoughts of death or suicide** – Do you find yourself thinking about harming or killing yourself?



Test your
idea – change
your mind

Hlola umbono
wakho –
ntjintja
umcondvo
wakho

Taking care

Negative emotions can be useful. They can tell you something about yourself, or about something important that has happened to you. But when depression seems endless there are things you can do to take care of yourself.

3. Which of these strategies could be useful for you? Try something new.

- **Become aware of negative thoughts going around your head repeatedly.**
- **Write your feelings down somewhere personal and completely private.**
- **Ask someone to listen while you describe what you are feeling.**
- **Spend time with people who makes you feel good about yourself.**
- **Eat fresh fruit, vegetables and whole grains. Make sure you have enough iron and B-vitamins in your diet.**
- **Be gentle with yourself.**
- **Sleep well. Avoid using the computer before going to bed. Maintain a consistent bedtime. Do not go to bed later than 10pm.**
- **Avoid alcohol, drugs and caffeine as they can worsen feelings of depression.**
- **Go for a walk or a run. Try to move for at least one hour a day.**
- **Pay attention to your appearance. Daily grooming can give you a sense of wellbeing.**
- **Helping other people can shift your focus from yourself**



Things to say to someone who is depressed...

- I do care about you.
- You are not alone.
- You are important to me.
- Do you want to tell me about it?
- I am here for you if you need to talk.
- We could just go for a walk together. You do not have to say anything.





It's okay to be sad

Everyone experiences loss and sadness in their lives.

Everyone faces moments of loss and sadness, whether it's losing a loved one, a friendship, or an important opportunity. These feelings can be overwhelming, but they are a natural part of life. Learning to cope with loss helps us become stronger, more resilient, and better able to support others.



Listen deeply to someone's feelings and thoughts

Lalelisisa imiva nemicabango yalomunye umuntu

Loss

There are many different kinds of loss.

1. What has each person in this diagram alongside lost?
2. How do you think each of them feels as a result of this loss?

Fire

Our home was destroyed in a fire. We lost everything.

Relocation

My friend moved away. I miss her so much. We did everything together.

Demotion

I was the captain of the netball team. Then the coach demoted me for being late.

Examples of loss

Divorce

My parents are getting divorced.

Accident

My brother was badly injured in an accident and died last week.



How did this happen? What will happen next?

Kwenteke Njani Loku? Yini Lokutawu-landzela?

Recovering from loss

It takes time to recover from a loss. There is no 'correct' way to grieve. Each person experiences this process differently. Different religions and cultures also deal with loss in different ways.

3. Look at the five stages of grief alongside. They reflect what people may experience.
4. Share your personal experiences and what they have taught you about the grieving process.

1 Denial

This is not happening. I do not need any help.

2 Anger

How can this happen to me? Who did this? Who is to blame?

The 5 stages of grief

5 Acceptance

I cannot change what happened. It is going to be ok.

4 Depression

What is the point? I have nothing to live for now.

3 Bargaining

Take me instead. I will do anything to change this situation.

The Kübler-Ross Model, 1969



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

Enta sitfombe nobe indzaba kukhombisa kutsi injani

Healing

Choose one of these tasks and express how you feel about a loss you have experienced.

Option 1

Draw a ball of grief. Select the feelings you have about something you have lost. Use different colours for each feeling. Share your ball of grief with someone you trust. Write the date on the ball. Revisit it in a few months and consider how things have changed for you.

Option 2

Use these prompts to help you write about a loss.

I remember when...

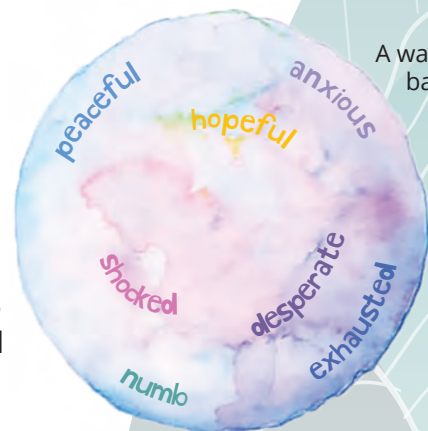
The hardest part is...

It would have been nice if...

I am sorry for...

This turned out for the better because...

I am grateful for...



A watercolour ball of grief



The pain of our ancestors

Many of the people who have come before us have suffered great loss.

Read about a young boy called |uma who lived in the late 1800s.

The story of |uma

The !Kung language had many clicks. This is shown by the use of '!' and '!' in its written form.



|uma and Da



|uma painted pictures of animals and plants. Lucy Lloyd made notes about what he said about this picture in the bottom corner.

When |uma was a child he lived with his family near the border of Angola and Namibia. They were part of the !Kung, a group of San or Bushman people who lived here. |uma's father had two wives and he had many siblings. His mother built a grass hut where they all slept at night. Every day she fetched water from the river and gathered fruit and seeds to eat. |uma's father hunted elephants and traded their tusks.

One day a Hambukushu person came and snatched him and his half-brother and dragged them away. Their mothers cried and protested, but the man put the boys in a boat and rowed away. After two days they arrived at their kidnapper's home. On the third day their father arrived and demanded his children back, but he would not relent. Their father returned again with his wives, but still he would not let the boys go.

|uma was captive for six months and counted each new moon. His brother was sent home, but |uma never saw his family again. The Hambukushu man exchanged |uma for a gun from a passing Boer trader. |uma travelled with the Boer for many moons, but one day some of the sheep he was looking after escaped. The Boer beat |uma so badly that he decided to run away. His heart ached and he headed in a direction that might lead him home.

On his journey |uma met a hunter called Mr Carew and he decided to travel with him. One day the Boer rode up and demanded that |uma be given back. Mr Carew did not agree, and he secured the release of another boy called Da. Da's mother and father had died when they tried to resist his kidnapping. Other children were also taken, but they were thrown into a river and eaten by crocodiles. Only Da survived.

|uma and Da travelled south with Mr Carew. One day they came to a camp and met other kidnapped children there. Together they travelled further south until they came to Walvis Bay. They were told to get on a ship to find food. Unexpectedly they found they were on their way to Cape Town.

When the boys arrived in Cape Town, people at the harbour were very curious about them. They were taken to Lucy Lloyd. Lucy and her brother-in-law Willem Bleek were linguists and studied and documented the |Xam language. Many bushman people stayed with them and helped them understand their language. This is why you can read about |uma's story today.

Source: Pippa Skotnes, Claim to the Country: The Archive of Lucy Lloyd and Wilhelm Bleek, Jacana and Ohio University Press



Tell a story
based on the
evidence

Coca indzaba
mayelana
neBufakazi

Carrying the pain

Think about Juma's life and answer these questions.

1. What losses did Juma experience?
2. How do you think this affected him?
3. What do you think Juma's life was like after he arrived in Cape Town?
4. How has history affected the descendants of the San people?

What happened to the San people?

The hunter-gatherer way of life of the Bushmen or San came into conflict with black herders and farmers, as well as colonial expansion. By the early eighteenth century they were forced into places that were mostly too rugged or dry for farming. Although there were sometimes exchanges between the San and other groups, their people were also kidnapped, imprisoned, enslaved and even hunted down inhumanely. Approximately 100 000 San people have survived today. Most live in Botswana and Namibia, but about 8 000 are in South Africa. They continue to suffer discrimination and neglect.



How did this
happen?
What will
happen next?

Kwenteke
Njani
Loku? Yini
Lokutawu-
landzela?

Looking back, looking forward

Read the Info Page on page 178 to remind yourself of the suffering of the past. Then discuss these questions.

5. Think about your parents and grandparents, even further back if you can. What pain and loss did they experience? Share some of their stories.
6. It is important to know where we come from. Do we have to carry the suffering of our ancestors now? Motivate your view.
7. Imagine your future descendants. Write a message or a prayer for them. Tell them what they need to know about their ancestors and your wishes for them in the future.

Erongo mountains,
Namibia



Land and loss

We know that the first people on Earth came from Africa. Some think that humans may have emerged from southern Africa. The history of human settlement in southern Africa is long, complex and only partly understood. Patterns of migration happen over many thousands of years. The land and climate have also changed over time.

We know that as many as 124 000 years ago, a human left footprints in the sand at Nahoon Point near East London. Discoveries in caves reveal human activity there 100 000 years ago. These are records of some of the earliest human inventions and technology found anywhere in the world.

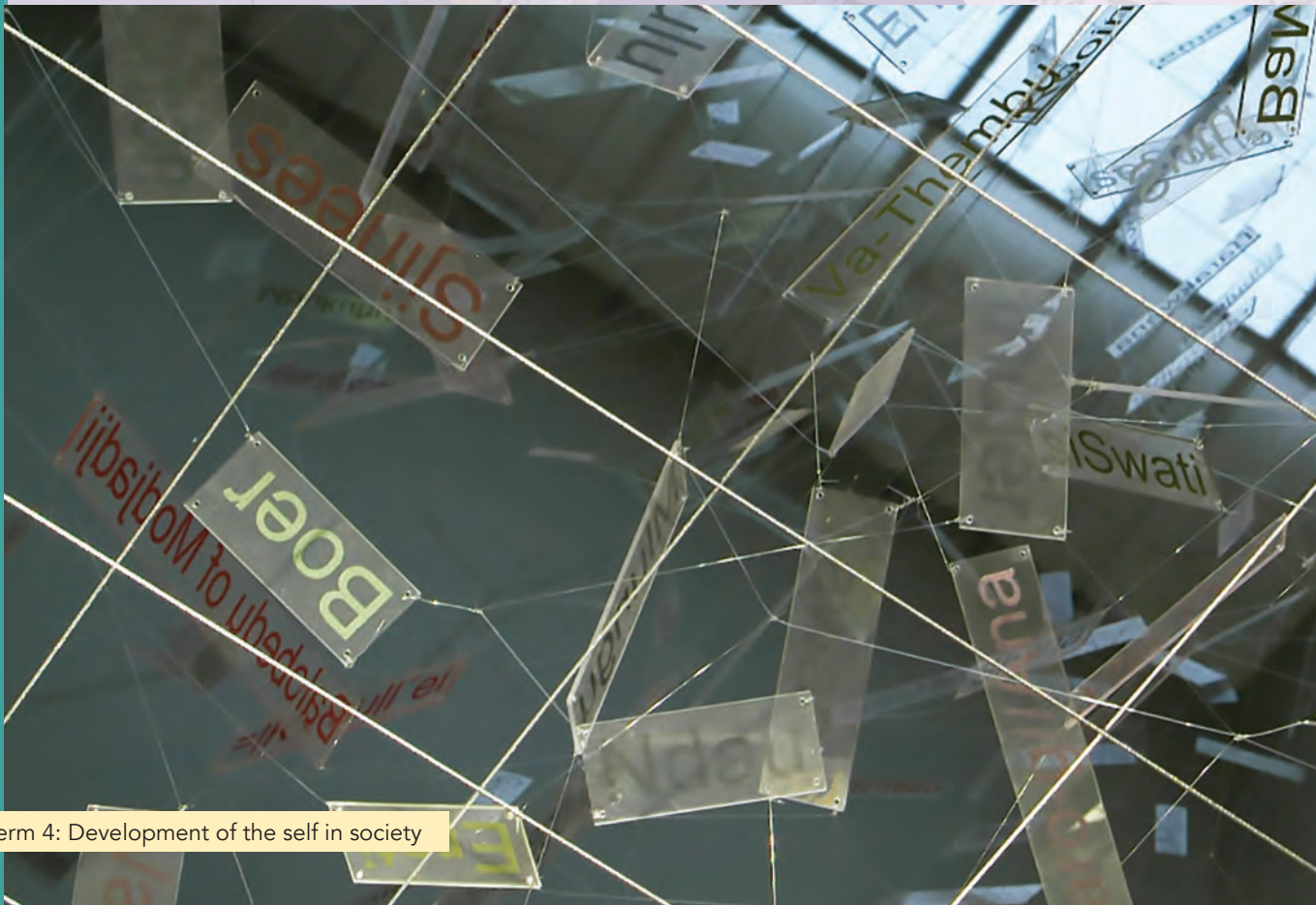
From about 140 000 years ago the San or Bushman lived in southern Africa. They were hunter-gatherers, painters, engravers, shamans, musicians, storytellers and tool makers. The San consisted of many smaller interconnected groups, each speaking a distinct language.

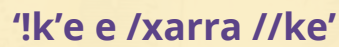
Much later, about 2 000 years ago, Khoikhoi herders arrived. From around 1700 BCE, Bantu-speaking people began to migrate into the eastern region of southern Africa. They were farmers who herded cattle and grew sorghum and millet. They also manufactured iron. They moved down the east coast, needing summer rainfall for their crops and charcoal for their metalworking. This brought farmers and hunter-gatherers into competition for land and natural resources. At about the same time, Khoikhoi

people moved down the west side of the country with domestic animals such as sheep. By 1050 BCE they had reached the southern Cape coast. During the next few hundred years the Tswana, Sotho, Pedi, Venda, Ndebele, Tonga, Tsonga, Shona and Shangaan societies emerged. Northern Nguni societies such as the Swazi, Hlubi, Ndwandwe, Mthethwa and Zulu peoples also emerged.

White Europeans stepped ashore on their trade route to the East more than 500 years ago. In the sixteenth and seventeenth century, European sailors, early settlers and slaves came to the Cape. Their visits were followed by colonisation and the appropriation of the land by white settlers for farming and stock herding. Control shifted from the Dutch to the British, and the Cape Colony grew into the country known to the world today as the Republic of South Africa. Since then people have come to South Africa from all over the world.

Our democratic South Africa has emerged from more than 300 years of war. Together with colonial invasion, slavery and land dispossession, South Africans have suffered the brutality and oppression of the apartheid system. Our history is therefore one of violence and loss. We are still trying to come to terms with our inter-generational trauma. For many South Africans, compensation for their land, homes, livestock and graves are an important part of this healing.

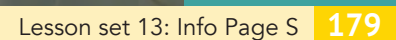




The South African Motto

What does it take for 'people who are different' to come together in South Africa?

Willem Boshoff, *Signs of People*, 2006, Wits Origins Centre





Comfortable in my skin

I accept myself: inside and out.

Self-acceptance is an important part of wellbeing. It is not always easy to like all of yourself, but all your different sides create your unique potential.

Self-acceptance is something you can work on every day, starting now.



**Make a choice
and decide**

**Khetsa futsi
utsatse
Sincumo**

I'm ok, just as I am

Write a letter to yourself.
Use these prompts to brainstorm ideas.

Dear me...

The things that make me unique are...

I cannot change...

The things I can do differently are...

I can let go of...

I can transform these negative thoughts... into something positive...

Last year I achieved...

The things I celebrate about myself are...

I am grateful for...

In the future I am going to challenge myself to...

Going forward, the people who can support me are...

I can support others by...

The new things I can do to take better care of myself are...



Sally Whines, *Global View*, 2019

Wanting to be
someone else is
a waste of the
person you are.

Marilyn Monroe

If I am not good to
myself, how can I
expect anyone else
to be good to me?

Maya Angelou

Once we accept
our limits,
we go beyond
them.

Albert Einstein



Review of line orienteering

Find your bearings, make your way and tackle the map challenge.

Cones orienteering challenge

Form two groups of five or six, each group with a piece of paper and a pen. These two groups will work together.

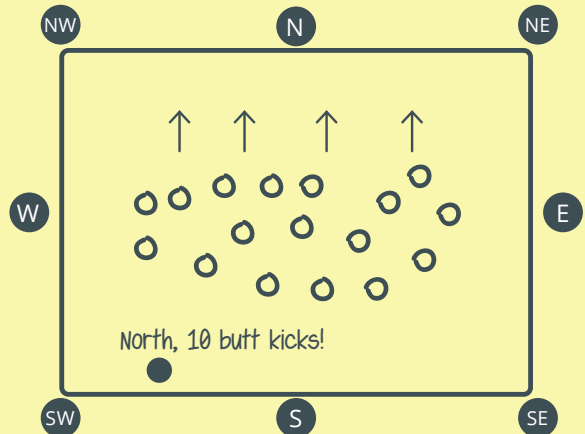
Place four lines of cones with three cones in each, about 5 metres apart in a marked area. Each group draws three 'maps' of the cones. Then mark the pattern that the other group has to follow to move between

the cones using eight control points (cones), and swop maps with the other group. As a group navigates through the cones on the indicated route, the other group records their time on a record sheet. The team with the shortest total time, wins.

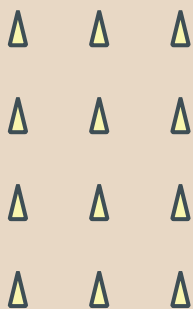
Note: The whole group has to move and touch each control cone during the route, and with each map there must be a new leader.

FIND YOUR BEARINGS

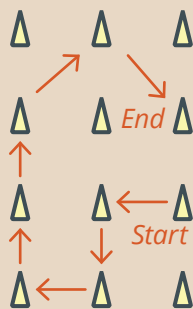
All learners stand randomly within a large area facing north. Learners then face the direction called by the teacher (N, S, E, W, NE, NW, SE, SW) and do 10 dynamic stretches in that direction: butt kicks, knee tucks, hand kicks, ankle rotations.



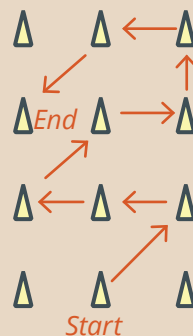
Blank map



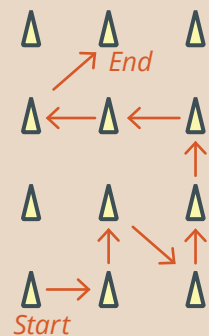
Map 1



Map 2



Map 3



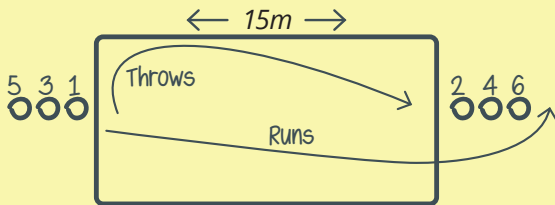
Each group receives a basic map of your school terrain, with a route line drawn on it, but also some missing information. Each group now has to follow the indicated route, look for the missing information (for example, a building, tree, fence, etc.) and draw them on the map, using map symbols and colours. Each group has a different route and at least five missing objects on their routes. All teams have a time limit of 10 minutes, after which they have to be back at the starting point with their completed map. Good luck!



Maths and geography orienteering

EXCHANGE BALL RELAY

In groups of six at marked areas of 15 metres x 2 metres, three learners line up behind the one line and three behind the other. Learner 1 throws the ball to learner 2, then runs and falls in behind the opposite line of learners. Learner 2 throws to learner 3, and so on.



Maths orienteering challenge

Groups of five or six each receive their own colour and a map of an area of the school. On the map a route line is drawn that your group must follow to find the five control points (these will be marked with your group's colour). At the first control point on your group's map, there will be a starting number that your group must write down. At each following control point on your group's route, there will be another number and an indicated calculation that you must apply (see the example alongside). Your group has to follow the route, find the numbers and prescribed calculations at the control points, and do the calculations. Let's see which group will be the orienteering maths kings and queens!

Do the calculations and find the control points. Who will be the orienteering champions?

Example:



Control point 1:

Starting number 3210

Control point 2:

Add 230

Control point 3:

Subtract 120

Control point 4:

Multiply by 20

Control point 5:

Divide by 50

Answer = 1328



Geography orienteering challenge

Groups of five or six each receive their own colour and a map of an area of the school. On the map a route line is drawn that your group must follow to find the five control points (marked with your group's colour). At each control point on your group's map, you have to answer the question and/or perform the task to do with the immediate environment, as set out below. Your group has to follow the route, find the control points, write down all the answers, do all the tasks and mark all on your map. Let's see which group will be the orienteering geography masters!

Example:



Control point 1:

What type of grass is nearby? Pull out a tuft to bring to your teacher.

Control point 2:

What type of tree is closest to this point? Pluck a leaf / twig to bring to your teacher.

Control point 3:

Bring a leaf / twig from any low bushes / plant beds in the vicinity.

Control point 4:

What is the closest human-made structure? Mark it on your map.

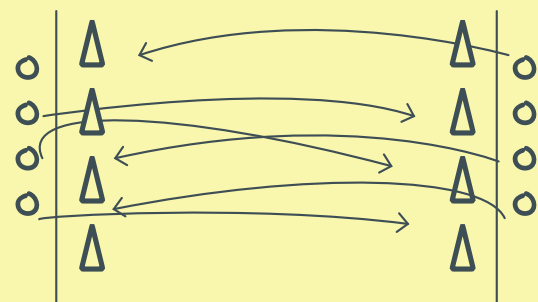
Control point 5:

Measure the distance (in steps) to the closest fence / wall.



BEATER BOWLING COOL DOWN

Teams of 10 stand behind opposing lines, with cones placed on their lines. Without crossing the line upon which their pins are placed, players roll their ball in an attempt to knock down their opponents' pins. See which team has the least knocked down pins after each round.



Adventure boot camp!

Be prepared and be fit. Outdoor adventure awaits. These activities will help you prepare for outdoor recreational activities like hiking and camping.

Army boot camp!

Form groups of five to six members. Then two groups work together. One group does the course first, while the other group are referees at the stations.

Each group must record how long it takes to complete the course. When a group completes the activities successfully at a station, the referee makes a mark on a piece of paper to indicate that they have successfully completed the activity.

Run with high knees through the ladder.

1



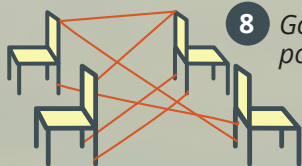
2 Walk on the balance bricks.



3



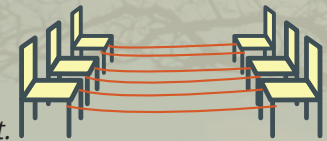
The whole group has to go over the tables.



8 Go through the poisonous branches

4

Go under the rope without touching it.



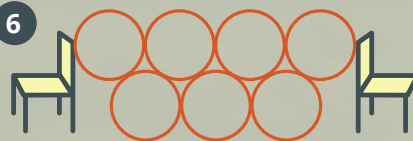
7

One blindfolded group member must zig-zag through the cones following the group's directions.



6

Each group member must go through a hoop without touching it.



5

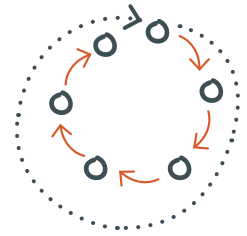
Run with one foot in each tyre.



CIRCLE RUN AND PARTNER STRETCHES

Groups of six players with one ball stand in a circle.

The first player passes the ball to the one next to them, then runs around the outside of the circle to take their original place in time to catch and pass the ball again.



Do partner stretches: chest stretch, shoulder and hamstrings stretch and long leg stretch.



Useful for camping

Each team has to answer questions on useful things to bring when going camping! When a team completes the activity successfully at a station they have to share and compare answers with the other team, remember to give a reason for each item you chose!

1. List five essential things that you would bring when going camping.

2. Name three suitable snacks to take with during a hiking trail.

3. How much water do you think you should drink on a 10 km hiking trail?

4. It's 9 am where you are and you are facing the sun. Which side is north?

5. Name ten essential things that should be in a first aid kit to take on a hiking trip.



SQUAT TUG-OF-WAR

A pair of learners holds a rope (or towel) between them and squat. The learner who tugs their opponent off balance or pulls in the whole rope, wins. See who gets the most wins out of 3!



Survivor!

Surviving in the wild is something you might need to do if you partake in outdoor recreational activities like hiking and camping.

DYNAMIC STRETCHES

In groups of six, learners jog from one cone to the next, then do dynamic stretches to the next, then jog to the next. Repeat this sequence using the following movements: open knees, closed knees side kicks, step into calf stretch.



Open knees



Closed knees



Sidekicks



Hip stretch

Survivor course

Practise tying each of these useful knots:

Square knot



Figure-eight knot



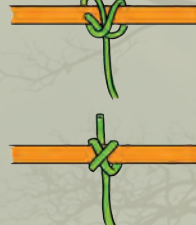
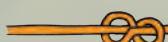
Weaver's knot



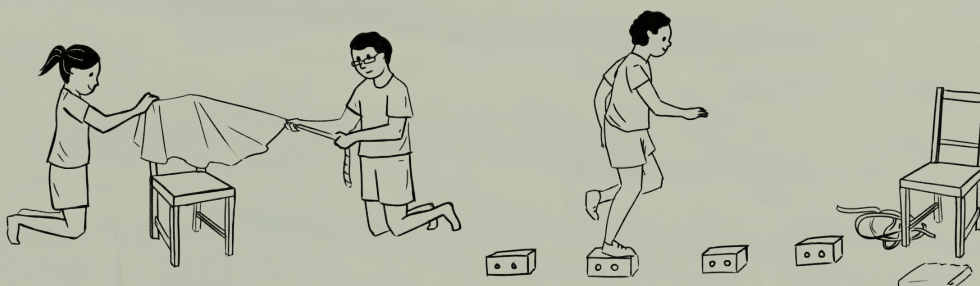
Constrictor knot



Bowline knot



Groups of five to six each has two chairs, four ropes and two towels with which to build a shelter for the whole group to fit into. The building supplies are an 'island', across the 'bridge' (made of bricks or bean bags) over the 'river'. Only one group member may get supplies at a time, and only one supply may be brought at a time. Each group must use at least two different survival knots to make the shelter. Good luck!



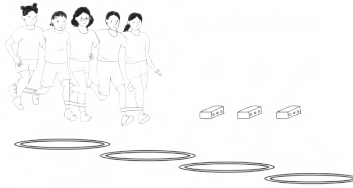


Survivor teams

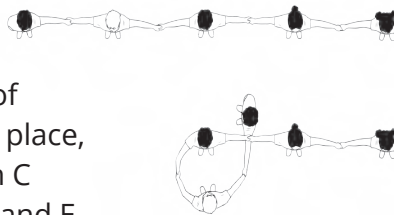
You have been tied up!

Two groups of five or six at each station.

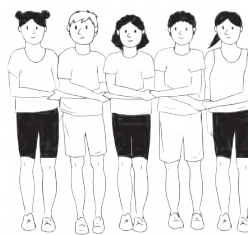
Station 1: Team walk – teammates tie their legs together with learners next to them. The whole team must step in the hoops over the river (do not step outside the hoops – there are crocodiles!) and over the obstacles, pick up one ball (‘food’) at a time, and bring it back.



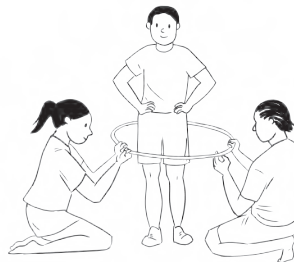
Station 2: Team loop – each team must stand in line and hold hands. Teammate A, still holding B’s hand, must walk through under the arms of teammate B and C and back to their place, then under the arms of C and D with C following, then under the arms of D and E with C and D following, and so on. You may never let go of your hands, but you may twist your hand to turn. The first team to complete all the loops, wins!



Station 3: Team knot – with each group in a circle, cross your arms to take the hands of the person standing next to you. Now the group has to untangle without letting go, until all arms are uncrossed and all face forward. When you are finished, reverse until everyone’s arms are crossed again!

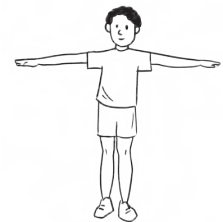


Station 4: Team immunity – two teammates (holders) hold a hoop on the floor and a third teammate steps into the hoop. The hoop must now be lifted over the teammate’s body and head to cover them with ‘anti-bug immunity spray’. After stepping out, the fourth teammate stands under the hoop and the hoop is lowered to the floor over their body, then they step out. Continue and change holders; the team will have bug immunity when each teammate has been sprayed three times. Which team will be immune first?



HUMAN SHAPES

Each group gets 5 minutes to form a word with their bodies which gets quietly given to them by the teacher. If the other group can read the word at the end, they are successful.

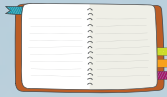


It's a wrap

The school year is finally over – Grade 10 awaits!

- Which image stands out to you the most? Why?
- What is one key lesson you will take with you from this textbook?
- How has your perspective on yourself or others changed after studying this subject?
- What was the most surprising or eye-opening thing you learnt?
- Which topic challenged your thinking the most?
- If you could go back to the start of the year, what advice would you give yourself?
- How can you apply what you've learnt in real-life situations?
- Choose an image and write a short caption that captures its main lesson.





In your journal

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

As you reach the end of Grade 9, take a moment to reflect on your journey this year. Think about the lessons, experiences, and challenges that shaped you.

What stands out the most? How have these moments prepared you for the next step in your life? Look ahead and write about what excites you about the future and how you can use what you've learnt to grow with confidence.



Acknowledgements



The development of the *At the Crossroads Life Skills* and *Life Orientation* textbooks and Teacher's Guides (Grades 4 to 12) involved collaboration between many partners, writers, designers, reviewers, and coordinators. We thank all those who have been involved with the project.

Series Editor Patricia Watson, Department of Basic Education

Phase Editors Intermediate Phase: Rachel Adatia, Thulani Sibeko, Esther Ramani and Leah Marais; Senior Phase: Diane Favis, Leah Marais and Bhuti Nkosi; Further Education and Training Phase: Sally Clark, Una Seery and Trevor Waller. All phases benefitted from the editorial feedback from subject advisors as coordinated by Jerry Zitha and Martha Bernard-Phera

Project Guiding Document Patricia Watson, André Croucamp, Rachel Adatia, Sally Whines, Yumnah Hattas and Desmond Ntshalintshali

Teacher Guides generic section: Diane Favis, Patricia Watson, John Ostrowick and Sally Whines and Teacher Guide grade specific sections for Intermediate Phase: Rachel Adatia, Thulani Sibeko and Leah Marais; Senior Phase: Diane Favis, Leah Marais and Bhuti Nkosi; Further Education and Training Phase: Trevor Waller. All phases benefitted from the editorial feedback from subject advisors as coordinated by Jerry Zitha and Martha Bernard-Phera

Editorial contributors

Antoinette Gennrich, Barbara Rodwell, Bhuti Nkosi, Catherine Alexander, Catherine Garson, Cheryl Minkley, Cyrilise Scholtz, Daniella Favis, Desmond Ntshalintshali, Diane Favis, Dorita Du Toit, Ernestina Mudau, Estelle Lawrence, Esther Ramani, Gillian Mcdowell, Illiska Crossley, Ismail Teladia, Jane Argall, Jennifer Button, Julia Raynham, Karen Hurt, Kekeletso Mbombo, Kent De Klerk, Khulekani Kanye, Lausanne Olivitt, Leah Marais, Lloyd Leach, Lesedi Mogoathle, Maia Marie, Makganwana Mokgalong, Makhosazane Mngadi, Mamotha Rathhankana, Maren Bodenstein, Marion Drew, Marta Heri, Maylani Louw, Michelle Petersen, Nandipha Mbangula, Neville Josie, Nico van der Merwe, Nicole Levin, Nomagugu Mukadah, Nombuso Makhathu, Ntombi Qoyi, Ntombikayise Mota, Patricia Dianne Tucker, Priya Vallabh, Rachel Adatia, Refiloe Mofelehetsi, Rosalee Telela, Sally Clark, Samuel Maraba, Shamim Meer, Shamin Chibba, Sharon Cort, Shanu Misser, Thabile Mangele, Thandile Ntshwanti, Thulani Sibeko, Trevor Waller, Una Seery, Vanishree Naamdheh, Wendy Rodseth, Yvonne Shapiro, Zintle Tyuku, Zonke Mpotulo

Reviewers & Specialists

Andile Dube, André Croucamp, Andreas Beutal, Andrew Ingram, Andrew Simpson, Annamarie Murray, Carina Muller, David Mendes, Didi Chokwe, Dineo Molatedi, Elmary Briedenhann, Finn Reegan, Grandville Whittle, Hayley Walker, Jacqui Makowem, Joanne Newton, Joanne Potterton, Johanna Moolman, Judy Connors, Kekeletso Mbombo, Krishni Perumal, Kwanele Mabuza, Lesedi Mogoathle, Letha Ukuthula Makhanga, Lucy Matini, Maude de Hoop, Mike Townsend, Mmoloki Legodi, Mpho Mkhonto, Nanjani Lungu, Nicolette Prea Naidoo, Noluthando Mvabaza, Nomfundo Somhlahllo, Nwabisa Tsengiwe, Preeya Seetal, Ravi Pillay, Rebene Ntsie, Renet Strehlau, Saadhna Panday, Sibongiseni Henna, Sijabule Behane, Susan Naude, Timothy Fish Hodgson, Tshikovi Madidimalo, Wycliffe Otieno

Life Orientation Subject specialists

Intermediate and Senior Phase: Boitumelo Keebine, Christabel Jabulile Mkhathswa, Dinah Mosia, Eliza Thokozani Vilakazi, Gloria Ntombikazi Dekeza-Tsomo, Ismail Teladia, KG Modiba, Mangoma Hulisani Mulweli, Margie Clarke, Mark Antonels, Millicent Smith, Phillip Molala, Pumla Pretty Zimema, Rachel Kika, Reggy Mashego, Sibongile Moloko, Simon Mandewo, SV Moodley

FET Phase: Betty Twala, Disemelo Maphate-Mrubata, Fairouz Cassiem, June Darries, Marilyn Villaflores, Moses Nsimbini, Peace Meremetsi, Robertha Nazer, Thato Adoro

Managerial and Administrative support: Doris Mahlobogoane, Jerry Zitha, Luvuyo Cebo, Makondele Tshitema, Martha Bernard-Phera, Mimi Mini, Ntebo Mkhondo, Pumla Mdontswa, Sifiso Sibiya, Tumi Montja, Virginia Mputla

Translators

Benny Mojela, Bie Venter, Claudine Rambau, Ismael Stene, Khanyisile Mndebele, Kubeka Prinscilla Nelisiwe, Lusanda Goli, Marcel Devos, Maureen Wilson, Michael Louw, Nombulelo Sambo,

Noma-Gcina Mtshontshi, Ntombikayise Zulu, Risuna Wisdom Nkolele, Themba Mahlangu, Thompho Rambuda

Design & Images

Adam Rumball, Alicia Arntzen, Arline Stoffberg, Brian Switala, Candice Turvey-Green, Emma Bosman, Francis Burger, Jenny Hattingh, Keabetswe Makgoane, Landi Terblanche, Melinda Bosch, Michele Dean, Nkosinathi Khumalo, Rita Potenza, Rizelle Haartmeier, Robert Machiri, Sally Whines, Sarie Potter, Tatjana Godoy

Illustrators

Alastair Findlay, Bosslady Ami, Anri Terblanche, Chenoa Nwokedi, Dumisani Shambale, Emma Bosman, Emeka Ntone Edjabe, Francis Burger, Galaletsang Majatladi, Georgia Rae Luce, Michael Lawrence, Mninawa Ncombo, Nkosinathi Nzima, Paige Steyn, Sally Whines, Tamsin Hinrichsen, Tarika Pather, Vusi Malindi, Zenande Mtati

Content developer – Creative Arts

Assitej South Africa

Administrative Support

Boitumelo Madie, Cynthia Manamela, Eric Richardson, Mantsha Maponya, Qanita Buys, Shalette Bester, Thabo Motshweni, Tsitsi Magwiro

Steering committee members

Road Traffic Management Corporation: Mpho Mokhantso, Ntsoaki Tsokolibane, Refilwe Mongale **Railway Safety Regulator:** Keatlegile Godwill Malete **Eskom:** Mike Townsend **Class Act:** Lorraine Marneweck **Road Accident Fund:** Siphamandla Gumbi **SASA:** Priya Seetal **UNICEF:** Andile Dube **DBE:** Boitumelo Madie, Patricia Watson **NECT:** Peter Kimingi, Sandile Mkhonto **Nestlé:** Conny Sethaelo, Nkululeko Dhlamini **Momentum:** Charlene Lackay, Thabo Qoako, Bernadene de Clercq **Project Management Team:** Kanyisa Diamond, Russel Mulamula

Special thanks to:

The curriculum strengthening team that supported the DBE to develop the Competency Framework led by Cheryl Weston: Shirley Eadie, Cathryn Moodley James, Sharon Grussendorff, Leketi Makalela, Andre Croucamp, Lauren Tracey Temba, Shafika Isaac who cocreated the Competency Framework for DBE

Gauteng Department of Basic Education officials and teachers who attended workshops and shared their experience of Life Orientation in the classroom and ideas to inform the textbooks

Schools that took part in photo shoots and illustrations: Emadwaleni High School, Greenside High School, Pretoria Tech High School, Queens High School, Thatha Ezakho Primary School, Vista Nova School

Kara Heritage Institute and the houses of traditional leadership that informed the indigenous knowledge priority

MindBurst Workshop for sharing their experience of developing and facilitating critical thinking skills with schools. The skills scaffold and the project lenses are based on their work

The South African Human Rights Commission (SAHRC), particularly Commissioner Ameerma and the Access to Justice Programme

Discovery Vitality who hosted the Physical Education 'Big Ideas' specialist workshop

Soul City for permission to draw on their extensive archive of Soul Buddyz materials

The European Union for funding the initial phase of the project

The National Collaboration Trust, particularly Godwin Khosa, Peter Kimingi, Sandile Mkhonto, Kanyisa Diamond, Tsitsi Magwiro, Hlayisani Mabutana and Thabo Motshweni

The senior managers of Basic Education, particularly Dr Granville Whittle, Mamiki Maboya, Patricia Watson, Moses Simelane, Rufus Poliah, Seliki Thabane, Cheryl Weston, Mark Chetty, Bulara Monyaki, Pule Rakgoathe, Martha Bernard-Phera, Jerry Zitha, Likho Bottoman, Sifiso Ngobese, Given Mabena, Neo Sediti, Muzi Ndlovu, Sibongile Monareng



Organisations who have contributed to the project, including those who participated in workshops and provided resource materials to inform the textbooks:

Adopt-a-School Foundation	Know Your Constitution Campaign (KYC)	The Institute for Justice and Reconciliation
African Centre of Excellence for Information Ethics	Learning Matters	The Other Foundation
African Storybook Project	Lifesaving South Africa	Triangle Project
Aids Accountability International	Macsteel Maestros	Tshwane University of Technology
Altus Sport	Mapungubwe Institute for Strategic Reflection	United Nations Educational, Scientific and Cultural Organization (UNESCO): Quality Physical Education
Amnesty International	Media in Education Trust Africa (MiET Africa)	United Nations Children's Fund (UNICEF)
ASSITEJ	Mindset TV Network	United Nations Human Rights: Office of the High Commissioner
British Council	Motsepe Foundation	Unity Actions
Cape Peninsula University of Technology: Centre for International Teacher Education	Move-It Moving Matters	University of Cape Town: Children's Institute of South Africa
Class Act	Nal'ibali Reading Clubs	University of Cape Town: Exercise Science and Sports Medicine
Constitution Hill: Education Outreach	Namibia Ministry of Education	University of Johannesburg School of Education
Constitutional Literacy and Service Initiative (CLASI)	National Education Collaboration Trust (NECT)	University of KwaZulu-Natal: DST-NRF Centre in Indigenous Knowledge Systems (CIKS)
Cool to be Me	National Sea Rescue Institute (NSRI)	University of Kwa Zulu-Natal: School of Education
Department of Arts and Culture	Masihlangane Communications CC	University of Pretoria: Centre for Sexualities, AIDS and Gender
Department of Cooperative Governance and Traditional Affairs	Milk SA	University of Pretoria: TUKS AIDS Reference Group
Department of Basic Education: Life Orientation Education Specialists across the nine provinces	Momentum Metropolitan Holdings Limited	University of South Africa (UNISA): Department of Inclusive Education
Department of Health	Nelson Mandela Children's Fund	University of Stellenbosch
Department of Higher Education and Training	Nelson Mandela Children's Hospital	University of the Free State
Department of Justice and Constitutional Development	Mandela University	University of the Western Cape: School of Education
Department of Social Development	Nestlé	University of the Witwatersrand: Centre for Diversity Studies
Department of Sport and Recreation South Africa	North-West University	University of the Witwatersrand: School of Education
Department of Transport	Phaphama Initiatives	University of the Witwatersrand: School of Law
Discovery Vitality	Phoenix College of Johannesburg	University of Zululand
Durban Gay Centre	Physical Education Institute of South Africa (PEISA)	USAID: Education Development Centre
Durban University of Technology: International Centre of Nonviolence	Railway Safety Regulator (RSR)	Valued Citizens Initiative
ENSAfrica	Regional Psychosocial Support Initiative (REPSI)	Violence Prevention Forum
Equal Education Law Centre	Road Accident Fund (RAF)	Woolworths
Eskom	Road Traffic Management Corporation (RTMC)	World Health Organization (WHO)
Facing History and Ourselves	Save the Children South Africa	
Flemish Association for Development Cooperation and Technical Assistance (VOB)	SCORE	
Foundation for Human Rights (FHR)	Section27	
GALA (Gay and Lesbian Memory in Action)	SGS Consulting	
Gauteng Department of Education	Shanduka Foundation	
Gay and Lesbian Network (GLN)	Shikaya	
Gender Dynamix	Socio-Economic Rights Institute	
GIZ – Deutsche Gesellschaft	Soul City Institute	
Grassroot Soccer	South African Human Rights Commission	
Higher Education and Training HIV/AIDS Programme (heads)	South African Institute for Drug Free Sports	
Human Sciences Research Council (HSRC)	South African Local Government Association (SALGA)	
I.B.I ART	South African Medical Research Council	
Inclusive Education South Africa	South African National Roads Agency Ltd (SANRAL)	
Institute for Security Studies	South African Sugar Association	
Intel South Africa Corporation	South African Universities Physical Education Association (SAUPEA)	
Iranti-org	Special Olympics South Africa	
Kara Heritage Institute	Sport for Social Change Network (SSCN)	
Kenya Institute of Education	Sports Science Institute of South Africa (SSISA)	
King David High School	Street Law	
	Swiss Agency for Development and Cooperation	
	The Global Hope: The Chicago School of Professional Psychology	

Visual and text permissions



Photographic and illustration credits:

Cover Kitty Schneider Juliet Yates | Ed Suter Africa Media Online | Guy Stubbs Africa Media Online | Oleksandr Rupeta Getty Images

Prelim pages Sally Whines | Afripics.com

Term 1:

Lesson Set 1 Tatjana Godoy | Teboho Malope Youtube | Jacana Media | pixelrobot 123RF | Rifa Faiz Unsplash | pixelrobot 123RF | Tatjana Godoy | Javier Sanchez Mingorance 123RF

Lesson Set 2 Tatjana Godoy | Pixabay | geralt Pixabay | Justin Groep Unsplash | azat180885 123RF | Snappy Goat | lisajules Pixabay | Johannesburg Art Gallery Collection | Esa Alexander Sunday Times | Graeme Williams | Andreas Vlachakis

Lesson Set 3 Tatjana Godoy | Ed Suter Africa Media Online | Nikki Rixon Africa Media Online | Guy Stubbs Africa Media Online | Tatjana Godoy | nasaimages 123RF | Drum Photographer Africa Media Online | Chimamanda.com | Allan Warren Wikimedia Commons | Motlalefi Mahlabe Africa Media Online | Element5 Digital pexels | Marly Rusoff Agency | Marly Rusoff Agency | Amistad / HarperCollins Beverly Naidoo | Linda Brownlee Beverly Naidoo | Jonny White Alamy/Afripics | dpa Picture-Alliance Alamy/Afripics | Eugene Ramirez Mapondera Kay Media | Kay Media | Creative Market | Jonathan B Tucker

Physical Education

Emma Bosman | Lloyd Kent UWC | Nicole De Khors Burst | Lloyd Kent UWC | Freepik | Lloyd Kent UWC | Shutterstock | wavebreakmedia | wavebreakmedia | Lloyd Kent UWC | Pixabay | Pixabay | Lloyd Kent UWC | www.focusfitness.net/stock-photos/wp-content/uploads/edd/2017/06/Young-man-doing-front-plank-raising-one-leg.jpg | Lloyd Kent UWC | Emma Bosman

Term 2:

Lesson set 4 Tatjana Godoy | Rita Potenza & Francois Smit | Adam Armstrong GroundUP | Leon Sadiki | Ashraf Hendricks GroundUP | John Hodgkiss Kentridge Studio

Lesson set 5 Tatjana Godoy | Keabetsoe Makgoane Greenside High Shoot | Nkosinathi Khumalo DBE commission | Fraser McLean Wits Historical Papers | Steve Biko Foundation | Fraser McLean Wits Historical Papers | Drum Photographer Africa Media Online | Drum Photographer Africa Media Online | David Koloane Johannesburg Art Gallery Collection | Star Photographer The Star | Wits Historical Papers | Philip Littleton Getty Images | Kevin Sutherland Arena Media | Robert Tshabalala Africa Media Online | Eli Weinberg UWC Robben Island Mayibuye Archives | Ashraf Hendricks GroundUP | Ashanti Maluleke GroundUP

Lesson set 6 Tatjana Godoy | Gautrain Website | Foto24/ Gallo/Getty Images | Alon Skuy Arena Media | University of Johannesburg | University of Johannesburg | Tammy Petersen News24 | Tammy Petersen News24 | Anglo American Website | Anglo American Website | Michael Turner 123RF | auremar 123RF | Homegrown Photographer Africa Media Online | Per-Anders Pettersson Gallo/Getty Images | Neville Elder Gallo/Getty Images | Michael Turner 123RF | Paul Weinberg Africa Media Online | Pippa Hetherington Africa Media Online

Physical Education

Emma Bosman | secondsleft.co.uk/rugby world

Term 3:

Lesson set 7 Tatjana Godoy | Kagiso Pat Mautloa | Faatimah Mohamed-Luke | Daniil Peshkov 123RF | Henadz Krauchanka 123RF | Karim Sadir | Karim Sadir | Sama Wikimedia Commons | Jozef Polc 123RF | Postmatric.co.za

Lesson set 8 Tatjana Godoy | dimitrisvetsikas1969 Pixabay | Andrew Ingram NSRI | Andrew Ingram NSRI | Tamar Mason and Cgoise Ntcox'o Wits Origins Centre | Saidy Brown | Working on Fire Alamy / Afripics | Surfers Not Street Children | Eseltjesrus Donkey Sanctuary | S. Parbhoo Mohan CREW Programme | Tamar Mason and Cgoise Ntcox'o Wits Origins Centre | Golden Passages | Golden Passages | Gille de Vlieg Africa Media Online | Kristen Opalinski Wikimedia Commons | Roger de la Harpe Africa Media Online | Lisa Hoffner CARE | WITS Art Museum | Chris Galliers Africa Media Online | Wits Historical Papers | Ariadne Van Zandbergen Alamy / Afripics | Tamar Mason and Cgoise Ntcox'o Wits Origins Centre | Tatjana Godoy | Selina Makwana WITS Art Museum | Tamar Mason and Cgoise Ntcox'o Wits Origins Centre

Lesson set 9 Tatjana Godoy | Norman Catherine | Vuyile Cameron Voyiya Sue Williamson | Chris Ledochowski Africa Media Online | Rodger Bosch Gallo Images | Anthony Nkotsi Iziko SANG Permanent Collection | Papi Morake Gallo Images | VGrigas Wikimedia Commons | Peter Chadwick Africa Media Online | Nkosinathi Khumalo DBE School shoot | Tatjana Godoy | Chris Galliers Africa Media Online | Dan Rakgoathe Mutual Art | Johannesburg Art Gallery Collection

Physical Education

Emma Bosman | Michelle Peterson



Term 4:

Lesson set 10 Tatjana Godoy | Anglo American Website | Michael Turner 123RF | dgmt.co.za | Alamy / Afripics

Lesson set 11 Tatjana Godoy | Wikimedia Commons | Angela Weiss Gallo/Getty Images | Media 24 Gallo/Getty Images | Wikimedia Commons | Vatican Pool Gallo/Getty Images | AFP/ Rodger Bosch Gallo/Getty Images | Thapelo Morebudi TimesLive

Lesson set 12 Tatjana Godoy | allanswart Gallo/Getty Images | Pal Pillai Gallo/Getty Images | Gianluigi Guercia Gallo/Getty Images | Simon Stacpoole Gallo/Getty Images | James Williamson Gallo/Getty Images

Lesson set 13 Tatjana Godoy | Sage Friedman Unsplash | Tommaso Altamura Alamy | Nkosinathi Khumalo DBE School shoot | Sally Clark | I uma Iziko South African Museum | South African Museum | Pippa Hetherington Africa Media Online | Wikimedia Commons | Willem Boshoff | Sally Whines

Physical Education

Emma Bosman | rgerber Pixabay | Piotr_Ra Pixabay | Rawpixel.com | www.all4o.com/orienteering-blog/Orienteering-at-school-for-ages-13-15-LINE-ORIENTEERING | maxmann Pixabay | binbir background Flickr | peter vanosdall Unsplash

It's a Wrap

Roger de la Harpe Africa Media Online | Emma Bosman | Anglo American Website | Kagiso Pat Mautloa | Gianluigi Guercia Gallo/Getty Images | Enva Environmental Africa | dgmt.co.za | S. Parbhoo Mohan CREW Programme | Johannesburg Art Gallery Collection | Norman Catherine | WITS Art Museum

Text permissions and credits:

No text permissions are required.



South African National Anthem

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

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

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

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

African Union Anthem

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

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

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

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

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

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

At the Crossroads series of books

The Department of Basic Education's Life Skills and Life Orientation textbook series offers learners the opportunity to connect, imagine and cocreate wonderful life journeys in the twenty-first century. The textbooks are designed to help children and adolescents make informed decisions about their health, nutrition, safety, mental health, sexuality, physical fitness, and use of technology.

They also learn to regulate their emotions to sustain quality relationships with people, animals, and the environment. They learn to uphold their civic responsibilities in keeping with the laws of the country and its Constitution.

By exploring their strengths and challenges, learners navigate the crossroads they encounter along their learning journey and find their way to meaningful careers and sustainable livelihoods and lifestyles.

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

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

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