

CHAPTER 1: DEVELOPMENT OF THE SELF IN SOCIETY

UNIT 1: LIFE SKILLS REQUIRED TO ADAPT TO CHANGE AS PART OF HEALTHY LIFESTYLE CHOICES: IDENTIFY STRESSES, ASSESS AND MANAGE STRESS

Identity stressors

Change: to transform or become different.

Quality of life: your level of personal well-being and satisfaction with your life, what the conditions of your life are.

Stress: pressure, nervous, tension and anxiety, constant worry, strain.

Anxiety: worry, nervousness or unease.

Stressors: things that cause stress or pressure.

Personality: qualities, actions, behaviour and attitude that make a person unique.

Stress is a reaction caused by ongoing, increasing or new pressures or demands. When the pressures are more than your coping skills, you may feel overcome by:

- Constant nervous tension or anxiety
- Too much to do
- Too many problems to solve
- Too many things happening over which you think you have no control

Physical stressors

- Lack of physical exercise
- Physical or sexual abuse
- Illness
- Injury
- Hunger
- Accidents
- Overtiredness
- Physical disabilities
- Unhealthy lifestyle choices

Environmental stressors

- Pollution
 - *Air pollution (traffic)*
 - *Water pollution (waste from factories)*
- Natural disasters
 - *Fire, floods & droughts*
- Dangerous environments where violence is part of life
- Harmful living conditions that lack basic facilities such as water, electricity and proper shelter
- Lack of private space at home
- Noise pollution
- Physical factors (lack of fresh air, sunlight and privacy)

Emotional stressors

- Feelings
 - *Constant worry*
 - *Nervousness*
 - *Anxiety*
 - *Jealousy*
 - *Anger*
 - *Disappointment*
 - *Rejection*
 - *Hate*
- Thoughts
- Reactions to life crises and change
 - *Unplanned pregnancy*
 - *Death of a parent or family member*
 - *Failing*
 - *Divorce of parents*
 - *Job loss*
- Personality
- Image of yourself
- Change
 - *moving*
 - *starting a new job*
 - *marriage*
 - *transition from school to adult life*

Social stressors

Family & society

- divorce or death in the family
- family responsibilities
- family pressure to succeed
- arguments with family members
- trouble with the law
- poverty, financial difficulties, debt
- stigma
- gender discrimination

Friends and peers

- peer pressure
- breaking up a friendship or relationship
- loneliness
- unpopularity
- being unsure of others
- teasing and name calling
- bullying
- pressure to join a gang or to party

- fear of crime	- Pressure to smoke, drink, use drugs, and wear expensive clothes.
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Assess your levels of stress

Signs of stress: a measurable indication of stress.

Symptoms of stress: feelings that indicate stress.

Adrenaline: a chemical messenger called a hormone that is released into the blood system in reaction to stress; it increases the heart rate and blood pressure.

Eustress: positive, good and necessary stress.

Distress: negative, harmful bad stress.

The signs and symptoms of stress

- Signs are physical and can be seen or measured.
- Symptoms of stress are problems that are noticed or felt.
- Stress is a personal experience.
- Signs include:
 - *Diarrhoea/ upset stomach*
 - *Rapid heartbeat*
 - *Bleeding ulcers*
 - *Sweating too much*

Positive and negative stress

- Stress can motivate and make you ready for action as it releases adrenaline into the blood stream to give you the energy to take action.
- Positive stress motivates you, encourages you and makes you push yourself.
- Negative stress is unhealthy, unpleasant and can be dangerous- can reduce your performance level.

Levels of stress

- Low level of stress: you are able to cope with the stress in your life.
- High level of stress: you urgently need to apply stress management methods to reduce your stress or get rid of it.

Stress Management

Coping mechanism: ways to handle or deal with stress.

Management techniques: ways to deal with or manage and prevent stress.

Develop & implement your own strategy

- Identify stressors & assess stress levels.
- Balanced nutrition.
- Laughter.
- Embrace the challenges of Grade 12.
- Follow a balanced lifestyle.
- Deal with your emotions.
- Time management.
- Apply exam stress reducers.
- Make time for physical exercise, recreation & relaxation.
- Visualise & turn hurtful emotions into healing emotions.
- Good relationships.

UNIT 2: LIFE SKILLS REQUIRED TO ADAPT TO CHANGE AS PART OF HEALTHY LIFESTYLE CHOICES: CONFLICT RESOLUTION SKILLS

Interpersonal and intrapersonal conflict

Conflict: disagreement, argument, fight.

Resolution: solution, agreement.

Interpersonal: existing or occurring between persons.

Intrapersonal: existing or occurring within yourself.

Interpersonal conflict: a disagreement between two or more people.

Intrapersonal conflict: when you think about something, wrestle with it and have inner conflict.

Conflict resolution skills

1. Map the conflict to resolve intra- and interpersonal conflicts.
2. Use 'I' sentences to resolve interpersonal conflicts. (I feel; When; Because; And I would like...)
3. Apply assertive skills to resolve interpersonal conflicts.
4. Use listening and rephrasing skills to resolve interpersonal conflicts.
5. Apply self-control skills to prevent and resolve intra- and interpersonal conflicts.
6. Apply negotiation and mediation skills to resolve interpersonal conflicts.

Assertive: being able to say what you want in a logical and polite way.

Negotiate: to talk through a conflict and to reach an agreement; trading with words.

Mediate: to keep peace between people who are in a conflict situation.

UNIT 3: LIFE SKILLS REQUIRED TO ADAPT TO CHANGE AS PART OF HEALTHY LIFESTYLE CHOICES: INITIATE, BUILD & SUSTAIN POITIVE RELATIONSHIPS & IMPORTANCE OF COMMUNICATION

Initiate, build and sustain positive relationships: importance of communication

Sustain: keep going, maintain, continue.

Initiate: start, begin.

Empathy: understand another person's feelings.

Communication is about understanding others and communicating feelings, beliefs and attitudes- these are vital skills. Maintain contact with your family and friends regardless of the different directions that you choose.

1. Initiate relationships
 - *Remember people's names*
 - *Be willing to share information about yourself*
 - *Use humour*
2. Build and sustain relationships: communicate that you understand others by showing empathy
 - *This allows you to relate to what people are saying, feeling and going through.*
3. Build and sustain relationships: show that you understand others by applying your listening skills.
 - *Hear what is being said.*
 - *Listen*
 - *Make sure you understand*
 - *Summarise what is said*
4. Build and sustain relationships: communicate your feelings, beliefs and attitudes.
 - *Your feelings, beliefs and attitude are all part of who you are.*

Factors that influence effective communication

Good communication means people understand each other, there are no misunderstandings and messages are given in a clear, understandable way.

Personality

Your personality determines the way you act, behave and react.

- **Introvert:** shy, doesn't communicate easily.
- **Extrovert:** communicates easily.
- **Attention seeker:** overbearing, takes over, wants to be the centre of attention.
- **Gossip:** talks about other people.
- **Insincere:** two-faced or hypocritical.
- **Bully:** hurts people with words or actions.
- **Unreliable:** makes promises but doesn't keep them.
- **Trustworthy:** keeps promises.

Attitudes & values

These affect your communication especially when you think that you are better than somebody else.

Acceptance of responsibilities

Responsibility means you are accountable and you do your duty. You can be trusted to do your job. You apologise for your mistakes.

Appropriate expression of views and feelings

This means that you say what you think and feel, but in a way that does not hurt or offend others.

Respect the feelings of others

This means that you also show empathy and compassion. You also show respect regardless of whether or not you agree.

To show that you respect the feelings of others:

- *Listen carefully, pay attention and look interested and engaged.*
- *Use positive body language and don't look bored.*
- *Never interrupt.*
- *Respond with statements such as: I agree; I understand..*
- *Avoid judging people without first listening to them properly.*
- *Avoid laughing at or teasing people when they share their feelings with you.*

UNIT 4: TRANSITION BETWEEN SCHOOL AND POST-SCHOOL DESTINATION, POSITIVE AND NEGATIVE ASPECTS OF CHANGE, INVESTIGATE OTHER CIEWS, THE LIFE CYCLE AND TRADITIONAL PRACTICES

Change in circumstances

Circumstance: situation, status.

How to adapt to growth and change in circumstances

- **Plan what to do:** know what the changes will be and make a plan to deal with each aspect. Where possible, do this before the change happens.
- **Think of previous changes in your life and how you coped with them:** use some of those skills again if they worked for you.
- **Talk to somebody you trust:** say how you feel about the change.
- **List the good aspects of changes.**
- **Develop a positive attitude towards change and take change:** see it as a challenge and opportunity for your personal development and growth.
- **Avoid resisting change and face your fear of change:** talk about your fears of change. Tell a friend, family member or teacher how you feel.
- **Change will influence your need for more information:** this is because you move from a known situation to an unknown situation. The more information you have about the new situation, the easier it will be to cope.

- Give yourself time to adjust to the change.
- Use your religion or belief system to guide you and to give you comfort and support.

Transition between school and post-school destination

Transition: movement, passage, or change from one stage to another.

Post-school destination: the place you will be going to after school.

Positive and negative aspects of change

Positive

- Exciting
- Challenging
- Motivating
- Can lead to better things
- Demands that you are flexible
- Keeps your brain alert
- Allows you to discover hidden potential
- Keeps your life interesting
- Opportunities
- Can lead to personal growth

Negative

- Can cause stress
- Not always for the better
- May make you feel unsure and insecure
- Can be irritating; just when you get used to something, there is change
- Loss
- Fear of the unknown
- Threatening
- Painful, for example, illness
- Sorrowful, for example, death

Investigate other views and insights of the life cycle related to traditional practices

Life cycle: growth or progression through different stages of development.

Rites of passage: rituals, ceremonies, or events that symbolise important stages in a person's life.

Rites of passage help to make it easier to move from one phase to the next. They help people to adapt to change, and accept a new social status, as well as being accepted by the community. There is a specific social status, with responsibilities and privileges, linked to each life stage and new social role.

Important stages in the life cycle:

Birth; first year at school; puberty- body changes to get ready for reproduction; 18 years old-voting age; 21 years old- adulthood; graduation/profession/career; marriage, starting a family; Grandparents/elderly; death.

Male circumcision: isiXhosa initiation

Reed dance: isiZulu rite of passage

21st birthday party: marking entry to adulthood

Bar Mitzvah: Jewish religious ceremony

Funeral: Xitsonga mourners

UNIT 5: PERSONAL LIFESTYLE PLAN TO PROMOTE QUALITY OF LIFE

Your personal lifestyle plan

Lifestyle plan: plan to live a certain way.

The best lifestyle plan is to live a healthy and balanced life. The aim is to improve or maintain a good quality of life, to promote your well-being and live a fulfilling and happy life. Lifestyle plans mean living in a way that you remain healthy. It helps you to manage your life, take control of it and achieve the quality of life you want.

Lifestyle plan

- **Physical exercise:** get exercise every day for 20-30 minutes.
- **Nutrition and weight management:** eat balanced meals; avoid diets and reduce my fat and sugar intake.
- **Outdoors recreation and relaxation:** spend time at least once a week in the natural environment outdoors; relax with family and friends.
- **Sleep:** get enough sleep so you don't feel tired when you're awake.
- **Promote healthy habits and avoid unhealthy habits:** know the difference between healthy and unhealthy habits; then make a plan to change unhealthy habits.

- **Abstinence or safe sex:** wait until i am out of school before i have sexual relationships; if you do have sexual relations, always use a condom and go to the clinic for regular checks for STIs.
- **Avoid cigarettes, drugs and alcohol:** avoid all these substances; they don't reduce stress or make life better, only worse.
- **Cope with change:** embrace change as a normal part of life and look forward to new challenges.
- **Emotional health:** express your feelings appropriately.
- **Stress management:** use the strategies given in this chapter to help you manage stress.
- **Time management:** be on time, save time and use every moment of your life well.
- **Conflict resolution:** meditate and negotiate, be assertive and try to resolve conflicts before they get out of hand.
- **Relationships and communication:** be a good friend, treat others as you would like to be treated, listen well and communicate your feelings.
- **Volunteer to help others:** give to others, help others and reach out to others.

CHAPTER 2: PHYSICAL EDUCATION: PARTICIPATE IN PROGRAMMES THAT PROMOTE ACHIEVEMENT OF PERSONAL FITNESS AND HEALTH GOALS

UNIT 1: SAFETY IN PHYSICAL FITNESS ACTIVITIES

Intensity: how hard you should exercise to improve your cardiovascular endurance.

Low-impact: exercise where at least one of your feet remains in contact with the ground at all times, doesn't put your joints under much stress.

High-impact: exercise where both your feet leave the ground at the same time, for example, puts stress on your joints and muscles.

Flexibility: the ability to move your joints and use your muscles through their full range of motion.

Physical fitness: ability to perform physical activities vigorously, with energy or power left for other tasks.

UNIT 2: SET PERSONAL FITNESS AND HEALTH GOALS

Muscular endurance: the ability of your muscles to continue applying force.

Body mass index (BMI): the measure of your body composition, a calculation of your body weight in comparison to your height. $BMI = \text{weight in kg} / \text{height in m}^2$

Body Mass Index (BMI)

- Used for adults over 20.
- If you are under the age of 20, the BMI can only be used as a guideline because:
 - You are still growing and getting taller; young people grow at different rates
 - You may be the same age and height as someone else, but you may be more developed or more muscular or have heavier bones.
 - An ideal BMI at this age is different for males and females.

Core: muscles in your abdomen and back that are attracted to your spine and pelvis.

Core strength: strong muscles around your torso.

Torso: the main part of your body, not including your head, arms, and legs

Core exercises: abdominal crunches, sit-ups and push ups.

Abdomen: the part of your body below your chest; your stomach.

Abs: abdominal muscles.

UNIT 3: PARTICIPATE IN CARDO KICKBOXING

Cardio kickboxing: a mix of boxing, martial arts and aerobics.

CHAPTER 3: STUDY SKILLS

UNIT 1: REFLECT ON THE PROCESS OF ASSESSMENT AND EXAMINATION WRITING SKILLS, APPLY THESE SKILLS AND REVISE EXAMINATION WRITING SKILLS

Process of assessment

Strategies: plans or methods to achieve a goal.

Styles: particular ways of doing something.

Assessment: evaluation.

Formal assessments: tasks, tests and exams for marks.

Revise own study skills, strategies and styles

Revise your study skills

Flashcards	Small cards or pieces of paper on which you write key points and short bits of information.
Mind maps	Mind maps link information in a logical way that will help you to remember.
Mnemonics	A mnemonic is something such as a word, a sentence, or a song, that helps you to remember something.
Summaries	Summaries consist of key words.
Tables	Tables help you to organise information in a logical and connected way.
talk and listen	Read your notes out loud; discuss study material out loud.
Be colourful	Use different colours to highlight important points in your notes or on your flashcards.
Move about	Walk around while you are reading or repeating your material.
Study to music and rhythm	Tap with your feet or fingers while you recite your notes.
Role-play	Role-play being the teacher and explaining the work to others.

Revise your study strategies

Study plan	Analyse how you spend your time and cut out time wasters. Draw up plans. Include due dates for tasks and projects, test and exam dates, group study periods, and time for relaxation and physical activity.
Study place	Have your own area where you study.
Get organised	<ul style="list-style-type: none"> - Have all your study notes and all the equipment you need with you - Switch off your cell phone - Keep your work and notes in files, boxes, or large envelopes; label them clearly

Revise your study styles

Study style	You prefer to...	Study skills and strategies
Visual	<ul style="list-style-type: none"> - Use pictures, maps and colours to organise information. - Visualise how things work & are connected. 	<ul style="list-style-type: none"> - Draw colourful mind maps. - Colour-code your files and notes. - Draw pictures instead of using words.
Musical	<ul style="list-style-type: none"> - Use sound, rhyme, rhythm and music in your studying. - Listen to information rather than read it. 	<ul style="list-style-type: none"> - Make mnemonics that rhyme or you can sing to a tune. - Play music quietly in the background.
Kinaesthetic/physical	<ul style="list-style-type: none"> - Move around rather than sit still. - Find out how things work rather than read about them or look at diagrams. 	<ul style="list-style-type: none"> - Use flashcards because you can touch them and move them around. - Draw big pictures and mind maps. - Do role play. - Study in a place where you have room to move.
Verbal	<ul style="list-style-type: none"> - Read, write and speak. 	<ul style="list-style-type: none"> - Read your notes out loud; be dramatic - Discuss work with others.
Logical/mathematical	<ul style="list-style-type: none"> - See patterns and connections. - Work through problems in a systematic way. 	<ul style="list-style-type: none"> - Draw up tables and lists of key points. - Draw mind maps and connect points with arrows.
Interpersonal/mathematical	<ul style="list-style-type: none"> - Work with others 	<ul style="list-style-type: none"> - Do a role play - Join a study group
Intrapersonal	<ul style="list-style-type: none"> - Work on your own - Have quiet and privacy 	<ul style="list-style-type: none"> - Role play by yourself - Find a quiet place to study

Revise examination writing skills

Read the questions	<ul style="list-style-type: none"> • Read the question very carefully • Note any instruction about how to answer the question. • See if the question has more than one part. • See how many marks are allocated to each section. • Underline key verbs that tell you what the examiner expects to do .
Plan the response	<ul style="list-style-type: none"> • Write down your key ideas in point form. • Use bullets, numbering, and arrows to organise your answer so that the points are connected logically. • Draw a mini mind map. • Write down each topic key word you have identified in the question and the points you want to make about it below or next to the key word.
Answer the question	<ul style="list-style-type: none"> • Do not write more than you have been asked for. • Number your questions clearly. • Write neatly and clearly. • Tick off or cross out the points on your response plan to make sure you have covered all of them. • Clearly cross out anything you don't want the examiner to mark.

UNIT 2: IMPORTANCE OF SCHOOL BASED ASSESSMENT

What is School Based Assessment?

School Based Assessment: all formal assessment, including examinations, conducted by the school throughout the year on a continuous basis.

Higher education: education after Grade 12.

HEI: higher education institution, such as a university or university of technology.

Why School Based Assessment is important

- School Based Assessment is important because it tells you, and your teacher, what you know and what you still need to learn and understand before you write your final examination.
- These results are essential if you are planning to study at a HEI.
- Most HEIs require your examination results for Grade 11.
- They will accept you provisionally, or temporarily, based on the results. They will accept you permanently if you get the required final results.
- The higher your marks, the better your chances of being accepted at an HEI of your choice.

UNIT 3: IMPORTANCE OF OBTAINING THE NATIONAL SENIOR CERTIFICATE (NSC): DEVELOP A STUDY PLAN FOR GRADE 12

Importance of obtaining the NSC

The NSC is the key to opportunities to develop, grow and find employment. It is the basis on which you can build your future. IT is important to obtain your NSC because:

- It allows you to study at an HEI. The better your marks are, the more choices you have of HEIs and courses to study.
- It is a basic requirement if you want to apply for a bursary.
- Even if you are not going to study at an HEI, you will still need your NSC if you want to work.
- It is a basic requirement for many jobs.
- Once you have your NSC, you can go back to studying at any time.
- Having your NSC shows you can:
 - Identify and solve problems and make decisions using critical and creative thinking.
 - Work effectively as an individual and with others as a member of a team.
 - Organise and manage yourself and your activities responsibly and effectively.
 - Collect, analyse, organise and critically evaluate information.

- Communicate effectively.
- Use science and technology effectively and critically.

Develop a study plan for Grade 12

Use your assessment plan to draw up a study plan for the whole year. Revise your study plan continuously and adjust it to give more time to the subjects that need it.

CHAPTER 5: CAREERS AND CAREER CHOICES

UNIT 1: COMMITMENT TO A DECISION TAKEN

Commit to a decision taken

Decisions: resolutions to make up your mind about a choice after considering different options.

Commit: to promise to do something; to work very hard to do something; to not give up.

- You should make decisions based on your interests, strengths, weaknesses, skills, abilities, and personality and commit to them.
- You have to act on your decision- need to make an effort to apply, get all the necessary forms and organise all the requirements for next year's choice.

Job or course application for additional or higher education

Job application

When deciding on applying for a job, make sure:

- This is really what you want to do, and is not someone else's decision.
- You have gathered as much information as possible on various options.
- You have researched jobs in detail so that you know what qualifications are needed, what you will do, your hours of work, what you will get paid, and how you will get to and from work.

Application hints

- *Write a covering letter- keep it short; give an overview.*
- *Make sure you have all the information you need.*
- *Make your application easy to read.*
- *If you are attaching your CV to an email or uploading it to an application site, ensure it isn't a large file.*
- *Have a professional email address.*
- *Read the job advert carefully.*
- *Ensure you provide all the required documents.*
- *Carefully check your spelling and grammar.*
- *Send your application to the right person.*

Application for a course at a higher education institution or for additional education

Consider:

- Are there other courses that would suit our interests and skills better.
- What fees will you have to pay?
- Does this institution have a good reputation, offer value for money, and are its courses recognised?
- Where will you stay?
- Are you thinking of studying a course at a particular institution just because your friends are?

Skills for final action

Availability of funds

- **Bursary:** if you have good marks or don't have money to pay for your studies.
- **Scholarship:** from a company, business, or municipality; if you did well at school.
- **Student loan:** from a bank or Edu-Loan, which you have to pay back.
- **Learnership:** you earn while you learn; contact the SETA for the sector in which you would like to follow a career.

Complete forms

- Fill in the year you want to study.
- Make sure you put in the right codes, as it appears in the university's prospectus or handbook.
- The government wants information about your gender, population group, home language, marital status. This information does not influence your application.
- You are at school, and have not yet attended an HEI.
- The university needs to know if you have any disabilities so they can make special arrangements for you.

Remember to:

- *Apply before the due dates*
- *Include all contact details*
- *Contact the institution about any disabilities*
- *Fill in all sections*
- *Write clearly and neatly*
- *Note how and by when application fees must be paid*
- *Attach all required details*

Requirements for acceptance and possible challenges***Don't apply for a job or a course if:***

- You don't have the necessary marks, qualifications or experience
- You haven't completed the applications properly, fully, and accurately
- You have missed the due dates

Possible challenges include:

- The availability of funding
- Not being able to follow your first choice of study programme because it is full
- Transport and accommodation
- Responsibilities at home
- Having to rewrite some subjects so that you can qualify for a course
- The lack of jobs that interest you or for which you are qualified

Strategies to achieve goals

- **Specific:** exact and not general.
- **Measurable:** you can see when you have achieved your goal or made progress towards it.
- **Achievable:** you can reach this goal; it is within your abilities; it is possible.
- **Realistic:** your goal is practical and sensible.
- **Timely:** you can achieve it within the time; you have set yourself.

Once you have set your SMART goal:

- *Make an action plan to achieve it.*
- *Carry out your action plan.*
- *Evaluate if you have achieved your goal or how far you still have to go.*

UNIT 2: REASONS FOR AND IMPACT OF UNEMPLOYMENT

Reasons for unemployment

Unemployment: being without a job, joblessness.

Recession: downturn, slump, decline.

Unemployment is a worldwide challenge which means there is no work, and no income.

Unemployment causes poverty and poverty leads to unemployment

- When there are many unemployed people, fewer goods and services are produced and fewer services are provided.
- Unemployed people don't have money to buy goods or use services.
- Investors become scared to invest their money because they may lose it, as not enough people will buy their goods or use their services.
- Investors decide not to expand their businesses or they retrench workers.
- Some may even close down their businesses before they lose a lot of money.

Reasons for unemployment

- A mismatch between skills and job opportunities; there are no jobs for people with certain skills, or there are jobs but not people with the skills to do them.
- Corruption, which leads to 'jobs for friends' at overly high salaries and takes away jobs from the poor or better qualified.
- Difficult for first-time or new entrants to enter the labour market; people with experience are preferred.
- Distance from workplace to home due to the apartheid-era Group Areas Act that displaced people.
- Overpopulation.
- Lack of education and skills.
- Lack of entrepreneurship opportunities.
- Lack of job search skills and information.
- Mechanisation and computers reduce the number of people needed for jobs.
- Shortage of skilled labour lessens the opportunities for less skilled labour.

Specific reasons for youth unemployment

- Businesses prefer employees who already have skills and experience to inexperienced and unskilled youth.
- Lack of knowledge on how to apply for study bursaries, study loans and learnerships.
- Lack of businesses that are willing to do on-the-job training.
- Expectations of youth may not match reality. Some youth would rather not work than do a job thought to be below their hopes.
- Lack of networking skills; not knowing whom to contact.
- Some youth give up, and stop looking for jobs.
- There are too few universities to accommodate all the applicants.
- Lack of entrepreneurial skills.
- Employers do not regard schooling as an accurate measure of abilities. Low pass marks for NSC are not acceptable in a competitive workplace.
- Lack of job search skills, especially for learners in schools where LO is not taken seriously.

Impact of unemployment

The effects of unemployment include:

- | | | |
|----------------------------------|--------------------------------------|--|
| - Poverty | - Physical and mental health suffers | - Child abuse |
| - Hunger | - Crime | - Lack of self-esteem |
| - Homelessness | - Exploitation | - Exclusion and loneliness |
| - Lack of education and training | - Human trafficking | - Not feeling like a citizen of South Africa |
| - Substance abuse | - HIV and AIDS | |

Cycle of unemployment

1. Can't find work; unemployed.
2. Can't afford rent; live on streets.
3. Can't afford food; go hungry and get sick.
4. No money for transport to look for a job; miss job offers.
5. No money to pay Internet fees to check online for jobs.
6. No money to buy smartphones for a job interview.
7. Problems at home; family puts pressure to get a job or to get out.
8. May be forced to accept any kind of work, below minimum wage or below qualifications/ ability and not keep job.
9. The longer unemployed, the higher the risk of substance abuse; feeling hopeless, angry, depressed, lonely and lose confidence. May give up; or stop looking for a job.
10. Become discouraged and unemployable. Feel desperate, will do anything for money. Will beg, borrow or even steal to survive. With a criminal record, more difficult to find employment.

UNIT 3: INNOVATIVE SOLUTIONS TO COUNTERACT UNEMPLOYMENT

Volunteering, part-time jobs, community work, entrepreneurship and informal jobs

Counteract: cancel out, work against.

Entrepreneur: a person who sees the opportunity to start a business or offer a service.

Informal jobs: jobs where you work for yourself.

Formal jobs: jobs where you work for an employer, and have a job contract.

Volunteering

Volunteering is whereby a person assists others by giving their time and skills without expecting payment. It makes people feel good about themselves and builds confidence. It allows people to explore their interests, abilities and skills and assists in choosing a career. Volunteers receive a letter or a certificate to state what kind of work was done.

Part-time jobs

A part-time job is whereby you work for a short while and gain a lot of experience because of being able to have more than one job at a time.

Community work

Community work means that a person does something to benefit their community or a community in need. The work is usually paid for by government or an NGO or a religious-based organisation.

Entrepreneurship

An entrepreneur sees a need and provides a good or service to satisfy needs.

Informal jobs

Informal jobs are usually short term and have flexible hours – allowing people to balance family responsibilities.

Financial and social viability of entrepreneurship and other employment options

Entrepreneurship: How to draw up a business plan

Business plan: A business plan sets out your goals for your business. It explains how you will achieve your goals; it gives a practical strategy. It outlines how you will sell, market and finance your idea.

A business plan should include:

1. *Short accurate summary of your business, idea or plan.*
2. *An outline to explain the idea and indicating the uniqueness.*
3. *Briefly indicate the structure - who will run the business, how many people are involved etc.*
4. *Explain what your target market looks like; their needs; the type of clients and customers etc.*
5. *Explain your finances – start-up money, where it will come from, how much the profit will be etc.*
6. *Design an action plan to describe how you will advertise, market and sell your services or products.*
7. *Know the legal requirements – rules and regulations, permission required etc.*
8. *Describe what you already have to start with.*
9. *Add a SWOT analysis – strengths, weaknesses, opportunities, threats.*
10. *Go out and implement your plan.*

SARS tax obligations

Income tax: government's main source of income.

SARS: South African Revenue Services.

Tax threshold: the level of income at which you begin to pay tax.

Non-compliance: not doing something that is officially or legally required.

Tax dodging: avoiding paying tax.

Income tax is levied on all income and profits received by a taxpayer – including individuals, companies and trusts. SARS requires all people receiving any form of employment income to be registered with SARS to reduce non-compliance and tax dodging.

The impact of corruption and fraud on the individual, company, community and country

Corruption: dishonesty, misuse of public power and money for private benefit.

Fraud: to swindle, scam, cheat or deceive.

Cronyism: favouritism shown to friends, regardless of their qualifications.

Corruption and fraud are ways of getting money, privileges and power dishonestly. It is the enemy of self-improvement, nation-building, service delivery and good governance.

Forms of corrupt behaviour include:

- **Bribery:** paying for an illegal favour.
- **Influence peddling:** the illegal practice of using one's influence in government or connections with persons in authority to receive information or benefits.
- **Stealing public resources:** taking what belong to all, for yourself.
- **Nepotism and cronyism:** the appointment of family or friends to positions of authority, regardless of their qualifications.
- **Favouritism:** giving special treatment or favours to those who do not deserve them.
- **Extortion:** obtaining money or favours through force or threats.

Impact of corruption on	Impact
Individuals	Poor people are affected the most because corruption increases the cost of public services. It makes poor people feel powerless and cheated. It is easy to lose hope as a result of these unfair advantages.
Companies	People no longer trust officials who take bribes. People within companies start to mistrust one another leading to the company or government getting a bad name. The company may have to spend a large amount to put controls in place.
Communities	People may believe that the only way to access services, jobs and opportunities is through bribery. If bribery becomes common, others in the community will think that corruption is the norm; people begin to distrust one another.
Country	Service delivery is not at its best, unemployment is increased, institutions don't develop, income generation through taxes will be harmed and donors and investors won't put money in a corrupt country. Money meant for projects and job creation will be lost to corruption and so social development will not take place. Corruption limits economic growth. It promotes poverty as there are fewer jobs and more inequality.

CHAPTER 7: DEMOCRACY AND HUMAN RIGHTS

UNIT 1: RESPONSIBLE CITIZENSHIPS

As a responsible citizen you:

- Are aware of, respect, and promote human rights.
- Are concerned about welfare of others.
- Obey the law.
- Pay your taxes.
- Take part in campaigns, projects and events that fight against the violation of human rights.
- Participate in civil and political activities
- Vote in elections.

Evaluate your position on discrimination and human rights violations

Campaigns: a planned series of actions intended to achieve a particular aim.

Events: planned occasions for activities.

Violation: interfering with a person's rights; doing something that is against the law.

Projects: planned activity that have a specific purpose to improve something; usually take place over a long time.

Bill of Rights

The Bill of Rights enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom.

Discrimination

If you discriminate against others, you treat them unjustly, unfairly, and unequally because they are, or you think they are, different from you.

Human rights violations

Human rights violations mean hurting, disrespecting or acting against someone's rights.

Participate in discussions, projects, campaigns and events which address discrimination and human rights violations

Discussions

Discussions are dialogues, talks and conversations in which people share information, ideas, experiences and opinions. They can be formal or informal.

Examples include:

- **Online discussions and forums:** people write their opinions on a website and others respond and comment.
- **Social media:** Twitter and Facebook.
- **Talks and workshops.**
- **Radio programmes:** may have a discussion with an expert and then people phone in to give their ideas or ask questions.
- **Organisations:** such as the Human Rights Commission have discussions with government.

Projects

Projects that help people whose human rights have been violated usually run over a long time, even years.

<i>Organisation</i>	<i>Purpose</i>
Orange Farm Human Rights Advice Centre <i>Orange Farm is one of the largest informal settlements in SA.</i>	<ul style="list-style-type: none"> - The project is an advice centre that deals with evictions, domestic violence, child abuse, and disability issues. - It assists refugees and asylum seekers, and helps people to get birth certificates and ID documents.
Youth Rights Project <i>Young people are expected to pass on what they know and to start projects to improve human rights situations.</i>	<ul style="list-style-type: none"> - This project organises human rights training workshops for youth representatives. - The aim is to build values and develop responsibility, expertise, skills and understanding of rights that give youth opportunities.

Campaigns

Citizenship: accepting the responsibilities of being a citizen; being a responsible member of a community.

<i>Campaign</i>	<i>Purpose</i>
Peermont School Support Programme	<ul style="list-style-type: none"> - Aims to introduce conversations at the schools about human rights, the Bill of Rights and the Constitution. - Includes field trips for learners, school workshops with guest speakers, and a poster campaign. - Aims to encourage learners, teachers, parents and communities to work together and create a culture of responsible citizenship in schools.
Demand Dignity campaign	<ul style="list-style-type: none"> - Focuses on areas of human rights violations in which poor people are ignored, excluded from decisions and are kept poor and powerless.

Events

<i>Event</i>	<i>Purpose</i>
Youth Celebrations	<ul style="list-style-type: none"> - These events are about celebrating being young, having fun and learning more about what it means to take responsibility for one's future. - Talks and discussions focus on the challenges that young people face and how to overcome them. - Young people are made aware of the opportunities available for them. - The youth are given the chance to show off their talents in performances and exhibitions.
Youth Family Congress	<ul style="list-style-type: none"> - Aims to give young people the opportunity to discuss issues affecting them.

Evaluation of outcomes of campaigns and events

To evaluate the outcomes of a campaign or event, you need to apply evaluation criteria. These include:

- Identify the aims of the campaign or event.
- Find out if these aims were achieved. This you can do by observing, asking questions, doing research and by comparing the problem before the campaign or events, to how the problem was solved or improved, after the campaign or event.

UNIT 2: THE ROLE OF THE MEDIA IN A DEMOCRATIC SOCIETY: ELECTRONIC AND PRINT MEDIA

Role of the media in a democracy

Electronic media: ICT, computers, radios, TVs, cell phones, DVDs

Print media: newspapers, books, magazines, brochures, letters, adverts, billboards.

Freedom of expression: you can say what you think and feel freely; give information and viewpoints.

Limitations: boundaries, restrictions, limits.

Paparazzi: photojournalists who follow or chase after celebrities and politicians in both their public and private lives, looking for scandal.

- The role of the media is to inform society about daily events that are newsworthy and to entertain.
- Newspapers give us daily news, covering local and international events.
- Telephones keep people in touch with each other and allow them to send and receive messages immediately.
- Social media are websites and software programmes that allow you to interact instantly with a website or with other users.

The media's role is important in a democracy to:

- Expose violations of human rights.
- Report on unlawful activities, the courts and court cases.
- Expose corruption and mismanagement.

- Communicate, inform and educate.
- Entertain.
- Give political information that can inform voters.
- Identify problems in our country and communities.
- Promote debate discussion.
- Promote nation-building by giving access to diverse viewpoints and world views as well as sports coverage.
- Give publicity to successes and people who are inspiring.
- Shape public opinion.

The media should:

The media should be fair, honest and reliable. Freedom of expression comes with the responsibility to use this freedom with care, and to take note of the limitations of this freedom.

- Should explain what is happening, and give enough information to explain why it is happening.
- Must explain issues without being sensational or trying to shock.
- Should focus not only on scandals or use untrue headlines just to sell papers or get their viewership and listenership numbers up so that they can charge more for advertisements.
- Should promote free and fair elections and give political parties equal exposure.
- Need to differentiate between facts and opinions, and reporting versus analysis.
- Could be leaders in debates on what can be and should be done about the challenges that affect our democracy and our country's wellbeing.
- Must train reporters to check sources carefully before reporting.
- Should publish corrections if they make mistakes, in the same size and the same position on the page where the error occurred.

The media do not always fulfil their role in a democratic society. They sometimes harm, misinform, and publish inaccurate versions of events and half-truths.

Examples of when the media do not fulfil their roles responsibly include:

- Most media make money from advertisements and sponsors. The media therefore aim to satisfy the interests of their advertisers. These may not be the same as the interests of the public. The media may withhold information or give biased reports, to satisfy their sponsors.
- News entertains rather than informs. Some media are filled with gossip, scandals, sex and violence rather than facts.
- Political news is often more about personalities than about politicians' work and contributions. The media publicise the scandalous private lives of politicians and their families, which have nothing to do with their work.
- The lives of famous stars are made difficult by the paparazzi who invade their privacy. The media are like vultures when celebrities are in trouble; they persecute rather than protect them.
- The media sometimes exaggerate dangers and make people afraid for no reason.
- News and interpretations of events may be biased, incomplete or incorrect.
- The information in the printed press, radio and TV has been selected from a large pool of information. Somebody, somewhere, made a decision on what was necessary to tell the public and what was not necessary. What is not told may be just as important as to what is told.

Freedom of expression and limitations

Whistle-blower: a person who reports illegal or immoral activities.

Investigative journalists: news reporters who try to find information that is of interest to the public, but that someone or an institution may try to hide.

Freedom of expression means that you can express your ideas and opinions freely through speech, writing, and other forms of communication. This freedom has limitations – people may not express viewpoints that violate the rights of others. The lack of freedom of expression in an undemocratic country makes us realise how privileged we are to live in a democratic country.

Constitutional freedom of expression

The Constitution states that everyone has the right to freedom of expression, which includes:

- Freedom of the press and other media.
- Freedom to receive or impart information or ideas.
- Freedom of artistic creativity.
- Academic freedom and freedom of scientific research.

Constitutional limitations to freedom of expression

The right to freedom of expression does not include:

- Propaganda for war.
- Incitement of imminent violence.
- Advocacy of hatred that is based on race, ethnicity, gender or religion.
- Incitement to cause harm.

The Protection of State Information Bill

- This Bill is also known as the Secrecy Bill because it proposes long jail sentences for journalists or whistle-blowers or anyone who makes state secrets public.
- State secrets usually include information that the general public and other countries don't need to know.
- This information is used to protect the public and the country.
- Although it is necessary to protect our country's state secrets, there are fears that this Bill may be abused to protect some corrupt officials.
- The negative aspects are that this legislation may harm investigative journalists, because it may gag or silence opinions.

Extent to which media reporting reflects a democratic society

The following topics can be analysed to assist in deciding the extent or level to which media reflect a democratic society:

Topics covered

Editors, managers and bosses choose the topics to cover in their social media; these topics don't necessarily have neutral opinions. Many of them are guided by commercial interests. The topics covered are determined by how newsworthy it is and what the entertainment value is.

Positions taken by editors

Editors have a lot of power because of their ability to express their opinions in editorials. An editorial is usually a short opinion piece that summarises the main news item and gives an opinion about it. It reflects the position of the editor and how the editor feels about an issue or event. The editor's position can also be seen from the type of content allowed, space allocated and slant or focus of the news reports.

Space allocated

Space allocation refers to what page an article appears on in a newspaper or magazine, how much time is given to it in a TV or radio broadcast, whether it appears at the beginning or end of a news report etc. Space allocation is not always fair. Analysts spend a lot of time looking at which stories on the Internet get the most hits or visits, what is tweeted about most etc. – this information is used to inform editors of future space allocation, as they try to compete to make their products what readers, viewers and advertisers want.

Geographical distribution

The accessibility of information for different groups in SA is not equal – especially in rural areas.

Critical analysis of media and campaigns

Critical analysis of the media

It is important to critically analyse the media to evaluate their balance and fairness in reporting. Pay attention to their selection of content; sources used; types of stories; level of commercial content; sensationalism; interest; exaggeration; accuracy.

Critical analysis of campaigns

Campaigns are movements, drives or crusades that push, fight or advocate for an issue. Some campaigns are not helpful as they can humiliate politicians or celebrities for personal reasons.

Mandela Day campaign: this campaign aims to encourage people to make a difference by working for positive change.

Coverage of sport, sports personalities and recreation activities

- The media tends to focus on men's soccer, rugby, cricket, golf and motor racing.
- Sports such as netball, women's soccer, hockey etc. are often under-reported.
- Sportsmen dominate the sports media over sportswomen, who struggle to get media coverage.
- Media do not report equally on famous sportsmen and sportswomen.
- Women are often referred to in sexist terms as 'girls', whereas men are referred to as 'men'.
- Women are described in terms of their attractiveness; not their ability.

UNIT 3: IDEOLOGIES, BELIEFS AND WORLD VIEWS ON RECREATION AND PHYSICAL ACTIVITY ACROSS CULTURES AND GENDERS

Ideologies, beliefs and world views on recreation and physical activity: culture

Ideologies: principles, philosophies, dogmas or ideas.

World views: the general standpoint or side from which people see and interpret the world; collections of beliefs about life.

Culture: the beliefs, behaviours, items, and ideas that are common to the members of a particular group or society. It includes, for example, language, dress, customs, values, norms, traditions and rituals.

Ideologies, beliefs and world views vary across different cultures and genders.

Eastern and Western cultures

- In some eastern countries, forms of martial arts or self-defence are practised by people because these activities are part of their ideologies etc.
- Chinese martial arts are traditional Chinese cultural sports, which have developed over a long time.
- Sumo wrestling is believed to represent what is good in traditional Japanese culture; the wrestlers live for their sport and are regarded as heroes.
- Yoga is regarded as a spiritual activity but is seen as a health activity in the Western world.
- Participation in recreation and physical activity promotes mental and physical health and well-being, and helps to build communities and nations.
- In Western culture, sport is a way of making money; with a large amount of money spent on developing champions with very special skills.

South African culture

- In SA, certain sports were designated for specific cultural groups.
- The belief was to 'make men' out of the players and they were encouraged to take part in rugby.
- Rugby was offered by most white schools and made compulsory, to promote a certain cultural ideology and nationalism.
- Soccer was promoted in African schools.

Traditional culture and indigenous games

- Intonga or stick fighting is very popular in the Nguni culture.
- Men were encouraged to practise stick fighting, a form of martial arts, to prepare them to become warriors.
- Bare-knuckle first fights are a common form of boxing, believed to promote manliness and cultural traditions.
- If you are good at sport, it boosts your social status.
- Sport teaches young people the values of their culture such as teamwork and self-discipline.
- Sport is a way of bringing people in the community together.

Ideologies, beliefs and world views on recreation and physical activity

- During the Olympics, differences in ideologies, beliefs and world views become less important than the opportunity to compete on the world stage.
- Countries are increasingly able to send their sports stars to this event.
- Sports people get the opportunity to learn about other cultures as they spread a unified image of participation in sport.

Ideologies, beliefs and world views on recreation and physical activity: gender

Gender: socially formed roles, behaviours, activities, and roles that society gives to women and men.

- Participation in sport and many recreational activities is still dominated by men.
- People believe that men are more competitive and aggressive, and that these qualities are necessary to play sport or be a winner.
- Men who are not interested in sport are often ridiculed; women who are good at sport are often accused of being too manly.
- In some cultures, women are severely restricted when it comes to what they can wear to play sport; which means that they are often marginalised.
- In some African countries, women's participation in sport is limited due to gender discrimination.
- The South African government is trying to promote equality in sports and recreation.
- The media is guilty of being biased against women in sport.
- Male sports are given front page headlines; advertisements use male sport personalities.

CHAPTER 9: SOCIAL AND ENVIRONMENTAL RESPONSIBILITY

UNIT 1: COMMUNITY RESPONSIBILITY TO PROVIDE ENVIRONMENTS AND SERVICES THAT PROMOTE SAFE AND HEALTHY LIVING

Responsibilities of various levels of government

Laws: statutes and Acts; sets of rules.

Regulations: the details necessary to implement laws.

Rules: procedures that have to be followed, or ways of doing things.

It is the responsibility of the government to ensure that everyone has access to a safe and healthy environment.

Laws, regulations and rules

- Parliament and provinces can make laws of agriculture, education, housing etc.
- Acts are usually quite general; they do not cover every possible detail of a matter.
- Acts give ministers the power to make regulations or add details to laws.
- Regulations can't conflict with the main Act or state something completely different.

The responsibilities of government to promote safe and healthy environments

- **Department of Women, Children and people with Disabilities:** facilitates and supports health related programmes; co-ordinates programmes for children living in the street; redresses and discourages harmful practices.
- **Department of Water Affairs:** makes sure that South Africans gain access to clean water and safe sanitation.
- **Department of Labour:** inspects workplaces to make sure that they are safe and healthy.
- **Department of Health:** co-ordinates and monitors all health services in the provinces and municipalities.

Community services

Community services: services provided by municipalities.

Examples of community services:

- | | |
|--|---|
| <ul style="list-style-type: none"> - Provide free basic services - Build libraries - Construct and run sport facilities - Create employment opportunities and transfer skills - Start and give funds for community food gardens | <ul style="list-style-type: none"> - Look after street children, orphans, and abandoned children - Help addicts and their families - Develop and maintain cemeteries - Look after the welfare of animals - Form community policing partnerships - Run health programmes |
|--|---|

Educational and intervention programmes: impact studies

Intervention: action taken to improve something.

Educational and intervention programmes

- Educational programmes aim to teach people and make them aware about issues that affect them.
- Intervention programmes address particular and urgent problems and try to improve them.

<i>Programme</i>	<i>Purpose</i>
Community Health Intervention Programmes (CHIPs)	<ul style="list-style-type: none"> - These programmes promote healthier lifestyles in Cape Town through sports and exercise. - They were developed to address the growing number of people with hypertension and diabetes.
Sports intervention programmes	<ul style="list-style-type: none"> - These aim to involve youth in healthy exercise, and discourage crime, racism and substance abuse through participation in sport. - These programmes also raise HIV and AIDS awareness.
NICRO: Safety Ambassadors	<ul style="list-style-type: none"> - For school-going youth to promote gender based violence awareness and community engagement.

Impact studies

Impact studies: research to find out if an action has had or will have an effect on something.

Impact studies measure and monitor something to see if a particular action would, or is, having an effect. They may be carried out after a youth substance prevention programme to find out if it has worked and what in the programme needs to change. They are also known as audits or assessments.

UNIT 2: FORMULATING A PERSONAL MISSION STATEMENT FOR LIFE

Personal mission statement

Mission statement: something that states a purpose, aim or goal.

Views: opinions, ways of thinking about something.

Values: beliefs about what is important, acceptable or valuable.

Belief system: a faith with a series of beliefs, but not a formal religion.

A mission statement usually sets out the purpose and aim of a business, company or organisation. It says what the business does, what its vision is and what its values are.

The following aspects should be considered when formulating a mission statement:

Personal views

Personal views are your opinions and what you consider to be important. Your personal views may be influenced by your goals for the future, your religion, culture and values.

Values

Values are personal beliefs that guide the way you live your life. They are your standards of acceptable and unacceptable behaviour. They are aspects that are important or valuable to you and have meaning for you. Some of the things which shape your values are your life experiences, the environment in which you live, your school, your interests and the important people in your life. Your values help you decide on your goals.

Honesty, responsibility, accuracy, loyalty, truthfulness, self-sacrifice, integrity, generosity, patriotism, truth.

Belief system

Your belief system is the way you try to understand the world and your place in it. It answers questions such as: *Why am I here? Who created the world?* It is also your set of beliefs about what is right and wrong, true and false. It may be based on the teachings of a formal religion or it may be part of your cultural belief system.

Religion

Your religion is what you believe and who or what you worship. Religions usually have moral codes, rituals and ways of behaving towards others. Religion is based on faith and a belief in god or a god. Religion can guide your values, attitudes and behaviour.

Ideologies

Ideologies are an organised set of beliefs, values and ideas. They are the way you believe you should live in the world and the way society should operate.

Political ideologies

- *Democracy*
- *Communism*
- *nationalism*

Economic ideologies

- *capitalism*
- *socialism*
- *Marxism*

Lifestyle (physical and emotional well-being)

Your lifestyle is how you live your life on a daily basis – *exercise regularly; eat healthy food; practise safe sex; spend time with friends; relaxing in nature; taking part in community activities.*

Environmental responsibility

It is important to treat nature with respect.

Goals for studies and career choices

Your goals for your studies and career choices are your plans for the future, the steps you need to take to achieve your later goals in life.

Formulate a personal mission statement for your life***Tips on creating your own mission statement:***

- Be brief and clear.
- Show what you want to focus on and the kind of person you want to be.
- Say what you want to do and be, not what you don't want; be positive.
- Find a quote from someone you admire because of who they are and/or what they have achieved.

UNIT 3: IMPACT OF VISION**Impact of vision on actions and behaviour in life**

To have a vision about your future gives you a direction about who you want to be or what you want to achieve during your life. It is a mental picture of what the future will or could be like. It is what will make your life exciting and fulfilling.

Your vision can:

- Affect the choices you make.
- Drive you to achieve and do well.
- Give you inspiration and the will to carry on when there are challenges in your life.
- Make you achieve the impossible.
- Guide you when you set goals.
- Make you committed to achieving your goals.
- Make you work hard to achieve success.
- Be the light that shows you the way when you are not sure what to do.

CHAPTER 11: DEVELOPMENT OF THE SELF IN SOCIETY

UNIT 1: HUMAN FACTORS THAT CAUSE ILL-HEALTH, ACCIDENTS, CRISES AND DISASTERS

Ill-health, accidents, crises and disasters

Ill-health: illness, sickness; a medical condition that makes you unwell.

Accidents: mishaps, misfortunes.

Crises: emergencies, calamities, catastrophes, upheavals.

Disasters: tragedies, events that cause adversity or devastation.

Sexually transmitted infection (STI): an infection that is spread through person-to-person sexual contact.

Ill-health

Bad lifestyle choices can lead to ill-health (sickness), such as having sex and getting a sexually transmitted infection (STI), smoking and getting lung cancer or abusing alcohol and getting liver disease.

Accidents

Accidents happen when unexpected and unplanned bad things happen to a person – as a result of alcohol. Fire accidents can happen as a result of unsupervised candles. Burn accidents can occur as a result of boiling water or oil being left where a child can overturn it.

Crises

A crisis is an emergency situation that causes great distress and upheaval.

Disasters

A disaster is a great tragedy or devastation. It can be caused by nature or people.

Psychological, social and religious factors, cultural practices and different knowledge perspectives

Cultural practices: rites or regular activities done by people of the same origin

Knowledge perspectives: facts and information seen from a particular viewpoint, outlook or angle

Foetal alcohol syndrome (FAS): a condition that results from alcohol abuse by the mother during pregnancy

Psychological factors that cause ill-health

Psychological factors are the mental and emotional aspects of being a human being.

If you have a negative self-image and low self-esteem you may not think that you are worth demanding safe sex, like using a condom. This psychological factor can lead to getting HIV.

Psychometric illness means a sickness that involves both the mind and the body. This illness may start with emotional stress, but can become physical --> can cause an ulcer or a stroke – *digestive or stomach problems, muscle pain, tiredness and headaches.*

Social factors that cause ill-health

Ill-health is closely linked to social factors, which are issues that involve people, the community and the public.

Violence can lead to injury and stress (Gender-based violence)

Foetal alcohol syndrome (FAS) results when mothers drink alcohol while they are pregnant. No amount of alcohol is safe to have during pregnancy – it leads to learning problems so children cannot cope at school, they drop out and become unemployable. This leads to poverty.

Religious factors that cause ill-health

- Some religions forbid the use of condoms
- Jehovah's Witnesses believe that only God can cure them so they refuse medical or mental help.

- Some religions tell their followers that illness is their fault, and they have to pay a penance to show that they are sorry, or be punished.
- Various potions and medicines are mixed but have not been scientifically tested.

Cultural practices that cause ill-health

- Culture influences the way we look at health, illness and treatment.
- Harmful cultural practices are often aimed at benefitting males, and so cause harm to females.
- *Unkungena*: wife inheritance
- *FGM*: Female genital mutilation

Different knowledge perspectives

A knowledge perspective is the viewpoint or outlook you have on something.

UNIT 2: Lifestyle diseases as a result of poverty and gender imbalances

What are lifestyle diseases?

- A lifestyle disease is an illness that is linked to the way people live. It is a disease that can be prevented by changes in nutrition, environment, your general lifestyle, avoiding substance abuse, as well as the promotion of gender equality and the reduction of poverty.
- *Hypertension, diabetes, diseases caused by smoking, HIV*

Cancers

Cervical cancer in women

Cervical cancer is almost always caused by human papillomavirus infection.

It is a cancer that forms in the tissues of the cervix, the organ connecting the uterus and vagina. It is usually a slow-growing cancer that may not have symptoms, but can be found with regular screening.

Lung cancer

Women are more vulnerable to the effects of smoking than men.

Prostate cancer in men

Starts in the male prostate gland – a small gland that is part of the male reproductive system.

Symptoms:

- *delayed or slow start to urination and slow urinary stream*
- *Dribbling or leaks after urinating*
- *An inability to empty out all the urine*
- *Blood in the urine or semen*
- *Bone pain in the lower back and pelvic bones*

Hepatitis B

Hepatitis B is the most common serious liver infection in the world – can lead to liver disease and liver cancer. The liver is an important organ that filters toxins out of the blood and makes substances that fight infections.

Symptoms:

- Flu-like symptoms
- Tiredness
- Itchiness
- No appetite
- Dark urine
- Vomiting and nausea
- Jaundice

Hypertension

Hypertension: very high blood pressure.

An illness where the blood pressure in your arteries is constantly high.

Arteries are blood vessels that carry oxygen-rich blood to your body.

Blood pressure is the force of blood that pushes up against the walls of the blood vessels.

Diseases of the heart and circulatory system

Circulatory system diseases: abnormalities of the heart and vessels system

Cardiovascular diseases: the group of diseases that involve the heart, blood vessels, arteries and veins

Tuberculosis

An infectious disease caused by the *Mycobacterium tuberculosis* bacterium. It is spread through airborne infection droplets. (when infectious people cough, sneeze or spit, they move TB bacteria into the air. People living with HIV are at a much greater risk of developing TB, because their immune systems cannot withstand the TB bacteria)

Pulmonary TB symptoms:

- *A cough for two weeks or more*
- *Blood in the sputum*
- *Fever, with a high temperature and night sweats*
- *Loss of appetite and weight*
- *Chest pain*
- *Tiredness*
- *Shortness of breath*

Sexually transmitted infections including HIV and AIDS

STIs are spread by the transfer of infected organisms from person to person during sexual contact.

Lifestyle diseases as a result of povert and gender imbalances

Poverty

Poverty means not having enough money to provide for your basic needs.

TB, HIV and AIDS and malnutrition are the main diseases of poverty.

The poor suffer most from illness because they do not have the money to access health care.

They may not have enough money for transport to get to a clinic, buy medicines, or cannot afford to take time off from work to get medical care and rest.

Poverty results in:

- Poor sanitation and a lack of water in the community, which can lead to diseases
- Food insecurity: this means people don't have access to enough food or enough healthy food. The less balanced and nutritious meals are, the more the immune system weaker, and people are put at risk for infections and illnesses.
- People reusing oil in cooking, because they don't have money to buy new oil. This can lead to cancer.
- Overcrowding, due to lack of adequate housing. Not enough ventilation or airflow can cause TB to spread.
- People suffering from hypertension, due to stress and not getting the medication they need.
- Lack of access to safe sources of energy. In rural communities, the poor, usually women, walk long distances to gather firewood. Wood collection increases their risk of physical attack and sexual assault, often leading to STIs, including HIV.
- Women being forced to engage in sex for money to survive. This means that they are at higher risk of getting HIV and also passing it on.

Gender imbalances

Gender roles are the different roles and responsibilities assigned to men and women by society.

Gender imbalances or inequalities affect the health of both men and women.

The biological risk of illnesses and the levels of seriousness differ between men and women. This means the two groups have different patterns of ill-health. This is because of:

- Differences in biological make-up
- The reproductive function of women
- Different gender roles that result in different lifestyles and health risk factors

UNIT 3: LIFESTYLE DISEASES: CONTRIBUTING FACTORS AND INTERVENTION STRATEGIES

Contributing factors to lifestyle diseases

Lifestyle factor	Example	At risk for...
Unsafe sexual behaviour	Sex without a condom; multiple sexual partners	Cervical cancer in women; STIs and HIV; hepatitis b
Poor eating habits	Eating too much fat, especially animal fat	Prostate cancer in men
	Not eating enough healthy food; malnutrition	TB
	High levels of salt intake; lack of calcium, potassium and magnesium in food intake; lack of vitamin D	Hypertension
	Eating too much; obesity, being overweight	Hypertension; diseases of the heart and circulatory system
Substance abuse	Alcohol abuse, alcoholism	Prostate cancer in men; TB; hypertension; diseases of the heart and circulatory system
	Drug abuse and using dirty needles	Hepatitis B
Tobacco use	Smoking	TB; hypertension; diseases of the heart and circulatory system; lung cancer; chronic bronchitis
	Chewing tobacco and using snuf	Cancer of the mouth, lips, oesophagus, and pancreas
Lack of exercise	Not doing enough cardiorespiratory and aerobic exercise	Hypertension; diseases of the heart and circulatory system

Intervention strategies: prevention, control and early detection of lifestyle diseases

Intervention strategies to counter lifestyle diseases could include:

- Protecting people from tobacco smoke and banning smoking in public places
- Raising taxes on tobacco
- Banning tobacco advertising, promotion and sponsor ship
- Warnings about the dangers of tobacco use
- Educating people about healthy lifestyles
- Educating people about STIs including HIV
- Reducing the stigma against people with HIV and AIDS
- Promoting testing for HIV
- Encouraging regular physical activity
- Educating people about the importance of early detection, regular screenings and visits to the clinic
- Limiting access to alcohol
- Banning alcohol advertising
- Raising taxes on alcohol

Prevention**Avoid, abstain and adapt**

Prevention means to stop something from happening.

Prevent diseases of the heart and circulatory system:

- Avoid all tobacco products
- Get regular physical exercise
- Follow a heart-healthy nutritional plan
- Avoid a lot of sugar and salt
- Keep a healthy weight
- Go for regular health screenings

Vaccinations

- Vaccination against hepatitis B
- Vaccination against the human papillomavirus, the main cause of cervical cancer

Control

If you control something, you manage it so it does not become a crisis or a disaster.

Avoid getting TB:

- Open the windows and let fresh air into your home, classroom, or bus
- Help and encourage people who have TB to follow the treatment instructions and take their medication.

Control hypertension:

- Eat healthily
- Get regular physical exercise
- Lose weight
- Eat less salt
- Stop smoking

Early detection

Early detection means to notice and get treatment early on when the illness starts, before it becomes untreatable, or becomes very difficult to treat, and before it is passed on to others.

Intervention strategies: treatment, care and support**Care and support**

Hospice: a place where sick people who cannot be cured live in the later stages of the disease

Patients get the support and care they need, and can die in comfort and dignity. Hospices provide **palliative care**.

This may include:

- Relief from pain
- Affirmation of life and dying treated as a normal process
- Not speeding up or slowing down death
- Integration of the psychological and spiritual aspects of patient care
- Offering a support system to help patients live as actively as possible until death
- Offering a support system to help the family cope

UNIT 4: COMMITMENT TO PARTICIPATE IN PHYSICAL ACTIVITIES FOR LONG-TERM ENGAGEMENT: DEVELOP AN ACTION PLAN

Long-term effects of participation

Long-term: continuing, lasting, for a long time

Physical benefits	Mental benefits	Social benefits	Emotional benefits
<ul style="list-style-type: none"> • Stronger bones • Protection from osteoporosis • Reduced risk of heart attack and stroke • Increased protection from viral diseases • Prevention of diabetes • Prevention of cancers • Improved general health and fitness 	<ul style="list-style-type: none"> • Clears the mind • Keeps the mind alert • Helps to prevent mental diseases • Prevents negative thinking 	<ul style="list-style-type: none"> • Make and keep friends • Helps to integrate in a new situation • Meet people • Prevents loneliness • Promotes social support • New friendships made • Decreases absenteeism from work • Improves teamwork and leadership skills • Promotes a spirit of co-operation 	<ul style="list-style-type: none"> • Enjoyment • Feelings of self-worth improve • Relaxation reduces stress • Having fun and laughing; keeps you happy and young • Feel good about yourself • Look forward to the activities • Prevents depression • Prevents stress • Personal satisfaction

CHAPTER 13: CAREERS AND CAREER CHOICES

UNIT 1: CORE ELEMENTS OF A JOB CONTRACT: WORKER RIGHTS AND OBLIGATIONS; CONDITIONS OF SERVICE

Labour laws: Labour Relations Act, Employment Equity Act and Basic Conditions of Employment Act

Obligations: duties and responsibilities; things you must do because they are the law, you have promised to do them, or they are morally right

Trade union: an organisation that represents the interests of their members in the workplace

Disputes: arguments, disagreements

Labour laws

The Labour Relations Act

The LRA aims to promote economic development, social justice, labour peace and democracy in the workplace. It:

- Makes rules for the relationships between: employer (who may be an individual or a company) and individual or groups of employees; employer or employers' organisations and a trade union; and employee and a trade union.
- Promotes employee rights to fair labour practices; to form and join trade unions and employers' organisations; to organise and bargain collectively; to participate in decision-making through workplace forums; and to strikes and lock-outs.
- Expects employers and employees to try to settle arguments and disputes through negotiation and conciliation instead of strikes and going to court.
- Establishes the Commission for Conciliation, Mediation and Arbitration (CCMA), which plays a critical role in sorting out disputes and providing advice; and the Labour Court and the Labour of Appeal Court to decide matters related to the LRA.
- Does not apply to members of the National Defence Force, the National Intelligence Agency, and the South African Secret Service. Some of the rights are limited when they apply to domestic workers.

Employment Equity Act

The aim of the EEA is to:

- Promote equal opportunity in the workplace by eliminating unfair discrimination in any employment policy or practice.
- Regulate affirmative action so that people from the designated groups, who have suitable qualifications, are given opportunities for employment. Designated groups, according to the EEA, are Africans, Coloureds and Indians, and women and the disabled, of all races.

The Basic Conditions of Employment Act

The BCEA makes rules and regulations about the right to fair labour practices, which include:

- Employers must give their employees details of their employment in writing, in the form of an employment contract.
- It is against the law to employ a child under 15 years old, except for children in the performing arts (theatre, dance, movies). Children aged 15 to 18 may not be employed to do dangerous work or do work that places at risk their well-being, education, physical or mental health, or spiritual, moral or social development.
- Employees have duties and responsibilities toward their employers.

Core elements of a job contract

The BCEA sets out the core elements (conditions of service) that must be covered in an employment contract.

- Name of employee
- Title of document
- Employer's full name and address
- Employee's full name and address
- Job title
- Occupation
- Brief description of the job
- Employee's job description
- Date
- Place of work
- Hours of work
- Payment amount and when it will be paid
- Allowances
- Deductions
- Overtime
- Working hours and days of work:
 - *Ordinary hours of work: an employee must not work more than 45 hours in any week; 9 hours a day if a worker works 5 days or less a week or 8 hours a day if a worker works more than 5 days a week. Employees may agree to work 12 hours a day for fewer days in a week so that they can have long weekends.*
 - *Meal breaks: an employee must have a meal break of 60 minutes after 5 hours' work.*
 - *Rest periods: a worker must have a 12-hour rest period every day and a 36-hour rest period every week, which must include Sunday unless otherwise agreed.*
 - *Night work: people working between 6:00 at night and 6:00 in the morning must get extra pay or be able to work fewer hours for the same amount of money*
- Payment:
 - *Salary, wage, or the rate and method of calculating wages; overtime rate; other cash payments and payments in kind and their value; how often the employee is paid; any deductions.*
- Overtime rate:
 - *Employees must agree to work overtime. They may not work more than three hours overtime a day or 10 hours overtime a week. They must be paid 1,5 times their normal pay or must get paid time off. An employee who sometimes works on a Sunday must get double pay.*
 - *Public holidays – employees must be paid for any public holiday that falls on a working day. They must agree to working on a public holiday and be paid double their normal rate or given time off.*
- Leave:

- *A worker can take from 15 up to 21 working days' annual leave depending on the employer's policy. An employer can pay an employee instead of giving leave only if that employee leaves the job.*
- *An employee can take up to 6 weeks' paid sick leave for 36 months of work. In the first 6 months, an employee can take one day's paid sick leave for every 26 days worked.*
- Annual leave:
- *You may have to take leave when it suits the company.*
- Sick leave:
- *An employer may want a medical certificate before paying a worker who is sick for more than 2 days at a time or more than twice in 8 weeks.*
- Maternity leave
- Family responsibility leave
- A full-time employee who has worked for longer than 4 months can take 3 days' paid family responsibility leave per year. The employer may want proof that the leave is needed.
- Termination
- Communications
- A pregnant employee can take up to 4 continuous months of maternity leave which may be unpaid leave. She can start leave any time from 4 weeks before the expected date of birth or on a date a doctor or midwife says is necessary for her health or that of her unborn child. She also may not work for 6 weeks after the birth of her child unless declared fit to do so by a doctor or midwife. A pregnant or breastfeeding woman is not allowed to perform work that is dangerous to her or her child, such as working with dangerous chemicals.
- Notice period for ending the employment
- Dress code and presentation
- Employee's work ethic obligations and promises
- Place, date
- Signatures

Principles of equity and redress

Equity: fairness; equal opportunity and fair treatment

Redress: a way to correct or fix something that is wrong or unfair

Equity

South Africa's labour laws promote equity and fairness.

According to the EEA, every employer must take steps to promote equal opportunity in the workplace by eliminating unfair discrimination in any employment policy or practise.

No person may unfairly discriminate against an employee because of his or her race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin etc.

Redress

South Africa's labour laws provide for general redress of past unfairness.

Eg. Affirmative action redresses injustices experienced by groups who have been disadvantaged in the past under the apartheid regime. It eliminates unfair discrimination and develops the skills of those who did not have opportunities. It promotes equal opportunities in employment.

Redress can also mean making right a current wrong.

Examples include:

- **Disciplinary hearings:** address employees' misconduct in the workplace such as absenteeism, insubordination or not doing what your employer tells you to do, or dishonesty.
- **Workplace forums:** committees of elected employees; they meet regularly with employers to discuss workplace issues.
- **Bargaining council:** represent employees and employers in different sectors, for example, the motor industry; they make sure that all members follow agreements.
- **The Commission for Conciliation, Mediation and Arbitration (CCMA):** tries to settle arguments and disputes between employers and employees, through negotiation and conciliation instead of strikes and going to court

Recruitment: finding suitable people for a particular job

Trade unions and organised labour

Trade unions

Trade unions are organisations that represent the interests of their members in the workplace. They participate in collective bargaining or negotiations with employers for wage increases or improvements in workplace conditions.

- SADTU: South African Democratic Teachers Union
- POPCRU: Police and Prison Civil Rights Union
- SATAWU: South African Transport and Allied Workers Union
- NUM: National Union of Mineworkers

Trade union office-bearers or officials have the right to:

- Enter the workplace to recruit members and to communication with them
- Hold meetings with employees at their workplace, but outside their working hours.

Members of a trade union are entitled to:

- Elect trade union representatives at their workplace
- Authorise the employer to deduct union subscriptions or levies from members' wages.

Trade union representatives, also known as shop stewards, are full-time employees who have been elected by members of the trade union. They have the right to:

- Assist and represent other employees in grievance and disciplinary proceedings such as attending union conferences or training courses
- Check whether employers are keeping to the law in the treatment of employees
- Get relevant information from the employer that will allow the representative to carry out his or her functions, such as representing an employee at a disciplinary hearing.

Organised labour

Trade unions are a form of organised labour.

Federations

A federation is a group of organisations that is made up of smaller groups such as groups of trade unions or groups of employers' organisations.

Main trade union federations:

- COSATU: Congress of South African Trade Unions
- NACTU: National Council of Trade Unions

Federations negotiate with government and represent their members.

Work ethics and societal expectations

Work ethics: rules of behaviour at work

Societal expectations: what people believe you should do or how you should behave

Ethics are moral principles and standards of conduct that tell us how we should act and behave. They are standards that show us what is right or wrong, good or bad. Ethics are based on values and on respect for yourself.

Work ethics show what is acceptable or good in the world of work.

Societal expectations are what people expect and believe you should do or how you should behave:

- Work if you are able to do so
- Have work ethics
- Help to build the nation
- Fulfil your potential

- Pay taxes
- Contribute to the economy
- Create jobs for others
- Mentor others and pass on your knowledge and skills

Examples of work ethics and societal expectations:

- **Adaptability:** you are flexible and can cope with change; you welcome suggestions about how to work more efficiently; you can change your work habits to fit in with your co-workers
- **Dependability:** you are honest, reliable, and on time.
- **Flexibility:** you are willing to do a job that is not in your job description or after your normal working hours
- **Honesty:** you do not take what is not yours, including your employer's telephone for personal call or your employer's time to conduct your own personal business; you own up when you make a mistake
- **Initiative:** you can work without direct supervision; you have ideas of your own; you start things by yourself; you are self-motivated
- **Attitude:** you have a positive attitude towards your job; you are enthusiastic; you are motivated and enjoy your job; you face challenges and try to overcome them.
- **Reliability:** you are trusted to do or provide what is needed; people believe you
- **Mentoring:** you are expected to pass on your knowledge and skills and to help others develop and learn.

UNIT 2: THE VALUE OF WORK: HOW WORK GIVES MEANING TO LIFE

The value of work

Meaning: importance, significance

Fulfilled: satisfied, contented, pleased

Passion: enthusiasm, zeal, eagerness

The value of work gives us purpose and meaning; and it helps us to live fulfilled lives. To be fulfilled means to be satisfied, contented, and happy.

How work gives meaning to life

Self-actualisation: to achieve your potential

How to behave to live a more meaningful life

- Experience life with full attention, focus and interest
- Try and learn new things
- Listen to and express your feelings
- Be honest
- Be prepared to be unpopular if your views do not agree with those of the majority
- Take responsibility and work hard
- Never be bored with life
- If you can't find a job, volunteer or study further
- Read many different books to broaden your mind
- Explore your potential. Never say: "I now know everything and have done everything." Accept that there is always more to learn and do.