education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM STATEMENT
GRADES 10-12

LIFE ORIENTATION

GRADE 11 LEARNER WORKBOOK

Grade 11 Learner Workbook: Life Orientation

This Learner Workbook should be used in conjunction with the Grade 11 Teacher Guide for Life Orientation which has been developed by the Department of Education.

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TEXTS

THE IMPORTANCE OF PLANNING

TEXT A: Sound the alarm

Type 2 diabetes is becoming a threat as urban lifestyles, especially, get worse.

Whether you blame it on sedentary lifestyle or simply plead ignorance, diabetes 2 is on the rise. Diabetes prevalence is rife in developing countries. Unless there are serious interventions and awareness campaigns, world prevalence will double by 2030, says the World Health Organisation (WHO).

Type 2 diabetes (also known as adult-onset) is preventable. Obesity and bad lifestyle are the key drivers of Type 2 diabetes. This, says Dr Seloacoe Thooe, is why this type remains common in urban areas.

He bemoans the shortage of awareness campaigns and urges people to watch their lifestyle and that of their children. WHO recommends a body mass index of 30. One in 20 South Africans is diabetic (2,4 million in total).

Prof. Paul Rheeder notes that the increase in the epidemic is correlated to a rise in global obesity. On obesity, Rheeder reveals shocking statistics: 29,2% of South African men are overweight or obese, compared to a staggering 56,6% of women.

"As urbanites, we have hectic lifestyles and we're getting lazy. A typical trend is to get up, go to work where you're more likely to use a lift (than stairs), come home, eat (junk food), sleep and the next day it's the same story," says Dr Gladys Koete.

Though experts agree that the key to avoid Type 2 diabetes and other lifestyle diseases is a healthy diet (vegetables and moderate meat), exercising and screening for blood glucose, at least once a year, is vital.

In the same way that HIV and TB are rendering workforces moribund, WHO says diabetes poses significant threats for the economic landscape of countries.

"Undiagnosed and inappropriately treated diabetes leads to considerable ill-health, which not only affects workplace productivity through absenteeism and ill-health retirement, but has a significant effect on corporate healthcare and disability costs," says Medscheme's Dr Derrick Burns.

What is Type 2 diabetes and what are its causes?

It is a lifestyle-related chronic disease that occurs when the pancreas cannot produce sufficient insulin or when the body does not use insulin properly. Insulin is a hormone produced by the pancreas that helps control the amount of glucose in your blood. People older than 45 are at greater risk. Causes include being overweight, bad diet and physical inactivity.

What are the symptoms?

- Dry mouth and increased thirst.
- Unexplained fatigue, weight loss and increased appetite.
- Blurry vision and numbness in the hands and feet.

How to prevent it?

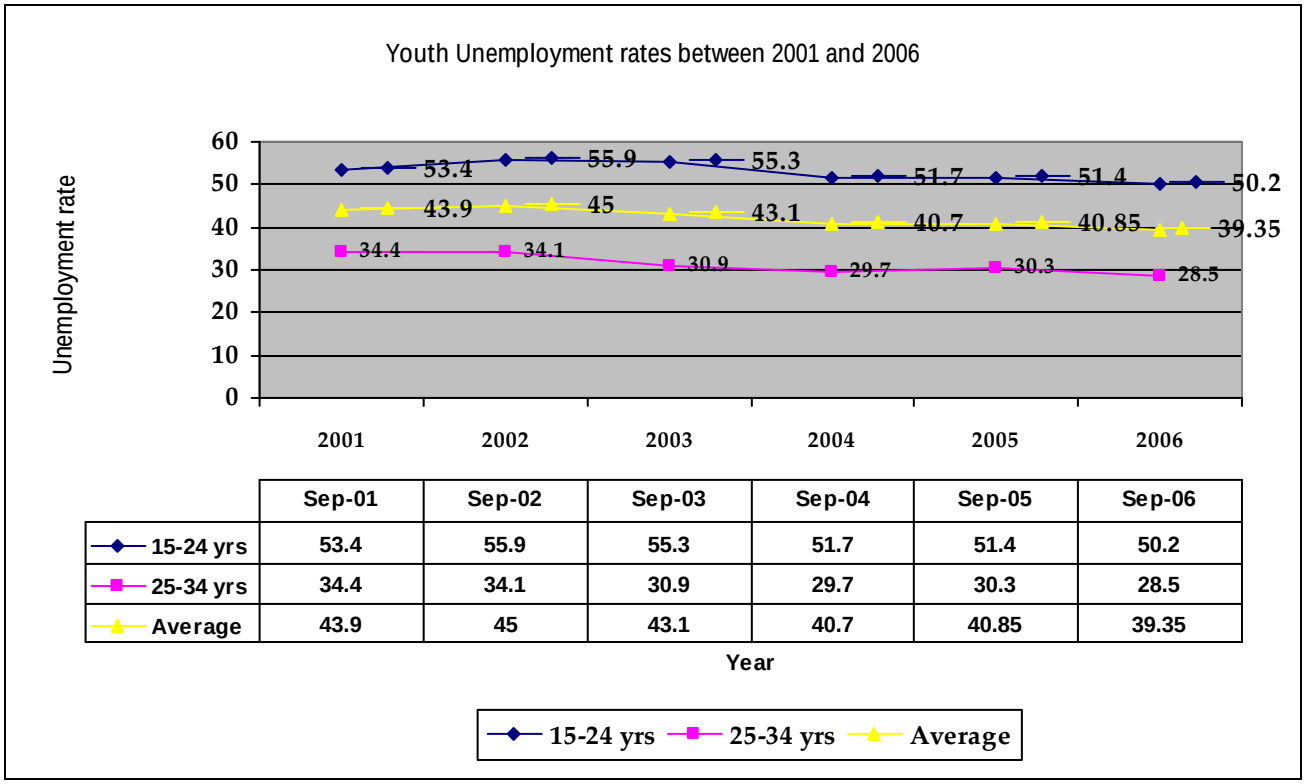
- Be physically active: at least 30 minutes of regular activity. Walk whenever possible.
- Detoxify regularly.
- Whenever visiting a doctor, ask for a urine, weight and blood pressure checks, for vital signs.
- Avoid high cholesterol and unhealthy foods.

Where can I get help?

Diabetes SA: (011) 792-9888 or (031) 205-8109
Diabetic Helpline: 0860-102-672

SOURCE: Shoks Mzolo, Sound the alarm, *Financial Mail*, September 28 (2007)

TEXT B: Youth unemployment rates

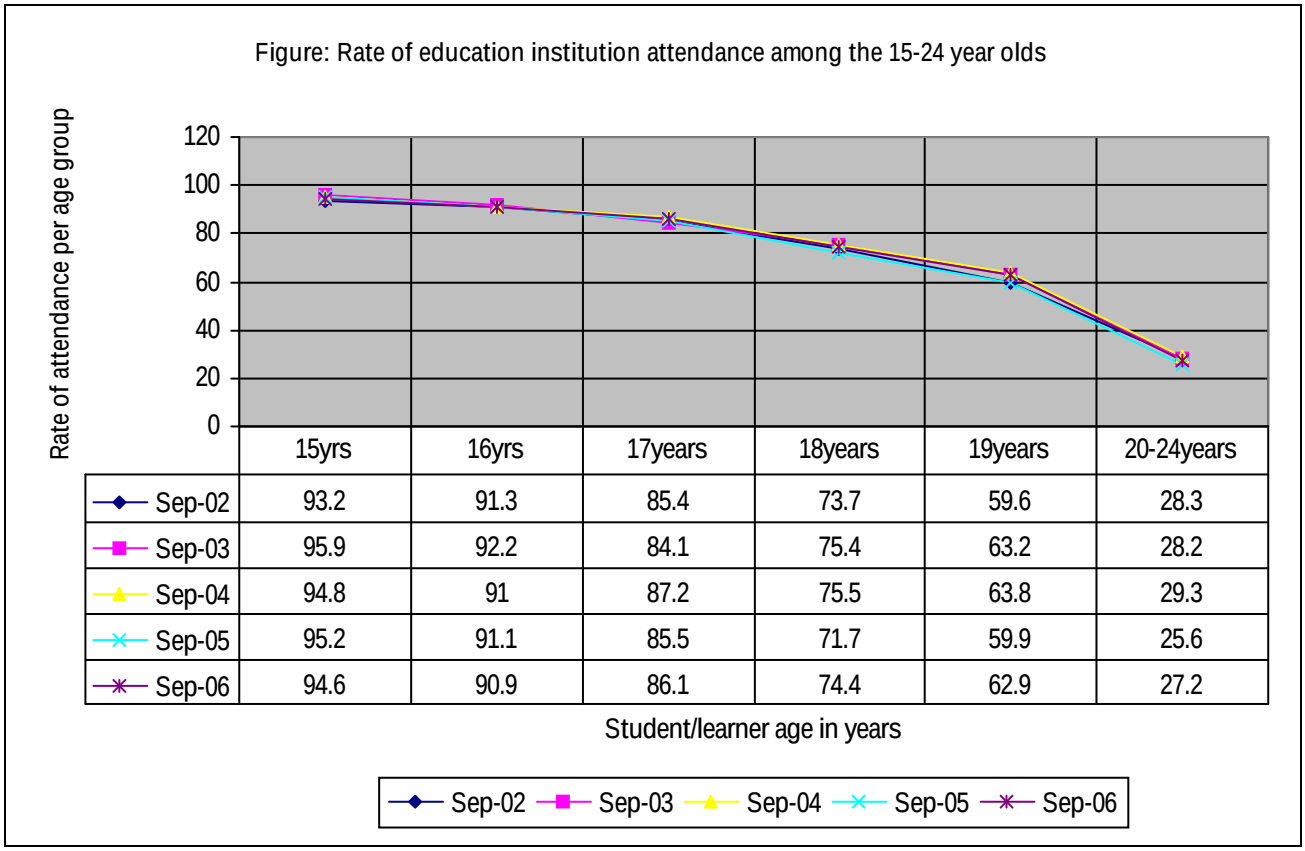


	Sep-01	Sep-02	Sep-03	Sep-04	Sep-05	Sep-06
15-24 yrs	53.4	55.9	55.3	51.7	51.4	50.2
25-34 yrs	34.4	34.1	30.9	29.7	30.3	28.5
Average	43.9	45	43.1	40.7	40.85	39.35

(Adapted from the *Labour Force Survey, September 2006,* published by Statistics South Africa)

TEXT C: School drop-out rates

Enrolment at education institutions drops rapidly after age sixteen, as shown in the figure below.



	15yrs	16yrs	17years	18years	19years	20-24years
Sep-02	93.2	91.3	85.4	73.7	59.6	28.3
Sep-03	95.9	92.2	84.1	75.4	63.2	28.2
Sep-04	94.8	91	87.2	75.5	63.8	29.3
Sep-05	95.2	91.1	85.5	71.7	59.9	25.6
Sep-06	94.6	90.9	86.1	74.4	62.9	27.2

(Adapted from *General Household Survey, 2006* published by Statistics South Africa)

TEXT D: Reasons for not attending an education institution

Lack of money to finance education of the 7-24 year-olds remains the strongest impediment to access to education and training. From 2003 to 2008, the percentage of the 7-24 year-olds prevented by lack money to access education has consistently remained between 37 and 38%.

	Year 2003	Year 2004	Year 2005	Year 2006
Lack of money	38.5	37.1	37.4	38.8
Working	15.3	9.9	18.4	15.8
Exam failure	4.9	6.5	6.6	5.5
Illness	3.4	4.8	3.9	4.2
Marriage	1.9	2.1	1.0	1.2

TEXT E: Promotion Requirements for the National Senior Certificate

7 National Curriculum Statement SUBJECTS	MINIMUM REQUIREMENTS FOR PROMOTION AND CERTIFICATION
4 COMPULSORY SUBJECTS • 2 Languages *(one Language at Home Language and other Language at least at First Additional level or home language level) One of these languages should be the language of learning and teaching (LoLT)* • Mathematics OR Mathematical Literacy • Life Orientation	A learner must achieve 40% in three subjects, one of which is an official language at Home Language level, and 30% in three subjects.
3 CHOICE SUBJECTS • Any 3 other National Curriculum Statement subjects (including official and non-official languages at	

QUESTIONS

- What do the texts tell you about planning?
- Why must one plan?
- How seriously have you been planning for the different areas in your life: career, health, further study, etc.?
- What aspect of your life do you need to do more planning for?

FITNESS REQUIREMENTS AND COMPONENTS

A. THE FIVE HEALTH-RELATED COMPONENTS OF FITNESS

- Body Mass Index (BMI): Level of under- or over-nutrition compared to ideal weight range. BMI (Body Mass Index) is a measure used by doctors to determine the best weight range for a person's health. It is an approximate measure of total body fat. It is calculated using a person's height and weight in the following formula: weight in kg divided by height in m squared (weight (kg) / height $(m)^2$). A BMI measure of 20-25 is considered healthy.
- Cardiovascular fitness: Ability of the heart to provide the muscles with oxygen during sustained exercise
- Flexibility: Range of motion available in the different joints
- Muscular endurance: Ability of the muscles to work over a sustained period of time
- Muscular strength: Ability to exert force or lift heavy weights

B. F.I.T.T. (FREQUENCY, INTENSITY, TIME, AND TYPE) PRINCIPLES

- Frequency: 3–5 times/week – daily warm-up, cool-down
- Intensity: exercise at a higher-than-normal level, e.g. 60–90% of age mediated maximum heart rate; the number of repetitions of a movement and the number of sets repeated can impact on intensity
- Time: 20–60 minutes of continuous activity
- Type: progressive; large muscle groups; continuous e.g. rhythmic running, cycling, swimming

C. TRAINING HEART RATE ZONE

If cardiovascular endurance is to be developed, one must exercise regularly in the fitness target zone. The intensity of the exercise must therefore elevate the heart rate above 60% of its working range during the exertion phase. An individual must exercise within their own training heart rate zone.

How to calculate training heart rate zone:

1. Start with the number 220 and subtract your age in years to arrive at your maximal heart rate:
   220 – Age = Maximal heart rate
2. Take your maximal heart rate and subtract your resting heart rate to arrive at your working heart rate:
   Maximal heart rate – Resting heart rate = Working heart rate
3. Now calculate your training heart rate zone (i.e. 60% threshold and 80% upper level) as indicated in the table below.

NOTE: Resting pulse/ heart rate is the rate at which your heart is beating per minute once you have been lying in a relaxed and reclined position for approximately 2 minutes.

60% threshold level		80% upper level	
Start with your working heart rate	=	Start with your working heart rate	=
Multiply by .60	x .60	Multiply by .80	x .80
Get a subtotal	=	Get a subtotal	=
Add your resting pulse	+	Add your resting pulse	+
This answer is your threshold training heart rate at 60% effort level	=	This answer is your training heart rate at 80% effort level	=

What is your training heart rate zone? _____ to _____ beats per minute

GOAL SETTING THE 'SMART' WAY

To be effective, goals should be Specific, Measurable, Attainable, Realistic and implemented in a Time frame, i.e. SMART.

SPECIFIC: Are they clearly stated?

- Goals are personal – other people cannot set goals for you.
- Identify the goals – identifying what you want to achieve is essential before you can start setting goals.
- Wanting to make a change and doing it are two different things; identify the target(s).
- Clarify exactly what it is that you want to accomplish or be able to do. Each goal should contain the following 4 essential elements:
    - What you are going to accomplish – state the goal(s) and describe the indicators that will tell you when you have achieved the goal(s).
    - How you are going to accomplish it – break each goal up into separate action steps that will help you achieve the goal.
    - When you are going to accomplish it – indicate time frames for the completion of each action and the achievement of the goal itself.
    - Where you are going to accomplish it.

MEASURABLE: How will you know when you have achieved the goals?

- Goals need to be progressive – a series of progressive or small steps – so you know whether there has been a change.
- Analyse where you are now to help you determine what you need to do to achieve your goals so you can measure to see your progress – e.g. increase exercise time from 10 minutes to 30 minutes a session.

ATTAINABLE: Is it possible for you to achieve the goals?

- Must be a goal that can be accomplished and is within your abilities and control.
- Must be personally owned and not imposed by others.

REALISTIC: Is it probable or likely that you will achieve the goals?

- A realistic goal is one that can be reached.
- If you believe you can do something, you have a better chance of accomplishing it.
- Goals must not be too easy or you lose interest in them.
- Goals must not be too hard or you become discouraged and give up.

TIMEBOUND: By when will the goals be achieved?

- Set a date by which each goal will be achieved.
- Establish a time frame to complete each of the actions that you will perform to achieve each of your goals.
- The use of timelines gives a sense of organization and control, promotes commitment to the goal and helps pace your efforts.

INSTRUCTIONS

List examples of short-, medium and long-term goals in your own life. Identify 2-3 short-term goals that can be addressed within a month. One of these should be health-related. Use the SMART approach to goal setting to develop an action plan to achieve these goals. A planning template is provided on page 6.

ACTION PLAN TEMPLATE

Goals	Actions to be taken	Achievement indicators	Date / Time frame	Progress	Reflection
Describe what the 2-3 short-term goals are	*List the actions to be taken in achieving each of the goals respectively*	*List the signs/ products that will indicate that you have achieved each of the goals respectively*	*Allocate a date of completion/ time frame for each of the actions per goal*	*After taking the actions to achieve the goal, reflect on how well each was implemented – highlight both successes and failures where relevant*	*List the factors that made it possible and/or difficult to achieve the goal AND what you still need to do to achieve the goals if they have not been realised in the stipulated time frame*

SETTING PERSONAL FITNESS GOALS

A. HEALTH-RELATED FITNESS NORMS

COMPONENT	Zone	NORMS (17-26 years of age)	
Body Mass Index (BMI)	Underweight:	under 20	
	Healthy:	20 - 25	
	Overweight:	25 - 30	
	Obese:	Over 30	
Flexibility: SIT AND REACH TEST	High performance:	Male: more than 35cm	Female: more than 38cm
	Good fitness:	Male: 25 - 35cm	Female: 25 - 38cm
	Marginal:	Male: 15 - 24,5cm	Female: 15 - 24,5cm
	Low:	Male: less than 15cm	Female: less than 15cm
Muscular Endurance: SITTING TUCKS	High performance:	Male: more than 34	Female: more than 24
	Good fitness:	Male: 20 - 34	Female: 20 - 24
	Marginal:	Male: 15 - 19	Female: 10 - 19
	Low:	Male: less than 15	Female: less than 10
Muscular Strength: STANDING LONG JUMP	High performance:	Male: further than body length	Female: further than ¾ of body length
	Good fitness:	Male: ¾ of body length	Female: 2/3 of body length
	Marginal:	Male: ½ of body length	Female: ½ of body length
	Low:	Male: less than ½ of body length	Female: less than ½ of body length
Cardiovascular Endurance: STEP TEST	High performance:	84 or less	
	Good fitness:	85 - 95	
	Marginal:	96 - 119	
	Low:	120 and above	
Cardiovascular Endurance: 12-MINUTE RUN	High performance:	Male: 3,1 km or more	Female: 2,5 km or more
	Good fitness:	Male: 2,6 - 3,0km	Female: 2,1 - 2,4km
	Marginal:	Male: 2,3 - 2,5km	Female: 1,9 - 2,0km
	Low:	Male: less than 2,3km	Female: less than 1,9km

B. TEMPLATE FOR RECORDING FITNESS RATING

Rate performance in each of the health-related components of physical fitness against the norms that were provided by the teacher. Use an O for existing performance. Indicate what your ideal is for each component with an X:

COMPONENT	RATING									
	1 (Low)	2	3	4	5	6	7	8	9	10 (High)
1. Cardiovascular endurance										
2. Muscular Strength										
3. Body Mass Index										
4. Flexibility										
5. Muscular Endurance										

C. PERSONAL FITNESS PLAN

Use the SMART principles of goal setting in the compilation of your personal fitness plan:

- SPECIFIC (is it clear?)
- MEASURABLE (how will you know when you get there?)
- ATTAINABLE (is it possible?)
- REALISTIC (is it probable?)
- TIMEBOUND (what are the timelines for completion?)

The plan should include the following:

1. My five health-related fitness goals – state each of these individually

2. Actions, timeframes and evidence – state the types of physical activity you are going to engage in and the duration and frequency of your participation for:
    a. Tomorrow
    b. The next week
    c. The next month

    How will I know I have been successful in achieving my goal? How will I reward myself?
    What challenges or barriers might prevent me from meeting my goals?
    What actions or steps could I take to overcome these challenges?

3. An exercise logbook – see the instruction and template provided on page 9.

4. A monthly tracking sheet - see the instruction and template provided on page 10.

Exercise Logbook: Record the following table in your exercise book to help you keep track of your participation in physical activities as part of your personal fitness plan.

Date	Heart Rate per minute	Activity	Duration	Comment
25/02/2007	*RHR = 92* *EHR = 142*	*Aerobics*	*45 minutes*	*Felt good – muscles a little stiff*

RHR = resting heart rate; EHR = exercise heart rate

Monthly tracking sheet: Record the following table in your work book to help you keep track of your progress in the five health-related components of fitness. You should use the same fitness tests as used to assess your level of fitness to track your progress once a month.

Date	Cardiovascular endurance	Muscular Strength	Muscular Endurance	Flexibility	Body Mass Index
January					
February					
March					
April					
May					
June					
July					
August					
September					
October					
November					
December					

CAREER OPTIONS

There are so many careers for young people to choose from today that it is often difficult to make a final choice. In some instances, people end up making the wrong choice and in other instances people land up doing something totally different to what they originally expected or intended. The interviews provided below were conducted with people from a variety of careers.

FASHION DESIGNER

Vanya Mangaliso (32) is a co-founder with her husband, Thando, of Sun Goddess, a fashion design business with stores in The Zone in Rosebank, Joburg, Gateway in Durban and the V&A Waterfront in Cape Town. She matriculated at Vaal High School in Vanderbijlpark in Gauteng before completing a social science degree and a one-year postgraduate diploma in organization and management, both at the University of Cape Town.

WHY DID YOU STUDY SOCIAL SCIENCE?
When I was younger, I wanted to become a doctor, then a pharmacist, but then decided to go into finance. I did social science so I could do my own combination of subjects.

HOW DID YOU END UP IN FASHION DESIGN?
I worked in marketing and advertising and decided I wanted to do something with fashion and imaging. Also, the kind of clothes I wanted were not available.

DID YOU THEN STUDY DESIGN?
No, it's just been a passion from the early days.

DO YOUR UNIVERSITY STUDIES HELP YOU IN DESIGNING AND RUNNING SUN GODDESS?
Definitely. You need a balance between designing and business sense.

RESTAURANT OWNER

Ulla Pakendorf Loubser (33) works as a chef. She owns her own restaurant, Ullala, in Randburg, Gauteng. She received formal training at the private Institute of Culinary Arts near Stellenbosch in the Western Cape. Her first job, however, was as a newspaper journalist. Thereafter she started a small arts and crafts business before going into the food business. She has a BA degree from the former Potchefstroom University (now North-West University) and an Honours degree in philosophy obtained from the University of South Africa (UNISA).

WHAT DID YOU WANT TO BE WHEN YOU WERE 15, AND WHY?
A journalist. My father and mother were both journalists.

WHAT INFLUENCED YOU TO DO WHAT YOU ARE DOING NOW?
I enjoyed cooking for the whole family every night of the week and every week of the year, but I wanted formal knowledge of cooking. My university education did give me a thorough grounding to tackle the theory of food creation, like how the concept of a chef developed. Even my philosophy education helped. You need to know what Nietzsche said before you can differ with him! You need to know how to make a basic sauce before you can experiment.

WHY DID YOU GO TO UNIVERSITY?
When I left school, society expected you to go to university. The mindset at that time was that you had to go to university to find a job.

WHY DID YOU STUDY PHILOSOPHY?
Philosophy is amazing. It teaches you logic. It shows you that everything is possible and believable – as long as you can explain it logically. I even apply it as a chef. I have to believe that if I prepare my food well, it will sell well.

WHAT IS THE MOST IMPORTANT THING THAT YOU LEARNED AT UNIVERSITY?
It taught me to think, which branched into my philosophy studies. When you are at university, you come across so many new things and new questions, and each answer leads to another question.

BIOCHEMIST

Dr Debra Meyer (30) is a biochemist at the University of Johannesburg. With her research she hopes to help develop a vaccine for HIV. Meyer is also an Aids activist. She gives talks in communities, aimed at slowing down the spread of HIV. She obtained a BSc, an Honours degree and a Master's degree at the former Rand Afrikaans University (RAU), now the University of Johannesburg. She completed a PhD at the University of California in the United States. She was the first women and only black lecturer in the Faculty of Science when she was appointed at RAU in 1997. Meyer is also a familiar face on TV; she presents the weather forecast in Afrikaans on SABC2.

WHAT DID YOU WANT TO BE WHEN YOU WERE 15, AND WHY?
The answer is simple. All I wanted to be when I was 15 was educated. I had this idea that educated people could get anything they wanted.

WHAT INFLUENCED YOU TO DO WHAT YOU ARE DOING NOW?
I read a lot. I started to find out about careers. The one career that particularly attracted my attention was being a microbiologist. I read about people studying small organisms, invisible things that can cause so much disease that they can destroy the strongest of human beings. I was fascinated, but frustrated because nobody in my community could tell me how to become a microbiologist.

HOW DID YOU KNOW WHICH SUBJECTS TO CHOOSE?
I was reading a lot of books, so I discovered that I needed biology and natural science. Choosing the rest of the subjects was easy; the languages were compulsory and the programmes were designed in such a way that if you chose science you had to do maths. The only additional subject I did was accounting. I wanted to keep my options open in case I wanted to do other things – for example, going into business.

DID ANYONE HELP YOU TO MAKE DECISIONS ABOUT YOUR SUBJECTS?
No one helped me to make choices. I did it by myself. The teachers did not have all the information either. Their advice was to choose what you are good at and what you enjoy, but they could not tell me that if I wanted to be a microbiologist I had to do a certain set of subjects.

WHY DID YOU GO TO UNIVERSITY?
When I decided at 15 to be educated, I decided I would go to university because that is where you get the best education. For the type of career I wanted I definitely had to go to university.

WHAT IS THE MOST IMPORTANT THING THAT YOU LEARNED WHILE STUDYING?
What was extremely important to me was not just my academic training, but learning about life, about being tolerant and realising everyone is not the same and they don't have to be. I expected to learn chemistry and biochemistry. I did not expect I would find out how to deal with different cultures a bit better.

TV ACTOR

Elma Postma is "Dezi" from 7de laan. The 26-year-old grew up in Klerksdorp in North-West province, where she matriculated from Hoërskool Wesvalia. Postma has a drama degree from the University of Pretoria. She has worked as a residential actor for the civic theatre in Witbank in Mpumalanga, where she was in everything from cabaret to drama. She also earned money as a waitron and worked as a marketer before she became "Dezi".

WHAT DID YOU WANT TO BE WHEN YOU WERE 15, AND WHY?
I think I wanted to be a doctor or something in a medical field. I thought I would earn more money and because my brother was studying medicine.

WHEN DID YOU DECIDE TO STUDY AFTER SCHOOL?
In my matric year around October I decided on drama after I had plans to study occupational therapy. These two fields of study have very little in common, but I am happy about my final choice.

CAN YOU REMEMBER WHAT IT WAS LIKE TO MAKE DECISIONS ABOUT YOUR FUTURE?
Difficult! There is uncertainty because you are afraid that you are making the wrong choice. What if you don't like it, or if you can't find a job, and so on? People can give you advice, but in the end *you* have to make the decision. Do you really want to do something that other people chose for you? My parents and teachers encouraged me, but I made the final decision on my own.

TEACHER

Poovanthran Chetty (33) is a physical science teacher at Nigel Secondary on the East Rand of Gauteng. In fact, he is the head of the school's department of physical science, mathematics and computer subjects. He has been teaching for eight years, after completing his BSc degree at the former University of Natal, which is now part of the University of KwaZulu-Natal. He also has an Honours degree and is currently enrolled for a Master's degree at the University of Johannesburg. Chetty was part of a handpicked group of 39 South African mathematics and science teachers who went on a two and a half month study tour to the United States recently.

WHAT DID YOU WANT TO BE WHEN YOU WERE 15, AND WHY?
A pharmacist. Chemicals fascinated me from a very young age.

WHEN SHOULD WE START TO THINK ABOUT THE FUTURE?
At the end of Grade 9, but the final decision should be at the end of Grade 11. The way in which you pass your subjects should tell you what career path to choose.

WHAT INFLUENCED YOU TO DO WHAT YOU ARE DOING NOW – TEACHING?
I had to decide in the third year of my first degree whether I wanted to pursue engineering or pharmacy. But I come from an education background. My father is a retired school principal and I have four sisters – three of them work in the education field.

ENTREPRENEUR

Zama Ngubane (27) owns her own health spa. This young entrepreneur is a pioneer, because the health and beauty industry only recently started to cater for black beauty and health care. After Ngubane finished school she enrolled for a B Comm. degree at Wits. She did not finish, but the experience helped her realise she wanted to do something more practical. She completed a qualification in skin and body therapy. Instead of immediately finding a job in the beauty industry, she first worked as a project co-ordinator and later had a stint in the travel industry.

WHY DID YOU WANT TO OWN YOUR OWN BUSINESS?
I wanted to work for myself.

WHAT DOES IT TAKE TO BE AN ENTREPRENEUR?
You need to be resilient and patient. You need to know that not everyone will have a "Microsoft idea". There are other routes, such as obtaining a franchise. It is a proven business, so that you gain experience to go and do your own thing. To find money to start a business is a hurdle. I obtained a loan from the Business Partners Umsobomvu Franchise Fund. The fund provides start-up capital to previously disadvantaged entrepreneurs who want to obtain finance for a franchise business.

WHAT DO YOU THINK YOUNG PEOPLE SHOULD DO TO HELP THEM WITH CHOICES ABOUT THEIR FUTURE?
Go out and get practical experience in the industry, so that by the time you finish Grade 12 you know what a career is about. In Grades 10, 11 and 12 go out and spend time in the company you want to get involved in. Often you will discover it is not what you expected.

SOURCE: *Into Higher Education – A Guide for Schools (New Edition), HESA*

QUESTIONS

- According to the interviews, what are the benefits of studying at a higher education institution?
- What did you want to be when you were 15, and why?
- When should one start to think about the future?
- What do you think young people should do to help them with choices about their future?
- Compile a personality profile in which you clearly state your strengths, weaknesses, likes, dislikes and abilities. Thereafter describe the working environment that would best suit your personality.
- Name the 3 careers you would like to pursue after school. Describe the workplace setting for each career and explain how each career links up with your own personality.
- Do you offer the correct subject combination to make your career choices a reality?

TAX DEDUCTIONS

The salary which appears in a job advertisement is the gross income a prospective employee can expect to earn per year and excludes all deductions such as medical aid, income tax, Unemployment Insurance Fund (UIF), etc. There is a difference between the gross salary and the net take-home pay which is what is paid at the end of each month once all necessary deductions have been made.

The amount of tax one pays is determined by the size of one's income. The more you earn, the greater the percentage of tax you are required to pay. For example, a person earning R60 000 will be taxed approximately 6% of his gross income, while someone earning R400 000 will be taxed approximately 27%.

REMUNERATION	PERSONS UNDER 65		
	SITE	PAYE	TOTAL SITE + PAYE
59 991 – 60 040	3 600	2.79	3 602.79 (± 6%)
399 491 – 400 240	3 600	106 148.89	109 748.89 (± 27%)

ANNUAL TAX DEDUCTIONS FROM 1 MARCH 2006 – EXTRACT FOR DIFFERENT SALARY GROUPS

REMUNERATION	Person Under 65			Person Over 65		
	SITE	PAYE	TOTAL SITE + PAYE	SITE	PAYE	TOTAL SITE + PAYE
0 - 40 000	0	0	0	0	0	0
40 001 – 40010	0.99	0	0.99	0	0	0
49 991 - 50 040	1802.79	0	1802.79	0	0	0
59 991 - 60 040	3 600.00	2.79	3 602.79	0	0	0
69 991 - 70 140	3 600.00	1 811.79	5 411.79	0	911.79	911.79
99 991 - 100 290	3 600.00	7 235.13	10 835.13	0	6 335.13	6 335.13
199 991 - 200 490	3 600.00	34 272.15	37 872.15	0	33 372.15	33 372.15
249 491 - 250 240	3 600.00	50 652.93	54 252.93	0	49 752.93	49 752.93
299 741 - 300 490	3 600.00	68 243.89	71 843.89	0	67 343.89	67 343.89
349 991 -300 490	3 600.00	87 338.89	90 938.89	0	86 438.89	86 438.89
399 491 - 400 240	3 600.00	106 148.89	109 748.89	0	105 248.89	105 248.89

SOURCE: *Annual tax deduction tables – Effective 01.03.2006* (SARS, www.sars.gov.za)

SITE

Standard Income Tax on Employees (SITE) is not a separate tax but forms part of the Pay-As-You-Earn (PAYE) system. It is merely a procedure under which the normal tax payable in respect of the first segment of an employee's remuneration is finally determined by the employer and deducted under the PAYE system. SITE constitutes either the final or minimum liability for normal tax, and is not refundable.

SITE does not apply to all types of income but only to net remuneration received from standard employment or by way of an annuity payable by a pension fund, provident fund or benefit fund during a tax period. Standard employment in general refers to full-time employment.

SOURCE: www.sars.gov.za

JOB LISTINGS
Bookkeeper (R5,000-R5,800 pm) – mornings only
Data Capturer (R36,000-R50,000 p.a.)
Project Administrator (R200,000-R250,000 p.a.)
Sales Consultants (R2,900-R5,000 pm)

SOURCE: Today's new job listings, *The Sunday Times* (23 September 2007)

QUESTIONS

- What is income tax?
- Why do we have to pay tax and how do we benefit from paying it?
- The South African Revenue Services (SARS) collects tax (SITE and PAYE) as the taxpayer earns the income.
    - What portion of the tax is the minimum tax to be paid? SITE or PAYE?
    - If a taxpayer earned income through part-time work, would they be expected to pay SITE?
- What income group in the UNDER 65 age group is exempt from paying tax?
- If a pensioner aged 68 applied for and got the position of bookkeeper at R5,000 per month, what amount of tax will he be expected to pay for the tax year?
- If a 35-year-old mother who wanted to work mornings only got the position of bookkeeper at R5,000 per month, what amount of tax will she be expected to pay for the tax year?
- What amount of tax would an experienced project administrator earning R250,000 per annum pay per year?

COMPILATION OF A STUDY PLAN

A. See "PROMOTION REQUIREMENTS FOR THE NATIONAL SENIOR CERTIFICATE" on page 3.

B. MINIMUM ADMISSION REQUIREMENTS FOR HIGHER EDUCATION STUDY PROGRAMMES

When choosing subjects, it is advised that you:

- Consult the minimum admission requirements for programmes offered at higher education institutions from 1 January 2009
- Consult the various higher education institutions for their particular requirements for entry into certificate, diploma and degree programmes from 1 January 2009
- Consider personal career options after school based on own personal strengths
- Consider the trends and demands of the different job sectors
- Consider which work skills are most in demand.

The subjects you choose and your performance in all seven subjects will ultimately determine whether you will gain access to FET Colleges and higher education and what higher education programme you will qualify for. Higher Education Institutions offer three programmes: certificate, diploma and bachelor's degree. While you may meet all the requirements to be awarded a National Senior Certificate at the end of Grade 12 from 2008, those National Senior Certificate candidates wanting to enter higher education must make sure that they meet the minimum admission requirements for Higher Education AND the institutional requirements for the particular programme they wish to pursue.

Overview of minimum admission requirements

All three programmes require a National Senior Certificate, but differ in achievement ratings required-

HIGHER CERTIFICATE	DIPLOMA	BACHELOR DEGREE
Appropriate combinations of recognised National Senior Certificate subjects and levels of achievement as required by the Higher Education Institution and programme to be followed. Example: Higher Certificate* in Architectural Design requires a specified level of attainment in Design and an associated recognised subject.	Achievement rating of 3 (40-49%) or better in four recognised 20-credit subjects. Appropriate combinations of recognised National Senior Certificate subjects and levels of achievement as required by the Higher Education Institution and programme to be followed. Example: Diploma* in Datametrics might require a pass at a prescribed level in Mathematics or Information Technology.	Achievement of 4 (50-59%) or better in four subjects chosen from recognised 20-credit National Senior Certificate subjects (known as designated subject list). Institution entitled to specify a level of subject achievement and/or subjects required for a particular programme. Example: Degree* in Fine Art or Music – achieve at specified level in National Senior Certificate subject.

NOTE: * Each higher education institution reserves the right to set the entry requirements additional to the minimum requirements of the subject combination and performance in various subjects for the programmes of study at that particular institution.

The following eighteen NCS subject are included on the designated list for Bachelor's Degree programmes:

- Information Technology
- Mathematics
- Mathematical Literacy
- Physical Sciences
- Life Sciences
- Accounting
- Business Studies
- Economics
- Geography
- History
- Religion Studies
- Agricultural Sciences
- Dramatic Arts
- Visual Arts
- Music
- Engineering Graphics and Design
- Consumer Studies
- Languages: Language of instruction at the higher education institution and two other recognised languages

C. DEVELOPING A GRADE 11 STUDY PLAN

A study plan is a plan which covers the period of one academic year. The objective is to help you keep track of all tasks (formal and informal) to ensure that you plan and prepare for your performance and complete tasks in good time. This entails the drawing up of a year plan which covers all activities for your seven National Senior Certificate subjects.

STEP 1: IDENTIFY AND RECORD ALL DATES RELEVANT TO THE STUDY OF YOUR SEVEN SUBJECTS

- Beginning and end dates of school terms
- All exam dates for individual subjects
- All test dates
- All assessment task submission dates

STEP 2: DIVIDE THE YEAR ACCORDING TO TEST AND EXAM DATES

For example: The 40 weeks of the school year is divided into four terms. In the examination subjects, a test is written in terms 1 and 3 and an exam in terms 2 and 4 along with the other required formal assessment tasks (Life Orientation excluded) – see example provided below.

Term 1 = 10 weeks, test in last week
Term 2 = 10 weeks, midyear exams in last two weeks
Term 3 = 10 weeks, test in last week
Term 4 = 10 weeks, end-of-year exams in last two weeks

STEP 3: APPLY THE 60/30/10 RULE

Apply the 60/30/10 RULE to each part of the year

- 60% = explore: investigate and acquire information; read through all relevant information
- 30% = consolidate: put facts together in a logical framework; write summaries
- 10% = test: formulate and engage with possible questions

The exploration phase (acquisition of information) will run concurrently for each of the seven subjects and the consolidation phase (putting information together in a logical framework) can be divided to allow for the allocation of a block of time to each subject. During the consolidation phase, intensive studying and memorisation is done. The revision of information takes place during the testing phase.

STEP 4: PLAN FOR SUBMISSION OF ASSESSMENT TASKS

Allow sufficient time for the completion of an assessment task (assignment, project or research report, etc.). Apply 60/30/10 rule to other assessment tasks:

- 60% of time explore:
  - Read up on the topic and gather information from all possible sources
  - Draw up basic framework
  - Make relevant notes
- 30% of time write:
  - Write up the assessment task
- 10% of time review:
  - Finalise assessment task for submission.

STEP 5: DISTRIBUTE TIME ACROSS SUBJECTS

Exploration, Consolidation and Testing Technique (ECT)

Distribute the time available for the completion of assessment tasks across the seven subjects. Mark each phase of the exploration, consolidation and testing (ECT) study process – see Step 3 – on the year plan so that you know exactly what to do during certain times of the term in a year. Divide the time allocated to each of the three ECT phases among the seven subjects. For example, less time should be allocated to Life Orientation than the other 6 subjects and more time to subjects where learners experience challenges.

NOTE: Individual learners will allocate time to the seven subjects based on their strengths and weaknesses across the subjects. For example, a learner who is strong in Accounting and weaker at Mathematics will spend less time studying for Accounting than for Mathematics. Learners should be guided to allocate their time accordingly.

Once the year plan is in place, learners can move closer to implementation by breaking the plan down into short-term plans, in other words weekly and daily schedules. They can now provide concrete dates of when they will prepare for:

- Exams
- Tests
- Other formal assessment tasks

STEP 6: DEVELOP DAILY AND WEEKLY PLANNING SCHEDULES

Convert the year plan into short-term plans, that is, daily and weekly planning schedules.

Provide a schedule for the week (e.g. Sunday to Saturday):

- Indicate routine and fixed activities (including travelling time, relaxation, sport commitments, meals and family time) and their timeframes on a seven-day plan – this gives a good indication of the time available for study each week.
- It is important to maintain a healthy balance between studies and other areas of life, although a learner may have to make adaptations during exam times and suspend certain activities for a couple of weeks at a time.
- Build the activities indicated on the year plan into a weekly schedule – review the weekly schedule at the beginning of each week (e.g. Sunday evening) to know exactly what needs to be done each week.

Plan for each day:

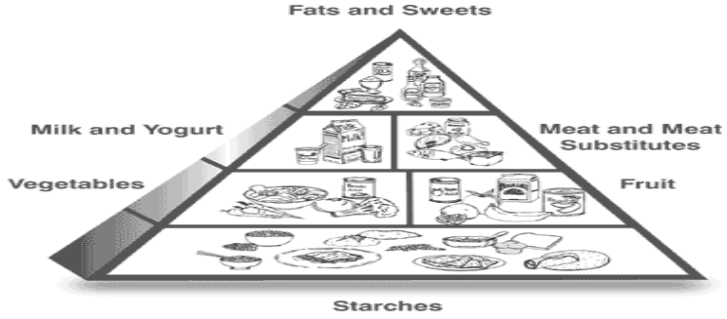
- Indicate what needs to be done by the end of each day from a studying point of view.

SOURCES:
Study Management by WA Van Schoor. JL van Schaik: Pretoria (1994).
USE BOTH SIDES OF YOUR BRAIN (3RD EDITION) BY TONY BUZAN. PLUME BOOKS: NEW YORK (1989).

THE 5 FOOD GROUPS

Nutrition is the foundation for health and development. Interaction of infection and malnutrition is well-documented. Better nutrition means stronger immune systems, less illness and better health. Healthy children learn better. Healthy people are stronger, are more productive and more able to create opportunities. Better nutrition is a prime starting point to achieving better quality of life.

The Food Pyramid indicates the groups of foods and amount of each that make up a good eating plan. The different proportions of the pyramid explain the different proportions of the food groups a person requires. The starches food group that makes up the base (widest part) should be the biggest part of one's diet, and as one goes up the pyramid, the portions get smaller.



It is often said: "You are what you eat." By following a diet that includes the recommended portions from each of the five food groups, you can ensure that you are taking in all the necessary different types of food required for the proper and healthy functioning of your body.

Starches group: This group is at the very bottom of the pyramid. This does not mean that it is least important, but rather that the foods in this group should make up the biggest part of what you eat each day. In other words, this group of foods should form the basis of every meal. That is because these foods are all great sources of carbohydrate, the nutrient that the body uses as a major energy source. So if learners want lots of power, they must be sure to hit the bottom of the pyramid! 6-11 portions or servings per day are recommended

Vegetable and fruit groups: The vegetable and fruit groups are toward the bottom of the pyramid. This means that lots of daily servings (about 5) are important for a healthy diet as they contain vitamins and minerals. Don't forget fibre: fibre is the nutrient that keeps everything in the digestive system moving along the way it should. For this group learners should try the "5-a-day" approach!

Milk and yoghurt group: This food group is high up on the pyramid. This means that even though these foods are important for good health, you don't need to eat as many of them in one day as you do of foods lower down on the pyramid. You'll be sure to catch all your calcium and have the power of protein when you pick foods from this part of the pyramid! 2 servings per day are recommended from the milk group.

Meat and meat substitutes group: This food group is high up on the pyramid. This means that even though these foods are important for good health, you don't need to eat as many of them in one day as you do of foods lower down on the pyramid. The foods in this group have one thing in common: they all supply you with the super-important nutrient protein. 4 servings per day are recommended for this group.

Fats and sweets group: Fats and sweets are a little different from the other parts of the pyramid, because they don't make up a "group" in the same way the other foods do. They sit at the very top of the pyramid. This means that even though your body needs them, it only needs a tiny amount. Fat is used for some things in our body, but it is smart to avoid eating too much. The Food Guide Pyramid suggests that when it comes to fatty, oily or sugary foods, people should "use them sparingly" - in other words, eat only a little bit and not very often, particularly saturated fat.

SOURCE: *Hearty Schools Programme* (Heart and Stroke Foundation South Africa, 2005)

QUESTIONS

- What does the article suggest is a healthy diet?
- What contribution does each of the 5 food groups make to the functioning of the body?
- Why are starches placed at the very bottom of the pyramid?
- Write down your daily diet for the past week. How many of the 5 food groups do you include in your diet every day?
- What changes do you need to make to your diet to ensure that you consume the suggested servings per food group on a daily basis?

ENERGY EXPENDITURE DURING PHYSICAL EXERCISE

People often embark on an exercise programme with great enthusiasm and then get disillusioned when their efforts do not appear to deliver the desired results. For those wanting to maintain or lose weight, it is the choice of activity that influences energy expenditure and not necessarily always the amount of time and intensity put into the exercise which makes a difference.

What activities burn the most energy?

One of the primary goals of an exercise programme is to develop and maintain cardiorespiratory fitness. Many people engage in aerobic activities to improve their health, reduce disease risk, modify body composition and improve all round physical fitness. It is important to select a mode of exercise that uses the large muscles of the body in a continuous, rhythmical fashion, and that is relatively easy to maintain at a consistent intensity. It is interesting to note that not all modes of exercise are comparable in terms of energy expenditure.

Different modes of exercise

Exercise can be divided into 3 different groups when it comes to energy expenditure. Group I includes activities such as walking, cycling, jogging, and simulated stair climbing. They provide a consistent intensity and energy expenditure that are not dependent on skill level. Group II includes activities such as aerobic dancing, bench stepping, hiking, swimming and water aerobics. The rate of energy expenditure will vary greatly depending on the performance ability. With higher skill levels, a person can work harder and longer, and consequently burn more calories. The Group III includes activities such as basketball, racquet sports, and volleyball. They are highly variable in terms of energy expenditure due to the performance demands of the activity.

Choosing modes of exercise

For long-term cardiovascular health, it is important to select a variety of activities that sufficiently stimulate the heart, lungs, and muscles. In addition to energy expenditure, some factors to consider when selecting a mode of exercise include personal interest, equipment and facility availability, physical needs, injury risk and fitness goals. Selecting the appropriate mode(s) of exercise is essential for continued consistent energy expenditure. Additional health and fitness benefits will be attained as the amount and intensity of exercise increase.

Optimizing energy expenditure

A major way to optimize energy expenditure is to vary the intensity of the exercise. It is important to choose a mode of exercise that can be adjusted or graded to overload the cardio-respiratory system. For instance, treadmill walking can be made much more challenging by increasing the incline of the treadmill. Cycling intensity can be made more demanding by increasing the pedaling resistance. Furthermore, choosing a mode that allows for high intensity intervals interspersed with low-to-moderate intensity intervals may also increase energy expenditure.

Some exercise modes involve both the upper and lower body muscles, such as swimming, rowing, and simulated skiing. Although these types of exercise engage more muscles, they do not necessary engage as much muscle mass as running, and so will expend less energy at a similar level of intensity. However, swimming involves much less pressure on the bones and joints, which allows swimmers to exercise for a longer period of time, thus possibly expending as much energy as higher intensity workouts.

Cycling and recumbent (stationary) cycling are two very popular non-weight-bearing exercise modes, whereas walking and jogging are popular exercises in the weight-bearing category. At the same level of intensity, most persons will expend more energy performing a weight-bearing activity. An additional benefit of weight-bearing exercise is maintaining bone mass and preventing osteoporosis. However, with cycling and recumbent cycling there is much less trauma to the muscles and joints, heart rate is generally lower, and thus longer exercise bouts are possible.

Adapted from: Energy Expenditure in Different Modes of Exercise (American College of Sports Medicine, June 2002, www.acsm.org)

QUESTIONS

- What are the benefits of exercise?
- Which of the three groups of exercise are most suitable for teenagers? Why?
- Describe the difference between weight-bearing and non-weight-bearing modes of exercise. How do the two modes compare with respect to energy expenditure?
- People exercise to lose weight, maintain a healthy body weight, tone their muscles and so forth. Why do you exercise?
- Write down your exercise regime for the past week. In which type of exercise do you predominantly participate?
- What changes do you need to make to your exercise regime to achieve a healthy BMI?

NUTRITION AND EXERCISE DIARY

Collect data on your energy consumption and energy expenditure for the period of a week (i.e. 7 days). Record the food eaten and estimate the total amount of energy consumed per day. Also record the type of physical activity engaged in and estimate the total amount of energy spent per day. Based on your estimates for each day, determine your average daily energy consumption and energy expenditure for the week.

Template for collecting information on consumption of food

DAY	TIME	FOOD EATEN	AMOUNT EATEN (servings, grams)	ENERGY CONSUMED (per serving size as determined by the information provided on the food packaging or other sources)
1				
2				
3				
4				
5				
6				
7				

Note:
The labels provided on food packaging all list energy, protein, carbohydrates, and fat—these are macronutrients. A healthy/balanced diet will contain protein, carbohydrates and fat in appropriate proportions. They are all sources of important nutrients and provide us with energy and other building blocks to maintain a healthy life. In planning or analysing diets, dieticians are concerned with at least three different considerations:

- energy intake
- carbohydrate, fat and protein intake
- the appropriate mixing of different food groups.

Template for collecting information on physical activity

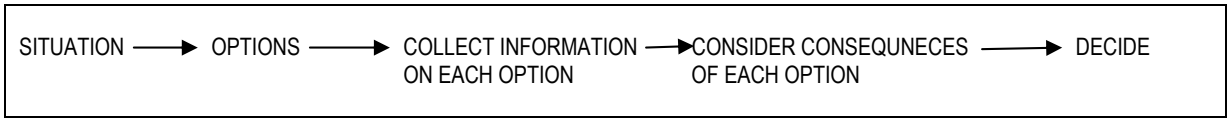
DAY	TIME	TYPE OF PHYSICAL ACTIVITY	DURATION	ENERGY SPENT (per exercise session as determined by information found in sources)
1				
2				
3				
4				
5				
6				
7				

Template for determining your average daily energy consumption and energy expenditure for the week

DAY	ENERGY SPENT	ENERGY CONSUMED	DIFFERENCE
1			
2			
3			
4			
5			
6			
7			
TOTAL FOR THE WEEK			
DAILY AVERAGE			

DECISION-MAKING

A basic model for making decisions looks something like the following:



NOTE:
A decision should not be made until all the information on each option has been gathered and all the consequences of an option have been exhausted – continually ask yourself the question 'WHAT THEN?' for each option until you can no longer provide an answer. Also distinguish between short-term, medium-term and long-term options as you analyse the various options.

Decision-making is not always easy. Many decisions are influenced by pressure from friends. When choosing between options, write down the advantages and disadvantages of each. By analysing decisions, you will learn the difference between choices that work for you and choices that work against you. This will help you make better decisions in the future.

The ten general steps for making a decision include:

	STEP	CONTRIBUTION TO PROBLEM-SOLVING PROCESS
1	Determine exactly what it is you need to make a decision about.	Avoids misunderstanding or confusion as to what it is you need to make a decision about.
2	State the situation in clear and simple language.	Helps one state the situation as it is.
3	List all possible decisions that can be made in the situation.	Helps one to consider options.
4	Collect information on each possible decision – consider the facts.	Helps one to be informed about the different options.
5	List the immediate implications of each possible decision, listing both the pros and cons.	Allows one to objectively weigh up all the options.
6	Consider the long-term implications of each possible decision and how each will impact on your well-being.	Allows one to think beyond the here and now.
7	Decide which decision will work best – make the decision.	Makes one take responsibility.
8	Implement the decision.	Helps one take action.
9	Review the decision, if necessary.	Encourages one to be reflective.
10	Reflect on how successful the decision was.	Ensures that one evaluates the outcome.

QUESTIONS

- Why is it necessary to collect information and consider consequences prior to making the final decision?

INDIVIDUAL SITUATIONS

Rosie's Situation

Rosie, a Grade 11 learner, is experiencing relationship problems with her boyfriend who has left school early. He is battling to get a job as he has no formal qualifications. He is pressuring her into having sex with him to prove how much she loves him.

Thembi's Situation

Thembi is a Grade 11 learner who is experiencing difficulties with some of her subjects at school. She has been working part-time as a shop assistant since the start of Grade 10. Her boss values her skills and has offered her a full-time position with promises of promotion at a later stage.

Maria's Situation

Maria, a Grade 11 learner, believes that she is healthy and does not need to exercise as she is the ideal body weight for her age and size. However, during one of the Physical Education periods she discovers that her fitness levels are not what they should be despite having a healthy Body Mass Index. She has to see to all the housework and cooking at home after school. By the time she has finished her daily chores, she is so tired that she lies down for an hour before starting with her homework.

QUESTIONS

- Record your responses to the following questions in a mindmap:
    - What decision does each of 3 Grade 11 learners have to make?
    - List the options each one has in their situation.
    - Indicate the short-, medium- and long-term consequences of each option.
    - Having studied the options and their consequences for each of the 3 learners, what advice would you give each about the decision they should make?
- How do you go about making decisions that will impact on your life and your future?
- How can you improve your decision-making?
- What decisions have you made about your studying / career choice after school?
- What are you doing to do to make these decisions a reality?

VALUES AND PERSONAL DECISIONS

"Values and morality give meaning to our individual and social relationships. They are the common currencies that help make life more meaningful than it might otherwise have been." (*Manifesto on Values, Education and Democracy*, Department of Education: 2001)

Discussion questions based on *The Values Handbook*, Heartlines (2006)

ACCEPTANCE

1. How accepting are South Africans when it comes to mixing with people from other races and cultures? Discuss using examples.
2. What are some of the benefits of building relationships with people who have different cultures, languages or social status from your own?
3. Give examples of the different groups in society that are discriminated against along with the way in which they are discriminated against.
4. How can we break down prejudices in our society today and be more accepting of one another?

RESPONSIBILITY

1. What responsibilities do you have that are causing stress or anxiety in your life right now?
2. Have you ever felt like running away from your responsibilities? Discuss.
3. Discuss the different responsibilities that face you in the short-term (studying, etc.), medium term (work place, etc.) and long-term (marriage, etc.) and what your attitude should be towards these responsibilities.
4. Sometimes pride can stop one from doing the right thing. How can we prevent this in ourselves?
5. What can you do to be more responsible?

FORGIVENESS

1. Share situations in which you were able to forgive someone.
2. When do you find it most difficult to forgive?
3. Self-righteousness is a barrier to forgiveness. How can we prevent this in ourselves?
4. Discuss: Forgiveness often takes time and is a process.

PERSEVERANCE

1. Discuss a time when you were going through difficulties and had to persevere.
2. Share the fears that you face in your life. Discuss how you could persevere and overcome these fears.
3. Do you think perseverance involves always being in control of the circumstances of the choices one makes?
4. Discuss the positives that are produced by persevering.

SELF-CONTROL

1. In what areas do teenagers of today lack self-control?
2. Take an example such as sexual temptation, alcohol misuse, drug abuse, etc. and discuss the factors that lead to lack of self-control and what the negatives and positives are of abstaining from such behaviour.
3. What are the negatives that can result from not exercising self-control?
4. What are the benefits of exercising self-control?
5. How can we develop more self-control in our lives?

HONESTY

1. Discuss the following terms: integrity, trust, and self-deception. How do each of these terms relate to honesty?
2. Have you ever been in a situation where you felt pressured to be dishonest? Discuss the factors that caused you to choose to lie, how it affected your relationships and how you felt about yourself afterwards.
3. Discuss the consequences of dishonesty and deception.
4. Provide reasons for why people are dishonest.
5. How does honesty contribute to our relationships?
6. How can people learn to be more honest?

COMPASSION

1. Define the term: compassion.
2. What factors make it difficult to show compassion in a situation?
3. Is our ability to show compassion dependent on the person/ people we are dealing with at that moment in time?
4. What happens if a person is unaccepting of one's compassion?
5. What excuses do we give for not caring enough about those less fortunate than us?
6. Compassion is about action. What can people do to show their compassion?

GRACE

1. What do you understand by the term "grace"?
2. Discuss a situation when someone gave you a second chance. Discuss how it made you feel.
3. How can one display grace towards others?
4. What are the risks of displaying graces?
5. What are the benefits of displaying grace?
6. Are there people in your life to whom you need to show grace? Discuss.

HEARTLINES is an initiative aimed at promoting values-based transformation in South Africa and beyond.

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Website: www.heartlines.org.za

CONSTITUTIONAL VALUES

South Africa's Constitution was the result of remarkably detailed and inclusive negotiations – difficult but determined - that were carried out with an acute awareness of the injustices of the country's non-democratic past. It is widely regarded as the most progressive constitution in the world, with a Bill of Rights second to none.

Human rights are given clear prominence in the Constitution. They feature in the Preamble with its stated intention of establishing "a society based on democratic values, social justice and fundamental human rights".

The ten fundamental values that feature in the Constitution characterise a culture based on democracy, human rights and peace. They are intended to make the Constitution of South Africa a living document in the daily and practical reality of people's lives.

SOURCE: http://www.southafrica.info/ess_info/sa_glance/constitution/constitution.htm

The ten fundamental values are:

1. Democracy

Democracy is at heart a society's means to engage critically with itself. But critical engagement is not an automatic consequence of democratic institutions. The Constitution commits us to the establishment of a society based on "democratic values, social justice and fundamental human rights", and defines South Africa as a "sovereign, democratic state" founded upon the value of "universal adult suffrage, a national common voters' roll, regular elections and a multi-party system of government." In this, it means that government is based on "the will of the people"; that we are responsible for our own destinies since, through the electoral process, we run our country and our public institutions.

2. Social Justice and Equity

Without the implementation of social justice to correct the injustices of the past, reconciliation will be impossible to achieve. While the Constitution grants rights to freedom of expression and choice, it also establishes as a right the access to adequate housing, health-care services, sufficient food and water, social security, and, of course, a basic education. Children, specifically, enjoy the right "to basic nutrition, shelter, basic health-care services and social services", and "to be protected from maltreatment, neglect, abuse or degradation". These rights apply to everyone under the age of eighteen - and that means the majority of learners in our schools.

3. Equality

One of the greatest challenges in making fair law is ensuring that it is fairly applied. The Constitution states that "everyone is equal before the law" and may not be unfairly discriminated against on the basis of "race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth." All children must obtain equal education, and the state must strive towards giving all students the same access to resources and to personnel, and the same opportunities to realise their fullest potential. Just as the state may not discriminate against any of us, so we may not discriminate against each other. Understanding the value of equality and the practice of non-discrimination means not only understanding that you have these rights, but that others have them as well. It is out of the Equality Clause in the Constitution that the values of tolerance and respect for others stem. It is also because of the Equality Clause that we value linguistic diversity, for we may not discriminate against each other on the basis of language.

4. Non-Racism and Non-Sexism

The history of humanity's march to freedom shows there is a significant difference between treating everyone as equals, and their being equal. This is the essence of the Constitution's emphasis on the value of "non-racialism and non-sexism". It outlines the challenge as being to strive towards practices that treat everybody as equal - and that work, specifically, towards redressing the imbalances of the past where people were oppressed or devalued because of their race or their gender. It is out of this value that the policies of affirmative action flow.

5. Ubuntu (Human Dignity)

Ubuntu has a particularly important place in our value system for it derives specifically from African mores: "I am human because you are human." Equality might require us to put up with people who are different, non-sexism and non-racism might require us to rectify the inequities of the past, but ubuntu goes much further: it embodies the concept of mutual understanding and the active appreciation of the value of human difference. It requires you to know others if you are to know yourself, and if you are to understand your place – and others' - within a multicultural environment. Ultimately, ubuntu requires you to respect others if you are to respect yourself.

6. An Open Society

The South African Constitution, as the supreme law, lays the "foundations for a democratic and open society in which government is based on the will of the people". In this sense, democracy and openness are interchangeable and interdependent values, and the Constitution itself is the route to an open society: we have the right to "freedom of conscience, religion, thought, belief and opinion"; we have the right to "freedom of expression", to "freedom of the press", to "freedom of artistic creativity", to "academic freedom and freedom of scientific research", to "freedom of assembly", and to "freedom of association". But as with all the values contained in the Constitution, our rights come with certain responsibilities: we may not exercise our rights to openness if they have the intention of inciting violence, propagandising war, or advocating hatred based on race, ethnicity, gender or religion. Being a democrat in an open society means being a participant rather than an observer: it means talking and listening and assessing all the time. It means being empowered to read and to think, it means being given the opportunity to create artistically. It means being given access to as wide a range of information as possible through as wide a range of media as possible - and also being given the tools to process this information critically and intelligently.

7. Accountability (Responsibility)

If voting is the right of citizens to grant power, the need to hold the powerful to account is the responsibility that gives that right meaning. The provision of democratic tools in the Constitution, such as the vote, is to confirm and reinforce the values of "accountability, responsiveness and openness". More specifically, the Constitution says that public administration must be governed by the values and principles of professionalism, efficiency, equity, transparency, representivity and accountability. But "accountability" means, more than anything else, that we are all responsible for the advancement of our nation and that we are all responsible, too, to others in our society, for our individual behaviour. There can be no rights without responsibilities.

8. The Rule of Law

Without commonly accepted codes, the notion of accountability would lose meaning, and the light of the open society would begin to dim: the rule of law is as fundamental to the constitutional state as adherence to the Constitution itself. As a state, South Africa is founded on the value of "the supremacy of the Constitution and the rule of law". This means, literally, that the law is supreme; that there is a consensus of rules and regulations we must obey - and that we understand that if we do not, we are breaking the law of the land, and that the State is thus entitled to punish us.

9. Respect

In the great contest of ideas that best symbolises enlightened humanity, respect in addition to intelligence or wit is probably the essential quality. As a value, "respect" is not explicitly defined in the Constitution, but it is implicit in the way the Bill of Rights governs not just the State's relationship with citizens, but citizens' relationships with each other: how can I respect you if you do not respect me? Respect is an essential precondition for communication, for teamwork, for productivity. In some of the most important international declarations that South Africa has ratified - they are therefore legally binding on our country - we have committed ourselves to the values of respect and responsibility.

10. Reconciliation

Healing, and reconciling past differences, remains a difficult challenge in South Africa. More than merely being a question of saying sorry, it requires redress in other, even material, ways, too. These include social justice. The Constitution itself calls upon us to "heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights". It is a conception that is bound up in South Africa's official motto, "!ke e: /xarra //ke" - which means "Unity in Diversity". It means accepting each other through learning about interacting with each other - and through the study of how we have interacted with each other in the past. Reconciliation values difference and diversity as the basis for unity; it means accepting that South Africa is made up of people and communities with very different cultures and traditions, and with very different experiences of what it means to be South African, experiences which have often been violent and conflictual. Reconciliation is impossible without the acknowledgement and understanding of this complex, difficult but rich history. The conditions of peace, of well-being and of unity - adhering to a common identity, a common notion of South-Africanness - flow naturally from the value of reconciliation. But, as President Mbeki has often said, there can be no reconciliation without transformation. In this way, the value of reconciliation is inextricably woven into the value of equality.

SOURCE: *Manifesto on Values, Education and Democracy*, Department of Education (2001)

QUESTIONS

- Briefly describe your own understanding of one of the ten fundamental values.
- In what ways are the ten values applied at your school? Give examples.
- Do you consciously apply any of the ten fundamental values in your life? Which values do you need to pay more attention to? Provide reasons for your responses.

THE VALUE OF RELIGION IN LIFE

Religion is a universal part of human life. It must, therefore, have a great and important value; otherwise by now most people in the world would have abandoned it completely. People find religion as a necessary part or element of life.

People spend a lot of their time and wealth on religion. Some of the most beautiful buildings in the world are or have been religious buildings such as tombs, temples, cathedrals, churches, mosques and other sacred places.

People are often ready to die for their religion, and many thousands have done so. Many others sacrifice their fame, power, wealth, property and time for the sake of religion. Religion must have a great value for people; otherwise nobody would die for it or give so much for its sake. People make sacrifices and offerings of the best they have for the sake of religion. In some instances, even human beings are sometimes killed or sacrificed because of people's beliefs and practices. Therefore, religion must be even more valuable to them than the life of individuals or people's property.

Followers of a given religion are often ready to fight and defend it, or something related to it. They are sometimes unreasonable, fierce and fanatical if their religion is threatened by force or disrespect. They treasure their religion, and anything that threatens it would seem to threaten their whole existence.

From time to time, people go freely to perform their religious duties, ceremonies and rituals. They even fast, inflict pain on their bodies, deny themselves the pleasures and comforts of this life, go on pilgrimage at great expense, cross national boundaries and oceans in order to take the religious message to other people, and do other things, all for the sake of religion.

These are done voluntarily, freely, willingly and happily in most cases, even though occasionally force or pressure may be put on people. People often decide freely to join a particular religion. It must be, therefore, that there is something valuable in religion to make people do all these things of their own will.

Most governments and countries of the world provide for religious freedom. This provision is often a part of their constitutions. People in these countries have the right to freedom of conscience, freedom of creed, freedom of association for religious purposes, and freedom of worship. Therefore, those who make the laws and constitutions of the nations of the world must appreciate the value of religion.

In many countries of the world, there are national religious holidays such as Christmas, Easter, Ramadan, Eid, Bodhi Day, Declaration of the Bab, Yom Kippur, Diwali, and so on. About half, and in some cases more than half, of the public holidays are associated with religious festivals. People apply their religion to their social, emotional, economic, intellectual and spiritual life. They believe that religion is relevant in all these areas of their life.

SOURCE: Dr K Nantambu, *The Value of Religion in Life* (2002) – www.trinicenter.com/kwame/2002/Feb/202002.htm

QUESTIONS

- What evidence does the author offer that religion is valued by individuals and governments?
- In your opinion, does religion have a strong hold on South Africans? Discuss using examples.
- How does your religious belief system influence the different areas of your life? Do you make decisions from a religious perspective or a broad value perspective?
- Do you sometimes experience conflict between your religious beliefs and your broad value system when making decisions? Discuss using examples.
- To what extent do you display your religious beliefs in your social life?

MARRIAGE AND RELIGION

In virtually all religions, marriage is a long-term union between two people and is established with ceremonies and rituals. The two people are most commonly a man and a woman, though many societies have permitted polygamous marriages. Same-sex is now acknowledged in some countries. Many religions have extensive teachings regarding marriage.

SOURCE: Wikipedia, the free encyclopedia
http://en.wikipedia.org/wiki/Religious_aspects_of_marriage AND http://en.wikipedia.org/wiki/Marriage

Detailed viewpoints of various religions

Bahá'í marriage

Bahá'í marriage is union of a man and a woman. Its purpose is mainly spiritual and is to foster harmony, fellowship and unity between the two partners. The Bahá'í teachings on marriage call it a *fortress for well-being and salvation* and place marriage and the family as the foundation of the structure of human society.

Spiritual nature

The Bahá'í teachings on marriage see it as an eternal bond that survives past the lives of the partners in the physical life, and into the spiritual worlds. Thus the teachings stress that during courting the partners must take the utmost care to become acquainted with each other's character. Furthermore, the husband and wife should be united not only physically, but also spiritually, so that they can improve the spiritual life of each other, and that they can spiritually advance towards God.

Laws

There are a number of laws that concern Bahá'í marriage

- Marriage is not obligatory, but is highly recommended.
- Marriage is defined between a man and a woman
- Only married couples may engage in sexual activity.
- Having more than one wife or husband is forbidden.
- Both partners must be at least 15 years of age at the time of engagement.
- Marriage is conditioned on the consent of both parties and their parents.
- Marriage with non-Bahá'ís is permitted.
- The period of engagement must not exceed ninety-five days. (Not universally applicable)
- The husband must pay a dowry to the wife. The payment, if the husband lives in a city, is nineteen mithqáls (approx. 2.22 troy ounces) of pure gold, and if the husband lives outside a city the same amount in silver. Bahá'u'lláh also set a maximum permitted dowry amount of 95 mithqáls (approx. 11.1 troy ounces). (Not universally applicable)

SOURCE: Wikipedia, the free encyclopedia
http://en.wikipedia.org/wiki/Bah%C3%A1%27%C3%AD_marriage

Buddhist Views on Marriage

In Buddhism, marriage is regarded as entirely a personal, individual concern and not as a religious duty.
Marriage is a social convention, an institution created by man for the well-being and happiness of man, to differentiate human society from animal life and to maintain order and harmony in the process of procreation. Even though the Buddhist texts are silent on the subject of monogamy or polygamy, the Buddhist laity is advised to limit themselves to one wife. The Buddha did not lay rules on married life but gave necessary advice on how to live a happy married life. There are ample inferences in His sermons that it is wise and advisable to be faithful to one wife and not to be sensual and to run after other women. The Buddha realized that one of the main causes of man's downfall is his involvement with other women (*Parabhava Sutta).*Man must realize the difficulties, the trials and tribulations that he has to undergo just to maintain a wife and a family. These would be magnified many times when faced with calamities. Knowing the frailties of human nature, the Buddha did, in one of His precepts, advise His followers of refrain from committing adultery or sexual misconduct.

The Buddhist views on marriage are very liberal: in Buddhism, marriage is regarded entirely as personal and individual concern, and not as a religious duty. There are no religious laws in Buddhism compelling a person to be married, to remain as a bachelor or to lead a life of total chastity. It is not laid down anywhere that Buddhists must produce children or regulate the number of children that they produce. Buddhism allows each individual the freedom to decide for himself all the issues pertaining to marriage. It might be asked why Buddhist monks do not marry, since there are no laws for or against marriage. The reason is obviously that to be of service to mankind, the monks have chosen a way of life which includes celibacy. Those who renounce the worldly life keep away from married life voluntarily to avoid various worldly commitments in order to maintain peace of mind and to dedicate their lives solely to serve others in the attainment of spiritual emancipation. Although Buddhist monks do not solemnize a marriage ceremony, they do

perform religious services in order to bless the couples.

Divorce

Separation or divorce is not prohibited in Buddhism though the necessity would scarcely arise if the Buddha's injunctions were strictly followed. Men and women must have the liberty to separate if they really cannot agree with each other. Separation is preferable to avoid miserable family life for a long period of time. The Buddha further advises old men not to have young wives as the old and young are unlikely to be compatible, which can create undue problems, disharmony and downfall (Parabhava Sutta).

A society grows through a network of relationships which are mutually inter-twined and inter-dependent. Every relationship is a whole hearted commitment to support and to protect others in a group or community. Marriage plays a very important part in this strong web of relationships of giving support and protection. A good marriage should grow and develop gradually from understanding and not impulse, from true loyalty and not just sheer indulgence. The institution of marriage provides a fine basis for the development of culture, a delightful association of two individuals to be nurtured, and to be free from loneliness, deprivation and fear. In marriage, each partner develops a complementary role, giving strength and moral courage to one another, each manifesting a supportive and appreciative recognition of the other's skills. There must be no thought of either man or woman being superior -- each is complementary to the other, a partnership of equality, exuding gentleness, generosity, calm and dedication.

SOURCE: Venerable K. Sri Dhammananda Maha Thera, *What Buddhists Believe*
http://www.budsas.org/ebud/whatbudbeliev/237.htm

Christian views of marriage

The Christian views of marriage historically have regarded marriage as ordained by God for the lifelong union of a man and a woman. This foundational principle was first articulated biblically in Genesis 2:24. Later, Jesus set forth his basic position on marriage by bringing together two important passages from Genesis (1:27; 2:7–25). He pointed to the completion of the creation — "male and female he created them." Then he described marriage as a relationship, a union, so intimate and real that "the two become one flesh." As persons, husband and wife are of equal value. In truth, they are one.

Most Christian wedding ceremonies take place in churches. Some couples are choosing quaint or nostalgic secular locations in which to be married by clergy.

Christian groups, some more harshly than others, frown on divorce.

The Christian church at large has not escaped liberal influences of the sexual revolution. An indication of such influences is greater tolerance within the church of couples living together without marriage (cohabitation, and if sexual, fornication), extramarital affairs (adultery) and no-fault divorce. This is happening in spite of the fact that these practices conflict with doctrinal beliefs present in Christianity since its founding.

SOURCE: Wikipedia, the free encyclopedia
http://en.wikipedia.org/wiki/Christian_view_of_marriage

Hindu attitudes to marriage

The Hindu belief in *caste* (one's place in society) and *dharma* (duty within one's caste) is central to issues surrounding marriage in Hinduism. A proper understanding of this will often remove misconceptions about the nature of marriage and its place in Hindu society. Marriage is the thirteenth *samskara* a person will pass through in their life. The *samskaras* are sixteen rituals which mark stages in a person's life (the first concerns the moment of conception whilst the last are the funeral rites). Also included in the *samskaras* are four *ashramas* which follow the cycle of growing up, adulthood and getting old and are *Brahnacharyi* (student), *Grihasta* (householder), *Vanaprastha* (retirement) and *Sannyasin* (renunciation). Householders are expected to give to charity, care for aged parents, offer hospitality to guests and provide a settled and well run household. Hindus are also expected to marry in order to continue the family and to care for the dead. The desire for a son is particularly noteworthy as they have the responsibility for performing many of the funeral rites and cremating the parent's bodies. Thus marriage is seen as a sacred duty with religious as well as social obligations involved.

No religious ritual can be performed by a man without his wife, and no man or woman's life is seen as complete without marriage.

The Laws of Manu state that the *dharma* of one *ashrama* must be completed before the next thus the householder stage begins when a student finishes their studies (around age twenty). It is commonly perceived that Hindus are forced into arranged marriages by their parents (particularly girls). This may have been true once but it is not so today (especially in Britain). Couples now have a say in who they marry and are usually simply 'guided' by their families. Although it is desirable that the couple both come from the same *caste* (jati) this is not always insisted upon.

Hindu girls can marry when they are fifteen years old and boys when they are eighteen but the practice of this will be determined by the law of the land. Once the choice of partner has been made the priest will consult the couple's horoscopes in order to decide on the best day for the wedding. In India the wedding would take place at home but in Britain halls are usually used. Weddings are

costly affairs even for Hindus. The giving of a dowry by the bride's father to the bridegroom, although illegal, is still practised and only adds to the expense. In India, the demand for high dowries has led to a number of 'wife-deaths'.

It has been traditionally taught in Hinduism that a wife's duties include:

- Bringing up the children
- Managing household expenses
- Preparing food
- Keeping the home clean
- Organising the celebration of festivals and other religious rites

A husband must:

- Provide for his wife and children
- Educate and arrange marriages for his sons and daughters
- Earn money honestly and spend it on ways which are beneficial to himself and others.

Although at first glance this may look like a very sexist and outmoded view of marriage, on closer examination it does place a tremendous responsibility on the wife to make sure that the spiritual needs of the family are met. In a religion where the spiritual aspect of one's being is the most important this raises women to quite a high status in the family and culture (although outside the family unit woman have little or no status). This contrasts quite significantly with Christian views of women whereby they are not generally considered equal with men in spiritual matters (although this is changing in some quarters of the Church - see Feminist Theology). Although many Hindu women have little status outside the family unit within them they are greatly respected. The first thing a child learns is to respect its mother. It is the mother who is also the first teacher of the child. However, the belief that a woman should obey her husband, even if he is unfaithful, is still strong amongst many traditionalists.

SOURCE: *Hindu attitudes to marriage*
http://www.faithnet.org.uk/KS4/Marriage%20and%20the%20Family/hindumarriage.htm

Marriage in Islam

Marriage in Islam is considered to be of the utmost importance. There are numerous hadiths lauding the importance of marriage and family. In Islamic law, marriage is a legal bond and social contract between a man and a woman as prompted by the Shari'a. There are two types of marriages mentioned in the Qur'an, the Nikah in verse 4:4 and the Nikah Mut'ah in verse 4:24.

Nikah (Arabic: نكاح, literally: to have sex) is the first, and most common form of marriage for Muslims; described in the Qur'an in 4:4. Regulations:

- It is aimed to be permanent, but can be terminated by husband engaging in the Talaq (divorce) process or the wife seeking a divorce.
- The couple inherit from each other.
- A legal contract is signed when entering the marriage.
- The husband must pay for the wife's expenses.

Nikah Mut'ah (Arabic: نكاح متعة,, literally: to have sex for satisfaction[2]), (often referred as "fixed-time marriage" since many of these marriages have a time limit), is the second form of marriage although not explicitly stated in the Qur'an in 4:24 but one can infer. There is controversy on the Islamic legality of this type of marriage, since Sunnis believe it was abrogated by Muhammad, while Shias believe it was forbidden by Umar and hence that ban may be ignored since Umar had no authority to do so. The Qur'an itself doesn't mention any cancellation of the institution. Nikah Mut'ah sometimes has a preset time period to the marriage, traditionally the couple do not inherit from each other, the man usually is not responsible for the economic welfare of the woman, and she usually may leave her home at her own discretion. Nikah Mut'ah also does not count towards a maximum of wives (four according to the Qur'an). The woman still is given her mahr, and the woman must still observe the iddah, a period of four months at the end of the marriage where she is not permitted to marry in the case she may have become pregnant before the divorce took place. This maintains the proper lineage of children and other Muslims

Age limits and arranged marriages

No age limits have been fixed by Islam for marriage. An engagement may be arranged between families for their children, but Islamic requirements for a legal marriage include the requirement that both parties are able to give informed legal consent (ijab-o-qubul). A marriage without this consent or performed under coercion is considered void and may be annulled on those grounds. In many Muslim communities, arranged marriages are common; although coercion is officially forbidden, forced marriages occasionally occur.

Rights and obligations of spouses

Islam advocates a role-based relationship between husband and wife.

Narrated Ibn 'Umar: The Prophet said, "All of you are guardians and are responsible for your wards. The ruler is a guardian and the man is a guardian of his family; the lady is a guardian and is responsible for her husband's house and his offspring; and so all of you are guardians and are responsible for your wards." Sahih Bukhari:Volume 7, Book 62, Number 128

It puts the main responsibility of earning on the husband. Both are obliged to fulfill the other's sexual needs. Husbands are asked to be kind to their wives and wives are asked to be obedient to their husbands. However, when the wife's clearly rebellious behavior is preventing mediation between the two, the husband shall urge his wife to mend her ways, and if that is unsuccessful, to refuse to share their bed with her to express the seriousness of the disagreement, and finally, husbands are allowed to admonish their wives by light physical exertion. The books of fiqh describe this physical expression as not leaving any mark on her body, not upon her face, and with the same strength as would be exerted through striking with a toothbrush. This is all assuming the husband is in the right, and such mediative tactics will prevail in restoring the correct understanding of the man. If, however, the man is in the wrong, these mediative tactics will have no success, and that is proof that the man need to mend his approach towards the disagreement. These are last resort tactics that the husband, if he his wise, should use rarely in order to maintain his credibility.

Divorce

The typical way to end a marriage is through Talaq, a legal Islamic divorce. Divorce is not encouraged in Islam. However, it is still legal and can be practiced. However, Islamic tradition maintains that divorce cannot be final until after a period called 'Iddah, that is the period of three months or more specifically three menstrual cycles, so that it is evident that the wife is not pregnant.

SOURCE: Wikipedia, the free encyclopedia
http://en.wikipedia.org/wiki/Islamic_view_of_marriage

The Jewish Laws of Marriage

Throughout the history of the Jewish people, Jews have held an ideal standard for Jewish family life that is manifested in the term s*halom bayit* ["peace in the home"]. The term s*halom* ["peace"] also signifies completeness, wholeness, and fulfillment. Hence, the traditional Jewish marriage is characterized by peace, nurturing, respect, and *chesed*, through which a married couple becomes complete. In Jewish culture, a marriage is described as a "match made in heaven," and is treated as a holy enterprise. For example, the Jewish marriage ceremony is known as *Kiddushin* ["sanctification", or "consecration"]. By declaring the marriage union sacred, a couple stands sanctified before G-d. It is in a relationship where both husband and wife recognize each other as creations in G-d's image and treat each other accordingly that true sanctity emanates forth. Moreover, this sanctity of the marital union reminds the Jewish husband and wife to express their holiness through marriage and to build a home based on mutual love, respect, and *chesed*. *Shalom bayit* is considered to be so important in Jewish life that Jewish law allows certain latitude for those who wish to foster it, such as erasing the name of G-d, which is almost otherwise never allowed. "If one has a choice to light only the candle of *Chanukah* [Jewish holiday] or the candle of his home, one should light the candle of the home because of the need of marital harmony for which even the name of the Almighty may be erased. The *Torah* [the Five Books of Moses] was given to enhance the cause of peace" (*Hilchot Chanukah* 4:14).

Traditional Judaism prescribes certain laws that determine how a husband and wife can create a family with a minimum amount of strife. These laws include role divisions, inheritance rights, how the family should approach financial support, and how a husband and wife should treat each other emotionally. A legitimate Jewish wedding has two fundamental requirements: (1) both parties must enter the marriage voluntarily and willingly; and (2) their marriage must be accompanied by a *ketubah* ["that which is written", or more commonly, the "marriage contract"]. With regards to the first requirement, a man must initiate a marriage, and a woman must consent to it; the reverse is not valid (for entering marriage in Jewish law). The unilateral nature of entering marriage plays a major role in Jewish divorce law, which will be thoroughly addressed later. According to the spirit of Jewish marriage, though, a Jewish husband and wife are equal partners in the marital relationship.

With regards to the second requirement, the *ketubah* is a document that is, in addition to willingly joining a husband and wife in marriage, intended for the purpose of protecting the wife financially, emotionally, physically, and socially. The *ketubah* may be loosely broken down into two parts: (1) it outlines the obligations that a husband must fulfill in marriage -- to honor his wife, to provide the necessities in life, such as food, clothing, and shelter, and to fulfill his wife's sexual needs; and (2) it specifies that he will pay his wife a particular sum of money in the event of death or divorce. The *ketubah* was originally created to protect Jewish wives from simply being abandoned by their husbands without provision for their economic well-being. Also, the *ketubah* serves the purpose of making divorce more difficult in that the "penalty" for divorce involves costly monetary obligations. The total amount of money outlined consists of a pre-established amount, plus whatever capital and personal possessions the wife brings to her husband at the time of marriage and the amount of money her family spends for the wedding. The *ketubah* is considered to be so important that a husband and wife are forbidden to live together without the wife (or her agent) having it in her possession (*Ketubot* 10a), not even for one hour (*Ketubot* 7a).

All in all, it should be clear that the Jewish tradition conceives of marriage as a crucial dimension of human existence. This dimension can loosely be broken down into three parts, as explained above: (1) marriage is the natural and preferred state for individuals; (2) marriage is a reflection of the covenantal relationship between G-d and man; and (3) marriage imbues humankind with sanctity. Moreover, marriage is a holy enterprise within Judaism. The Jewish marriage is characterized by kindness and the pursuit of peace. Women are treated with care and protection, as is provided in the *ketubah*.

SOURCE: http://members.aol.com/Agunah/marriage.htm

Divorce
Halakha (Jewish law) allows for divorce. The document of divorce is termed a *get*. The final divorce ceremony involves the husband giving the *get* document into the hand of the wife or her agent, but the wife may sue in rabbinical court to initiate the divorce. If a man refuses to grant his wife a divorce, she assumes the status of an *agunah* (literally, "chained" or "anchored" wife); she is unable to remarry until the divorce is granted. A similar but rarer situation, in which the wife refuses to accept a *get*, similarly prevents the husband from remarrying, but there are some subtle differences between these scenarios.

SOURCE: Wikipedia, the free encyclopedia
http://en.wikipedia.org/wiki/Jewish_view_of_marriage

QUESTIONS

- How do the different religions view:
  - marriage?
  - the role of the husband and the wife within a marriage?
  - divorce?
- What influence do religious values have on the choice of a spouse? How freely is a person able to choose their own spouse in the different religions?
- In your opinion, should the man and woman getting married be from the same religious background? Discuss using examples.
- What common values should a husband and wife display in their marriage irrespective of their religious backgrounds?

ETHICAL BEHAVIOUR

Fred Robertson, executive deputy chairman of Brimstone Investment, grew up in District Six. He was in Std 9 when his family's house was bulldozed and he went to live with his sister in Grassy Park. But the 53-year-old of one of the Cape's few empowerment success stories did not allow the experience to corrode his humanity or vision. Instead, it somehow gave him the sound moral base to which he credits the success of Brimstone. The company listed in 1998 and now has a market capitalization of R2bn.

"We have a philosophy rooted in caring for your neighbour and fighting injustice," says Robertson. "What you do in business must support the objectives of the constitution. So even though we're a black company, we have a nonracial ethos. And we don't invest in areas like gambling and alcohol. We prefer to have a positive social impact."

The rag trade is one such area. It's no coincidence that Brimstone has employed a few hundred of Rex Truform's retrenched workers. Those workers were absorbed into the House of Monatic that Robertson and his partner acquired in 1998 and turned around. "We own it 100%, and though the commercial reality is that it's not a huge return, we haven't made a loss since we bought it."

Robertson says that he couldn't have achieved what he has without his wife. "She helped me build the business. She's one of the founders of the HIV and children's project Yabonga in the townships."

SOURCE: Hilary Prendini Toffoli, At lunch with the FM People's Champion, *Financial Mail*, September 28 (2007)

QUESTIONS

- What is your understanding of the term "ethics"?
- Is it necessary for all people to apply ethics? Explain.
- What ethics does Fred Robertson promote in his business? Discuss using examples.
- How do Fred's business ethics reflect the values he applies on a personal level?
- Provide 2-3 examples of how ethics can be applied in everyday life.
- Do the ethics a person displays indicate what kind of person he/she is? Explain using examples.
- What are the advantages of applying ethics in the workplace for the employer, the employee and the company?

WORKPLACE SCENARIOS

Simply put, ethics involves learning what is right or wrong, and then doing the right thing. But "the right thing" is not nearly as straightforward as conveyed in a great deal of business ethics literature. Most ethical dilemmas in the workplace are not simply a matter of "Should Bob steal from Jack?" or "Should Jack lie to his boss?"

Examples of Ethical Dilemmas

Scenario 1
"A customer (or client) asked for a product (or service) from us today. After telling him our price, he said he couldn't afford it. I know he could get it cheaper from a competitor. Should I tell him about the competitor or let him go without getting what he needs? What should I do?"

Scenario 2
"My top software designer suddenly refused to use our email system. He explained to me that, as a Christian, he could not use a product built by a company that provided benefits to the partners of homosexual employees. He'd basically cut himself off from our team, creating a major obstacle to our product development. What should I do?"

Scenario 3
"My boss told me that one of my employees is among several others to be laid off soon, and that I'm not to tell my employee yet or he might tell the whole organization which would soon be in an uproar. Meanwhile, I heard from my employee that he plans to buy braces for his daughter and a car for his wife. What should I do?"

Scenario 4
"My computer operator told me he'd noticed several personal letters printed from a computer that I was responsible to manage. While we had no specific policies then against personal use of company facilities, I was concerned. I approached the letter writer to discuss the situation. She told me she'd written the letters in her own time to practise using our word processor. What should I do?"

Scenario 5
"A fellow employee told me that he plans to quit the company in two months and start a new job which has been guaranteed to him. Meanwhile, my boss told me that he wasn't going to give me a new opportunity in our company because he was going to give it to my fellow employee. What should I do?"

SOURCE: Carter McNamara, Complete Guide to Ethics Management: An Ethics Toolkit for Managers (Copyright 1997-2007)
http://www.managementhelp.org/ethics/ethxgde.htm#anchor35028

QUESTIONS

- What dilemma does the person face in each of the scenarios?
- What would you do if you found yourself in each of the above situations?
- What factors will impact on the decision that needs to be made in each situation?

THE BALANCING ACT

As a teenager, dealing with physical, emotional and mental challenges everyday isn't easy. There's school, relationships, parents, teachers and life which can throw up all other kinds of drama that is hard to handle. Here are a few tips on how to strike just the right balance.

PHYSICAL

Any kind of physical imbalance can affect your entire life. If you are not in top form physically then you can't function at work or school or even while you're taking part in your hobbies. The best way to make sure that you stay ahead of your game physically is to eat healthily and exercise regularly. Eating healthily means making sure that your meals are balanced – getting enough veggies, protein and carbohydrates. Even if your family has a hard time affording three square meals a day, choose to eat healthy foods like fruit and veg whenever you have the opportunity. Exercising regularly is also crucial and could mean any kind of physical activity. It's easier to follow an exercise programme if it's something that you love. For example, if you love basketball or soccer then this is the perfect choice for you. Just make sure that you do at least 40 minutes of whatever exercise you choose three to five times a week. By doing this you'll keep the physical side of your life in check!

MENTAL

Mental balance is also essential to your quality of life. People who are in control of their mindsets can change their lives in amazing ways. The most important thing about your mental well-being is to make sure that you keep a positive attitude. If you think positively about yourself and any challenges that you face in life you'll be able to overcome anything! Know that you can do whatever you put your mind to just by believing in yourself. So, if you keep your mind clear of negativity and stay mentally focused on your goals you'll get where you're going so much faster.

EMOTIONAL

It is imperative to get your emotions in check and that you know how to deal with them when they start jumping all over the place. One of the main reasons that teenagers engage in risky behaviour is because they lose control of the emotional side of their lives. When your emotions come into play in any situation you're more likely to do things that you wouldn't usually do. For example, you may drink alcohol if you are feeling down thinking it will help get your spirits up and make you popular with your peers. The best way to prevent this is to be clear in your head about what you want in life. What do you like? What won't you put up with? Be aware of your feelings all the time and decide whether your emotions are ruling the situation too much. To keep yourself emotionally balanced do things that help you to stay calm, whether it's reading, writing, playing sport or whatever you love. Most of all spend time thinking about how you're feeling and learn how to separate your head and your heart…

BALANCE CHECKS

Academics and Sports
Concentrate on school work and achieve good marks but don't let all work and no play turn you into a bore. Academics and sports complement each other, so strike a good balance.

Academics and Relationships
You're a teen, you're young, life is fun and you look forward to seeing that someone special everyday. As soon as your grades drop 'cause you're obsessive over someone else, pause and rectify the situation. Relationships come and go, education is yours for life!

Friends and Sports

Are you involved in sports, but hang out with friends who aren't? It's a potentially tricky situation this one. Friends can bring you down or they can lift you up. If yours are doing the latter, keep 'em; if they're bugging you, drop 'em.

Relationships and Sports

He or she is the love of your life and you're on cloud nine because of them. But you need to practise everyday for an upcoming major sports tournament and there's no time to spare for your beau. If he or she truly loves you, they will support and encourage you every step of the way. Anything less ain't worth it.

Hanging Out with the "in" Crowd versus the Real You

Here's the real clincher. Your happiness and success in life will depend fundamentally on you "being your own person". Know yourself. Know what you want in life. Do not give in to pressure from friends and others just to be part of the crowd. Drugs, alcohol, teenage sex and crime can ruin your life. If you want to succeed you have to define your own future – the "in crowd" won't do that, they will just get you in trouble. Be yourself, love your life.

SOURCE: loveLife's UNCUT, Issue 41, October 2006

Beau- boyfriend

QUESTIONS

- How do physical activity and mental activity complement each other?
- What is your opinion on the statement: "Relationships come and go, education is yours for life!"? Is the advice given realistic?
- Is your life balanced with respect to social, physical, mental and emotional activities? Provide examples.
- What area of your life do you need to improve to bring about better balance? How will this impact on your well-being?

RISK BEHAVIOUR IQ

The Department of Health commissioned the Youth Risk Behaviour Survey in 2002. It is the first national survey of a cluster of behaviours conducted since the emergence of a single democratic school system in South Africa. A sample of 10 699 (4 929 Males – 46%; 5 620 Females – 54%) grade 8 to 11 learners participated in the survey which collected data on the following six types of behaviours:

- Intentional and unintentional injuries: violence, traffic safety and suicide-related behaviours
- Substance abuse: tobacco, alcohol and other drugs
- Sexual behaviour
- Nutrition and dietary behaviours
- Physical activity
- Hygiene-related behaviours

INSTRUCTION
Study the following twelve statements based on the Youth Risk Behaviour Survey and give your best guess as to the percentage of South African learners who engage in the behaviour stated in each of the statements.

Physical Activity

1. Percentage of learners who reported exercising or participating in vigorous physical activities that made them sweat or breathe hard for at least twenty minutes on three or more of the past seven days is _____%.

Weight Management and Dietary Behaviours

2. Percentage of learners who are at risk for being overweight or are overweight is _____%.

Tobacco Use

3. Percentage of learners who smoked a whole cigarette for the first time before age ten _____%.
4. Percentage of learners who smoked two or more cigarettes per day on the days they smoked during the past thirty days is _____%.

Intentional Injury

5. During the past twelve months, the percentage of learners who seriously considered attempting suicide is _____%.

Traffic Safety

6. During the past thirty days, the percentage of learners who drove a car or other vehicle one or more times when they had been drinking alcohol is _____%.

Alcohol and Other Drug Use

7. During the past thirty days, the percentage of learners who used marijuana _____%.
8. Percentage of learners who had their first drink of alcohol (other than a few sips) before age thirteen is _____%.
9. During their lifetime, the percentage of learners who used any form of cocaine, including powder, crack or freebase one or more times is _____%.

Sexual Behaviours

10. The national prevalence of learners who have recently had sexual intercourse with one or more people is _____%.
11. The percentage of learners that used no contraceptive during last sexual intercourse is _____%.
12. The percentage of learners that used a condom during last sexual intercourse is _____%.

STOP TO THINK

Refilwe Moromo (20) talks about the road safety initiative she and her team of groundBREAKERS set up to keep her community safe!

You dared authorities to introduce safety in your community?
We organized speed humps on the main roads to stop speeding. Stop signs were put up all over the community and robots were put up at the entrance to our area. We did all this by writing a letter and faxing it to the traffic department and very shortly afterwards we had speed humps, road signs, robots and everything.

What finally pushed you to do this?
The number of accidents in Olivenhoutbosch – one day we had an accident behind the community centre and we decided that enough is enough and that something had to be done. I was in an accident in Makapanstad. I wasn't injured but I was really scared.

How long did it take to implement?
It took about two weeks. We warned the officials that if they didn't put some kind of speed control in place we'd dig holes in the main road. I don't know if this threat had anything to do with it, but they reacted quickly.

Has it made a difference?
It's made a lot of difference. Now people understand that they must cross the road at a robot or a zebra crossing. It's difficult though, because some people still don't care and cross wherever they please. But, it has helped children the most because we have marshals at all the important points outside schools and they make sure that the children are safe when they cross the road.

In 10 years time where do you want to be?
I want to be a civil engineer in the homing sector to help people own better homes. I would also like to continue with my work with youth; I think this will be on weekends and in my spare time.

SOURCE: loveLife's UNCUT, Issue 32, January 2006

QUESTIONS

- What difference has Refilwe Moromo's action made on her community?
- What initiated the action taken by Refilwe and her team?
- Write the letter you would have distributed to the community on the situation if you had been part of Refilwe's team.
- What actions can be undertaken in your school or community to improve your safety at school / in the community?

ACCESSING SUPPORT, ADVICE AND ASSISTANCE

With the right telephone number a life can be saved, a child spared from abuse and a drunk can see the light. There are numerous organisations that offer assistance and support to those in need. Lifeline, Childline and Alcoholics Anonymous are just a few such organisations. Not all children are, however, aware of the existence of these organisations and what they offer, so they never get to access the help they so desperately need.

Childline

Childline receives approximately 50,000 – 55,000 calls per month. Issues addressed include:

Abuse – physical, emotional, sexual	Abuse at school by educators
Abandonment	HIV/AIDS
Relationship problems – peers, parents, teachers	Sexual problems and pregnancy
Depression and attempted suicide	Neglect
Financial problems	Learning and educational problems
Bullying	Harassment
Street children	Begging
Divorce, custody and access	Sibling issues
Loneliness	Test calls

Contact Details:

Toll Free 24 Hour Helpline: 08000 55 555
Email: childlinesa@iafrica.com
Provincial Offices:

Childline Gauteng Tel No: (011) 484-1070 Fax No: (011) 484-0771	Childline Eastern Cape Tel No: (041) 487-1997 Fax No: (041) 487-1763
Childline KwaZulu-Natal Tel No: (031) 312-0904 Fax No: (031) 312-6008	Telkom Family Helpline - Free State Tel No: (051) 401-2208 Fax No: (051) 447-5719
Childline Western Cape Tel No: (021) 461-1113 Fax No: (021) 461- 6400	Childline North West Province Tel No: (018) 299-1940 Fax No: (018) 299-1923

South African National Council on Alcoholism and Drug Dependence (SANCA)

SANCA is a non-governmental organisation whose major objectives are the prevention and treatment of alcohol and other drug dependence. The first of these objectives is mainly achieved through public education and the second through the provision of treatment services for chemically dependent people and their families.

Contact Details:

ADDRESS: P.O. Box 663, Auckland Park, 2006
TEL: (011) 482 1070
FAX: (011) 482 7187
EMAIL: sanca@sancanational.org.za
WEBSITE: www.sancanational.org.za

Alcoholics Anonymous – South Africa

Alcoholics Anonymous (AA) is an informal society for recovering alcoholics. Members meet in local groups that vary in size from a handful to many hundreds of individuals. In 2001 there were 100,000 groups worldwide. The primary purpose of the society is "to stay sober and help other alcoholics to achieve sobriety." AA offers a community of recovering people who support each other by "sharing experience, strength and hope" and often by working through the suggested Twelve Step Programme together.

Alcoholics Anonymous was the first 12-step programme and has been the model for similar recovery groups such as Nicotine Anonymous, Al-Anon/Alateen, Gamblers Anonymous, Narcotics Anonymous, Sexaholics Anonymous, and Overeaters Anonymous. Al-Anon and Alateen are companion programmes designed to provide support for relatives and friends of alcoholics.

Contact Details:

National Helpline: 0861 HELPAA (435722)
Website: http://www.aanonymous.org.za/
Regional Contact Details:

General Service Office	(011) 452-9907	mailto:info@aanonymousorg.za
Cape Town	(021) 510-2288	aawestcape@telkomsa.net
Durban	(031) 301-4959	
East Rand	(011) 421-1534	
Jhb & West Rand	(011) 683-9101	aanonymous@telkomsa.net
Port Elizabeth	(041) 585-3626	aape@intekom.co.za
Pretoria	(012) 331-2446	
Northern Provinces	(012) 331 2446	efficiency@ionet.co.za
Vaal Triangle	(016) 455-2986	

People Opposing Women Abuse (POWA)

POWA was primarily initiated by volunteers and offered services to women who experienced domestic violence, sexual harassment, rape and adult survivors of incest. The Organisation has a strong gender sensitive stance and seeks to empower women through the process of counselling, education, advocacy and lobbying.

Contact Details:

POWA Helpline: (011) 642-4345
Website: http://www.powa.co.za/

QUESTIONS

- In a group:
  - Identify the type of support provided by each of the listed organisations.
  - Identify organisations in your immediate community that could provide support, advice and assistance.
  - Give a practical suggestion on how a community that does not have any organisations in existence can support its youth.
  - Compile a plan on how and where one could distribute the information on the various organisations to ensure that all teenagers have access to this information.

MORAL ISSUES AND DILEMMAS

INTRODUCTION

A dilemma is a situation that requires making a choice among alternative actions where all options have advantages and disadvantages. Every option is likely to cause problems and there are uncertainties about the consequences of the options.

DILEMMA 1-

An 80-year-old man went to the pharmacy to get his 75-year-old wife some medication for her heart. He had just visited the doctor who had told him that his wife was suffering from a heart condition that was inoperable and that the wife should start taking the prescribed medication immediately or she could die at any time as her heart was very weak. When the pharmacist handed over the medicine, the old man saw that the 30 tablets cost far more than he could afford. When he explained his situation, the pharmacist asked for the medicine back and told him to return when he had the money.

The old man left the pharmacy with a heavy heart, not knowing what he was going to tell his wife. He could not let her die because he could not afford the medicine. On the walk home he realised that he had two choices: let his wife die or steal the medicine. What would you do if you were in this situation?

DILEMMA 2-

John and Abram were brought up in a strict home where their parents allowed them plenty of freedom, but expected them to accept responsibility for their actions. For example, when John was found in the presence of a group of friends who were drinking and smoking, his parents grounded him although he had not touched any alcohol or taken a puff.

One night John's brother Abram (aged 19) had too much to drink, so John at the age of 16 had driven them home from a friend's party. When parking the car, John scraped the front bumper against a tree in the driveway, denting it very badly. When Abram had sobered up, they discussed the situation and John found out that Abram could not remember what had happened.

John was heavy hearted about the conversation he knew he would have to have with his mother. He could not tell her that his brother had been irresponsible again. His parents had warned them what would happen if they were caught driving while under the influence of alcohol. On the way to breakfast he realised that he had two choices: tell the truth and let his parents punish Abram or lie and say that he'd accepted a dare from his friends to drive the car home so that he would get off on a lesser punishment than Abram would have to face. What would you do if you were in this situation?

QUESTIONS

- What options does the person have in each of the above dilemmas?
- Give a full breakdown of the pros and cons for the different options.
- What would you do if you found yourself in each of the above situations?

HOW TO REDUCE RISK BEHAVIOURS

Extracts from data collected on risk behaviours and reported on in the Youth Risk Behaviour Survey

INTRODUCTION

Adolescents make up a significant proportion of the South African population. Adolescence is a period generally associated with low mortality rates and a low incidence of disease. It is, however, also a time of exploration, opportunity and risk.

Engaging in risk behaviour while still young does have consequences and is dangerous. The youth of South Africa are constantly exposed to risks which may promote substance abuse, unprotected sex, unhealthy eating habits and violence. These behaviours that are adopted during adolescence are interrelated and often persist in adulthood and translate into chronic diseases. Some behaviours also lead to psycho-social problems.

In order to protect our youth from these risk behaviours, it is necessary to educate them at an early age about the dangers and consequences of certain behaviours and to foster a healthy lifestyle that promotes well-being.

STATISTICS GENERATED BY THE SURVEY

The Department of Health commissioned the Youth Risk Behaviour Survey in 2002. It is the first national survey of a cluster of behaviours conducted since the emergence of a single democratic school system in South Africa. A sample of 10 699 (4 929 Males – 46%; 5 620 Females – 54%) grade 8 to 11 learners participated in the survey which collected data on the following six types of behaviours:

- Intentional and unintentional injuries: violence, traffic safety and suicide-related behaviours
- Substance abuse: tobacco, alcohol and other drugs
- Sexual behaviour
- Nutrition and dietary behaviours
- Physical activity
- Hygiene-related behaviours

SOURCE: *The 1st South African National Youth Risk Behaviour Survey 2002* (Department of Health, 2003)

1. INJURIES

1.1 VIOLENCE

Carried a weapon

	% Carried any weapon			% Carried a gun			% Carried a knife		
Gr.	Male	Female	National	Male	Female	National	Male	Female	National
8	29,1	9,8	19,0	13,7	6,6	10,0	27,8	14,6	20,9
9	30,9	8,9	19,4	11,2	6,7	8,8	31,3	12,7	21,5
10	26,3	6,2	13,6	11,1	4,6	7,0	23,2	9,7	14,6
11	24,6	4,3	13,5	12,5	3,8	7,7	16,7	7,0	11,4

Engaged in violence-related behaviours

	% Bullied			% In a physical fight			% Injured an a physical fight*			% Member of a gang		
Gr.	Male	Female	National	Male	Female	National	Male	Female	National	Male	Female	National
8	39,9	39,1	39,5	39,2	26,4	32,5	32,3	32,0	32,2	20,4	15,9	18,0
9	43,1	45,8	44,5	40,8	27,5	33,8	29,2	26,9	28,2	16,6	9,9	13,1
10	34,3	40,9	38,5	36,0	23,5	28,1	23,5	33,6	28,9	18,6	9,7	13,0
11	39,7	45,2	42,7	29,4	18,0	23,1	30,9	16,4	24,7	15,0	9,2	11,8

** Of those involved in a physical fight*

Partner violence and coerced sex

	% Was assaulted by boyfriend or girlfriend			% Assaulted boyfriend or girlfriend			% Forced to have sex			% Forced someone else to have sex		
Gr.	Male	Female	National	Male	Female	National	Male	Female	National	Male	Female	National
8	17,1	11,5	14,1	15,1	12,8	13,9	10,2	11,8	11,1	12,8	8,9	10,8
9	14,6	14,2	14,4	17,2	10,3	13,5	9,0	10,6	9,9	10,5	7,1	8,7
10	12,9	13,2	13,1	13,1	12,3	12,6	7,0	11,3	9,8	6,2	6,6	6,4
11	10,7	12,8	11,9	15,2	10,5	12,6	3,7	10,0	7,2	7,5	5,3	6,3

1.2 TRAFFIC SAFETY

Wear seatbelt

	% Wear seatbelt when driven by someone else			% Wear seatbelt when driving*		
Gr.	Male	Female	National	Male	Female	National
8	18,4	16,5	17,4	25,6	20,9	23,3
9	13,8	11,3	12,5	19,7	15,9	17,9
10	16,2	12,8	14,1	30,0	17,7	22,8
11	14,2	9,9	11,8	26,2	15,5	21,0

** Of those who had indicated they drive a vehicle*

Drinking and driving

	% Driven by someone who had been drinking alcohol			% Drove after drinking alcohol			% Walked alongside road after drinking alcohol		
Gr.	Male	Female	National	Male	Female	National	Male	Female	National
8	39,3	32,5	35,8	10,3	5,2	7,8	9,8	5,7	7,7
9	39,7	33,9	36,6	10,9	6,2	8,7	13,4	8,3	10,8
10	33,8	30,8	31,9	10,9	6,4	8,3	18,8	7,1	11,4
11	35,7	30,7	33,0	7,3	2,9	5,0	22,4	8,0	14,5

1.3 SUICIDE-RELATED BEHAVIOURS

Considered or attempted suicide

	% Ever considered attempting suicide			% Made a plan to commit suicide			% Made one or more suicide attempts			% Made a suicide attempt requiring medical treatment*		
Gr.	Male	Female	National	Male	Female	National	Male	Female	National	Male	Female	National
8	19,5	19,2	19,4	16,0	16,2	16,1	20,2	17,1	18,6	32,3	33,8	33,0
9	16,5	21,1	18,9	13,9	17,1	15,6	17,6	18,5	18,1	23,9	25,0	24,5
10	14,5	20,9	18,6	11,8	18,7	16,2	11,5	19,1	16,4	22,9	27,0	26,0
11	15,6	21,6	18,9	12,1	16,8	14,7	12,3	16,8	14,8	30,5	23,1	25,9

** Of those who had attempted suicide*

2. SUBSTANCE ABUSE

2.1 TOBACCO

Used tobacco

	% Ever smoked			% Age of initiation < 10 years			% Current smokers			% Current frequent smokers		
Gr.	Male	Female	National	Male	Female	National	Male	Female	National	Male	Female	National
8	35,1	20,8	27,6	9,9	5,5	7,6	26,0	13,0	19,2	7,0	1,9	4,3
9	37,3	25,0	30,8	8,5	3,6	6,0	28,7	17,0	22,5	8,1	4,7	6,3
10	41,1	20,5	28,0	8,5	3,3	5,2	30,3	14,4	20,2	13,6	4,1	7,6
11	53,2	29,2	40,1	6,9	4,9	5,8	33,8	16,3	24,2	14,3	4,5	8,9

2.2 ALCOHOL

Used alcohol

	% Ever used alcohol			% Age of initiation < 13 years*		
Gr.	Male	Female	National	Male	Female	National
8	42,9	36,1	39,3	15,6	11,4	13,4
9	54,0	40,7	47,0	14,2	9,8	11,9
10	66,7	47,4	54,5	15,4	6,1	9,5
11	72,1	54,1	62,2	19,5	9,2	13,9

** Of those who had used alcohol*

2.3 OTHER DRUGS

Used dagga

	% Ever used dagga			% Age of initiation < 13 years		
Gr.	Male	Female	National	Male	Female	National
8	16,1	4,6	10,1	6,7	4,2	5,4
9	16,5	7,6	11,8	5,1	2,5	3,7
10	23,4	7,7	13,4	4,1	3,4	3,6
11	30,8	9,1	16,9	5,4	2,5	3,8

Used inhalants, mandrax and cocaine

	% Ever used inhalants			% Ever used mandrax			% Ever used cocaine		
Gr.	Male	Female	National	Male	Female	National	Male	Female	National
8	12,5	7,6	10,0	10,1	6,7	8,3	10,2	7,8	8,9
9	12,6	10,6	11,6	7,3	5,4	6,3	6,8	4,8	5,7
10	13,3	9,8	11,1	5,5	3,5	4,2	5,9	5,8	5,8
11	14,7	10,7	12,5	6,0	2,6	4,2	4,3	2,8	3,5

Used heroin, club drugs (e.g. ecstasy, LSD, speed) and over-the-counter prescription drugs (e.g. painkillers, cough mixtures, diet pills)

	% Ever used heroin			% Ever used club drugs			% Ever used -the-counter prescription drugs		
Gr.	Male	Female	National	Male	Female	National	Male	Female	National
8	15,9	13,6	14,7	10,1	4,7	7,3	17,3	17,3	17,3
9	12,7	12,1	12,4	6,9	6,1	6,5	16,3	14,7	15,5
10	8,2	11,7	10,4	6,5	3,3	4,5	15,3	12,0	13,2
11	6,9	4,6	5,7	5,6	3,1	4,2	16,2	15,8	16,0

3. SEXUAL BEHAVIOUR

3.1 ENGAGED IN SEXUAL BEHAVIOUR

Engaged in sex

	% Ever had sex			% Age of initiation < 14 years*			% Had two or more sexual partners*			% Used alcohol or drugs before sex*		
Gr.	Male	Female	National	Male	Female	National	Male	Female	National	Male	Female	National
8	41,5	24,4	32,6	24,2	5,4	14,5	59,8	37,6	52,4	21,5	11,6	18,1
9	50,8	31,9	40,9	25,0	5,8	14,9	61,8	39,9	53,6	16,5	10,4	14,2
10	52,6	38,0	43,3	25,9	5,6	13,1	70,0	32,6	49,6	16,3	7,6	11,5
11	62,6	47,4	54,2	27,7	5,6	15,6	75,2	45,6	61,6	17,9	7,2	12,9

** Of those who ever had sex*

3.2 USED VARIOUS METHODS OF CONTRACEPTION

Used contraception

	% No contraception*			% Birth control pills*			% Condoms*			% Other methods*		
Gr.	Male	Female	National	Male	Female	National	Male	Female	National	Male	Female	National
8	37,5	28,6	34,5	8,5	14,4	10,5	40,8	37,4	39,6	13,1	19,6	15,2
9	33,4	22,3	29,1	9,5	6,7	8,4	46,0	41,0	44,1	11,1	30,0	18,4
10	27,8	27,4	27,6	5,7	5,7	5,7	49,7	41,4	45,1	16,7	25,5	21,6
11	22,1	22,9	22,5	4,9	6,5	5,6	57,7	40,4	49,6	15,4	30,1	22,3

** Of those who ever had sex*

3.3 USE OF CONDOMS, PREGNANCIES, ABORTIONS AND SEXUALLY TRANSMITTED INFECTION

Use of condoms, pregnancies, abortions and sexually transmitted infection

	% Always use a condom during sex*			% Have made someone pregnant (male) or been pregnant (female)*			% Partner had abortion (male) or had an abortion (female)*			% Ever had a sexually transmitted infection*		
Gr.	Male	Female	National	Male	Female	National	Male	Female	National	Male	Female	National
8	21,3	31,0	24,3	22,6	31,9	26,4	14,8	23,0	17,9	8,0	4,9	6,9
9	22,4	30,5	25,5	10,3	17,5	13,3	7,5	7,1	7,4	6,0	9,2	7,3
10	29,1	33,1	31,3	11,4	13,6	12,6	4,2	2,3	3,1	8,5	5,2	6,6
11	37,3	27,3	32,6	9,8	16,9	13,3	5,0	5,1	5,1	8,9	8,9	8,9

** Of those who ever had sex*

3.4 FEEL SUSCEPTIBLE TO GETTING HIV

Think they could get HIV

	% Think they could get HIV in lifetime		
Gr.	Male	Female	National
8	16,1	13,2	14,5
9	14,6	10,4	12,4
10	10,6	8,5	9,3
11	12,0	12,5	12,3

4. NUTRITION AND DIETARY BEHAVIOURS

4.1 NUTRITION

Undernutrition and overnutrition

	% Underweight weight for age			% Wasting weight for height			% Overweight*			% Obese**		
Gr.	Male	Female	National	Male	Female	National	Male	Female	National	Male	Female	National
8	18,1	5,1	11,3	7,8	1,5	4,5	6,9	18,2	12,8	2,3	4,3	3,3
9	17,4	4,4	10,5	9,7	1,6	5,4	5,0	21,1	13,6	1,7	5,2	3,6
10	11,1	2,4	5,4	5,3	0,9	2,4	9,1	33,6	25,1	2,3	6,3	4,9
11	12,3	3,9	7,5	5,8	1,0	3,0	7,7	27,1	18,7	3,1	5,6	4,5

** BMI = 25 to 30 kg/m*

*** BMI > 30 kg/m*

4.2 CONSUMPTION OF VARIOUS FOODS

Consumption of fresh fruit, vegetables, milk and maize

	% Fresh fruit			% Vegetables			% Milk			% Maize		
Gr.	Male	Female	National	Male	Female	National	Male	Female	National	Male	Female	National
8	59,9	60,8	60,4	61,0	59,0	60,0	52,4	47,4	49,8	64,1	64,5	64,3
9	59,3	55,5	57,3	59,1	60,7	59,9	45,3	42,8	44,0	63,8	65,1	64,5
10	55,0	60,5	58,5	54,4	58,2	56,8	42,3	45,1	44,1	67,9	61,7	64,0
11	50,0	54,1	52,2	52,1	55,6	54,1	38,6	38,3	38,4	68,1	66,1	67,0

Consumption of meat, fast food, cakes and/or biscuits and cooldrinks and sweets

	% Meat			% Fast food			% Cakes and/or biscuits			% Cooldrinks and sweets		
Gr.	Male	Female	National	Male	Female	National	Male	Female	National	Male	Female	National
8	63,1	63,4	63,3	45,7	41,9	43,7	50,8	52,0	51,4	53,2	57,7	55,5
9	60,6	62,8	61,8	39,6	37,4	38,5	45,3	48,5	47,0	48,8	53,3	51,2
10	60,1	65,0	63,2	29,7	38,7	35,4	40,5	47,1	44,7	44,9	52,2	49,6
11	67,1	64,2	65,5	36,6	35,7	36,1	44,6	45,1	44,9	49,6	52,0	50,9

5. PHYSICAL ACTIVITY

Participation in physical activity

	% Sufficiently vigorous			% Sufficiently moderate			% Insufficient or not at all		
Gr.	Male	Female	National	Male	Female	National	Male	Female	National
8	54,6	39,9	46,9	29,9	29,9	29,9	38,0	41,8	38,7
9	59,7	38,2	48,3	32,3	33,7	33,0	32,9	43,4	36,0
10	60,7	30,8	41,8	34,6	37,9	36,7	30,4	43,1	37,3
11	52,5	27,2	38,6	36,1	35,5	35,8	35,7	44,4	38,1

Sufficiently vigorous: Makes one sweat and breathe heavily (20 minutes for more than 2 days in a week)
Sufficiently moderate: Does not make one break out in sweat and breathe heavily (30 minutes for more than 4 days in a week)
Insufficient or not at all: Not enough participation in vigorous or moderate exercise (Two or less vigorous sessions in a week or four or less moderate sessions in a week or no exercise at all in a week)

Reasons for inactivity:

Did not want to participate, ill and felt unsafe

	% Did not want to participate			% Ill*			% Felt unsafe*		
Gr.	Male	Female	National	Male	Female	National	Male	Female	National
8	26,8	24,3	25,4	23,4	20,9	22,0	6,0	6,8	6,4
9	24,9	27,0	26,1	22,2	17,0	19,2	11,8	6,8	8,9
10	18,6	28,2	25,3	17,6	14,1	15,2	9,9	5,6	6,9
11	23,6	29,8	27,4	19,8	21,1	20,6	7,5	4,0	5,4

** Of those who did not want to participate*

No access to equipment and do not know the reason

	% No access to equipment*			% Do not know the reason*		
Gr.	Male	Female	National	Male	Female	National
8	8,9	11,2	10,2	34,9	36,8	36,0
9	14,0	14,5	14,3	27,2	34,7	31,5
10	23,0	19,8	20,8	30,8	32,3	31,8
11	20,1	17,7	18,7	29,0	27,4	28,0

** Of those who did not want to participate*

Time spent on TV and/or computer per day

	% Spend more than three hours in front of a TV and/or computer screen per day*		
Gr.	Male	Female	National
8	21,9	25,1	23,6
9	19,9	24,9	22,5
10	22,9	31,1	28,2
11	25,9	29,0	27,5

** Of those who had access to a TV and/or computer*

6. HYGIENE-RELATED BEHAVIOURS

Brush teeth and wash hands

	% Brush teeth at least once a day			% Always wash hands after going to toilet			% Always wash hands before eating		
Gr.	Male	Female	National	Male	Female	National	Male	Female	National
8	82,5	86,1	84,4	74,2	77,6	75,9	67,7	68,8	68,3
9	86,4	88,4	87,4	72,9	77,9	75,5	66,3	70,2	68,3
10	92,5	92,6	92,6	76,2	75,3	75,6	67,2	66,8	66,9
11	92,1	95,2	93,8	71,8	76,2	74,2	58,9	63,5	61,5

QUESTIONS

- Place the different types of risk behaviour in order of priority by starting with those that you feel need to be attended to first. Explain why you have placed the behaviours in this specific order.
- What can be done at your school to reduce the prevalence of risk behaviours among South African youth?

Fatally-wounded Hector Pieterson (12), one of the first fatalities, is carried by Mbuyisa Makhubo on June 16, 1976, with Antoinette Pieterson (17) running alongside.
Photo by *Sam Nzima*.
http://www.southafrica.info/ess_info/sa_glance/history/hector-pieterson.htm

Soweto uprising

Causes of the protests

Black students in Soweto protested against the *Afrikaans Medium Decree* of 1974 which forced all black schools to use Afrikaans and English in a 50-50 mix as languages of instruction. The Regional Director of Bantu Education (Northern Transvaal Region), J.G. Erasmus, told Circuit Inspectors and Principals of Schools that from January 1, 1975 Afrikaans had to be used for mathematics, arithmetic, and social studies from standard five (7th grade), according to the Afrikaans Medium Decree; English would be the medium of instruction for general science and practical subjects (homecraft, needlework, woodwork, metalwork, art, agricultural science). Indigenous languages would be used for religion instruction, music, and physical culture [1].

A 1972 poll had found that 98% of young Sowetans did not want to be taught in Afrikaans. The association of Afrikaans with apartheid prompted black South Africans to prefer English. Even the homelands regimes chose English and an indigenous African language as official languages. In addition, English was gaining prominence as the language most often used in commerce and industry. The 1974 decree was intended to forcibly reverse the decline of Afrikaans among black Africans. The Afrikaner-dominated government used the clause of the 1909 Constitution that recognized only English and Afrikaans as official languages as pretext to do so [2]. While all schools had to provide instruction in both Afrikaans and English as languages, white students learned other subjects in their home language.

Punt Janson, the Deputy Minister of Bantu Education at the time, was quoted as saying: "I have not consulted the African people on the language issue and I'm not going to. An African might find that 'the big boss' only spoke Afrikaans or only spoke English. It would be to his advantage to know both languages"' [3].

The decree was resented deeply by blacks as Afrikaans was widely viewed, in the words of Desmond Tutu, then Dean of Johannesburg as "the language of the oppressor". Teacher organizations such as the African Teachers Association of South Africa objected to the decree [1].

The resentment grew until April 30, 1976, when children at Orlando West Junior School in Soweto went on strike, refusing to go to school. Their rebellion then spread to many other schools in Soweto. A student from Morris Isaacson High School, Teboho Mashinini, proposed a meeting on 13 June 1976 to discuss what should be done. Students formed an Action Committee (later known as the Soweto Students' Representative Council) [2] that organized a mass rally for June 16, 1976 to make themselves heard.

In a BBC/SABC documentary broadcast for the first time in June 2006, surviving leaders of the uprising described how they planned in secret for the demonstration, surprising their teachers and families (and the apartheid police) with the power and strength of the demonstration.

The uprising

On the morning of June 16, 1976, thousands of black students walked from their schools to Orlando Stadium for a rally to protest against having to learn through Afrikaans in school. Many students who later participated in the protest arrived at school that morning without prior knowledge of the protest, yet agreed to become involved. The protest was intended to be peaceful and had been carefully planned by the Soweto Students' Representative Council's (SSRC) Action Committee, with support from the wider Black Consciousness Movement. Teachers in Soweto also supported the march after the Action Committee emphasized good discipline and peaceful action.

Tsietsi Mashininini led students from Morris Isaacson High School to join up with others who walked from Naledi High School [3]. The students began the march only to find out that police had barricaded the road along their intended route. The leader of the action committee asked the crowd not to provoke the police and the march continued on another route, eventually ending up near Orlando High School. The crowd of between 3,000 and 10,000 students made their way towards the area of the school; at the same time police called for reinforcements of officers.

There are various accounts of what started the massacre which followed. The police had weapons and tear gas while the students were unarmed. Some reports later claimed that the school children were throwing stones, while others claim the protests were peaceful with no violent actions from the children at all.

The police threw canisters of tear gas to disperse the students, who then began throwing stones in retaliation. The gas forced the crowd to draw back a little, but they continued singing and waving placards with slogans including: "Down with Afrikaans", "Viva Azania" and "If we must do Afrikaans, Vorster must do Zulu". A white male police officer drew his handgun and fired a shot, causing panic and chaos. Students started screaming and running and more gunshots were fired. At least four children were shot, the first being Hastings Ndlovu followed by 13-year-old Hector Pieterson. The photograph taken of his body became a symbol of police brutality. The rioting continued and 23 people, including three whites, died on the first day in Soweto. Among them was Dr Melville Edelstein who had devoted his life to social welfare among blacks. He was stoned to death by the mob and left with a sign around his neck proclaiming 'Beware Afrikaaners'.

The violence escalated as the students panicked; bottle stores and beerhalls were targeted as many believed that alcohol was used by the government to control black people.

Emergency clinics were swamped with injured and bloody children as ambulances came to and fro. Almost all of the children who were brought in had sustained bullet wounds. The violence had, however, abated with nightfall. Police vans and armored vehicles patrolled the streets throughout the night.

Emotions ran high after the massacre on June 16. Hostility between students and the police was intense, with officers shooting at random and more people joining the protesters. The township youth had been frustrated and angry for a long time and the riots became the opportunity to bring to light their grievances.

The 1,500 heavily armed police officers deployed to Soweto on June 17 carried high-powered weapons, including automatic rifles, stun guns, and carbines. They drove around in armoured vehicles with helicopters monitoring the area from the sky. The South African Army was also order on standby as a tactical measure to show military force. Basic crowd control methods were not a part of South African police training at the time, and many of the officers shot indiscriminately, killing many people. This only intensified the students' anger.

Legacy

Many consider the riots an event which signified the beginning of the end for apartheid. The effects of the riots echoed across the country. After the riots, many black citizens were awakened to the reality of apartheid, and started to resist, while some white citizens also withdrew their support for the government. Despite continuing government crackdowns, popular unrest and opposition to apartheid continued to grow until the end of the 1980s. Local and international pressure led to the negotiated ending of apartheid between 1990 and 1994.

References

1. Afrikaans Medium Decree
2. *The Rise and Possible Demise of Afrikaans as a Public Language*
3. http://africanhistory.about.com/library/bl/blsaJune16decree.htm

From *Wikipedia*, the free encyclopedia
SOURCE: http://en.wikipedia.org/wiki/Soweto_uprising

QUESTIONS

- Explain the role that the student leaders played in the Soweto uprising.
- In whose interest were the leaders acting?
- Were they providing the right kind of leadership under the circumstances?
- What rights were being protested on 16 June 1976?
- Why is June 16 1976 seen as the day that started the end of apartheid?
- A price was paid for human dignity on 16 June 1976. Students died, but they were not the only ones to benefit from this action. Who were all the parties to benefit from this event and in what way did each party benefit?

VIOLATIONS OF ENVIRONMENTAL RIGHTS

Many people and domestic animals in the high desert town of Hinkley, California were getting sick. Some had died. Since residents depended on the local groundwater supply for all their needs, were the illnesses somehow related to PG&E's Gas Compressor Station located nearby?

On December 7, 1987 officials from the company advised the State of California they had detected levels of hexavalent chromium (chrome 6) in a groundwater monitoring well north of the compressor station's waste water ponds. The levels were ten times greater than the maximum amount allowed by law.

Known as a cancer-causing chemical since the 1920s, chrome 6 is especially dangerous to lungs. Since many of the Hinkley residents were reporting respiratory problems, a link to chrome 6 contamination seemed possible.

After PG&E reported the pollution to the government, company officials started a program to buy every piece of property in the community thought to be affected by the pollution. It wasn't long before PG&E had 75% of those houses and buildings destroyed.

Failure to properly identify the dangerous type of "chromium" it had dumped into the environment wasn't PG&E's only omission. The company made it sound like detection of contamination was a new development. It wasn't. PG&E first knew about contamination by at least 1965.

Erin Brockovich served as a consultant in a lawsuit against Pacific Gas & Electric (PG&E), which settled in February 2007 for $295-million (about R2-billion) over allegations that it contaminated groundwater in and around the town of Hinkley. Her crusade over contaminated groundwater ended in a record-breaking environmental settlement of $333-million (R2,2-billion).

SOURCE: *"ERIN BROCKOVICH"* (ANDERSON v PACIFIC GAS & ELECTRIC)
http://www.lawbuzz.com/famous_trials/erin_brockovich/erin_brockovich_ch1.htm

QUESTIONS

- Whose health was at risk in Hinkley and what was the cause of the risk?
- What were the health hazards associated with the situation?
- What impact did this environmental violation have on the physical well-being of the community involved?
- What impact did Erin's attention to this environmental violation have on other sectors in society and society at large?

HOW TO PROTECT HUMAN DIGNITY

The Community Chest, along with the Truth and Reconciliation Commission and the Constitution, are national instruments (i.e. South African organisations and/or documents) that deal with social and/or environmental issues. Similarly, international instruments also exist and are applicable to most countries throughout the world. The intention of such instruments is to protect human rights in a variety of contexts.

A. NATIONAL INSTRUMENT

The Constitution of South Africa

THE 10 FUNDAMENTAL VALUES OF THE CONSTITUTION

Whilst some values may be specific to a culture or a religion, there are those which many may consider 'universal'. Amongst these are the values which form the cornerstone of our own democracy: dignity, equality, justice and freedom.

In our own context, our Constitution and Bill of Rights clarify how South Africans are to live within the parameters of these values.

The Manifesto for Values, Education and Democracy (Department of Education) clarifies how these values positively impact on the culture of learning and teaching. The Manifesto draws attention to the following ten fundamental values:

- Democracy
- Equality
- An open society
- Ubuntu (human dignity)
- Respect
- Social justice and equity
- Non-racism and non-sexism
- Accountability
- The rule of law
- Reconciliation

Everyday school, family and community life should reinforce understanding and skills, as well as attitudes and values.

SOURCE: *Values and human rights in the curriculum – A guide*, Department of Education

B. INTERNATIONAL INSTRUMENT

INTERNATIONAL HUMANITARIAN LAW

International humanitarian law (IHL) is a set of rules which seek, for humanitarian reasons, *to limit the effects of armed conflict*. It protects persons who are not or are no longer participating in hostilities and restricts the means and methods of warfare. International humanitarian law is also known as the law of war or the law of armed conflict.

What are the basic rules of international humanitarian law?

1. Attacks must be limited to combatants and military targets.
1.1 Civilians may not be attacked.
1.2 Civilian objects (houses, hospitals, schools, places of worship, cultural or historic monuments, etc.) may not be attacked.
1.3 Using civilians to shield military targets is prohibited.
1.4 It is prohibited for combatants to pose as civilians.
1.5 Starvation of civilians as a method of combat is prohibited.
1.6 It is prohibited to attack objects that are indispensable to the survival of the civilian population (foodstuffs, farming areas, drinking water installations, etc.).
1.7 It is prohibited to attack dams, dykes or nuclear power plants if such attack may cause severe losses among the civilian population.

2. Attacks or weapons which indiscriminately strike civilian and military objects and persons, and which cause excessive injury or suffering are prohibited.
2.1 Specific weapons are prohibited – chemical and biological weapons, blinding laser weapons, weapons that

injure the body by fragments which escape detection by X-rays, poison, anti-personnel land mines, etc.

2.2 It is prohibited to order or to threaten that there shall be no survivors.

3. Civilians, wounded combatants, and prisoners should be spared, protected and treated humanely.

3.1 No one shall be subjected to physical or mental torture, corporal punishment or cruel or degrading treatment.

3.2 Sexual violence is prohibited.

3.3 Parties to the conflict must search for and care for enemy wounded and sick who are in their power.

3.4 It is prohibited to kill or wound an enemy who is surrendering or who is *hors de combat*.

3.5 Prisoners are entitled to respect and must be treated humanely.

3.6 Taking hostages is prohibited.

3.7 Forced displacement of the civilian population is prohibited. What is called "ethnic cleansing" is prohibited.

3.8 People in the hands of the enemy have the right to exchange news with their families and to receive humanitarian assistance (food, medical care, psychological support, etc.).

3.9 Vulnerable groups, such as pregnant women and nursing mothers, unaccompanied children, the elderly, etc., must be given special protection.

3.10 IHL prohibits recruitment and participation in hostilities of children below the age of 15 years.

3.11 Everyone is entitled to a fair trial (impartial tribunal, regular procedure, etc.). Collective punishment is prohibited.

4. Military and civilian medical personnel and facilities (hospitals, clinics, ambulances, etc.) must be respected and protected and must be granted all available help for the performance of their duties.

4.1 The red cross or red crescent emblem symbolizes the protection of medical personnel and facilities. Attacks on persons or objects wearing the emblem are prohibited. Using the emblem falsely is prohibited.

4.2 Medical units and transports shall not be used to commit acts harmful to the enemy.

4.3 In the treatment of the wounded and sick, no priority should be given except on medical grounds.

Definitions

collateral damage:
damage or loss caused incidentally during an attack undertaken despite all necessary precautions designed to prevent, or in any event to minimize, loss of civilian life, injury to civilians and damage to civilian objects

hors de combat:
describes combatants that have been captured, have been wounded or are sick or shipwrecked and thus are no longer in a position to fight

civilian:
any person who is not a combatant. (In case of doubt, person shall be considered to be a civilian.) If and for such time as civilians take a direct part in hostilities, they become combatants and lose their protection.

civilian objects:
any objects that are not military targets. If and for such time as civilian objects are used in support of military action, they become military targets and lose their protection.

combatant:
person taking direct part in hostilities or member of the armed forces

military targets:
combatants and objects which by their nature, location, purpose or use make an effective contribution to military action and whose destruction offers a definite military advantage

SOURCE: *Exploring Humanitarian Law*, International Committee of the Red Cross, 2002

QUESTIONS

- What protection / support do the two instruments (Constitution and International Humanitarian Law) offer?
- Are such instruments necessary? Explain in detail.

ORGANISATIONS THAT DEAL WITH HUMAN RIGHTS

A. NATIONAL ORGANISATIONS

Truth and Reconciliation Commission (South Africa)

The Truth and Reconciliation Commission (TRC) was a court-like body assembled in South Africa after the end of Apartheid. Anybody who felt they had been a victim of violence could come forward and be heard at the TRC. Perpetrators of violence could also give testimony and request amnesty from prosecution. The TRC was a crucial component of the transition to full and free democracy in South Africa and, despite some flaws, is generally - though not universally - regarded as successful.

Creation and mandate

The mandate of the TRC was to bear witness to, record and in some cases grant amnesty to the perpetrators of crimes relating to human rights violations, reparation and rehabilitation. The TRC had a number of high profile members: Archbishop Desmond Tutu (chairman), Dr Alex Boraine (Deputy Chairman), Mary Burton, Advocate Chris de Jager, Bongani Finca, Pumla Gobodo-Madikizela, Sisi Khampepe, Richard Lyster, Wynand Malan, Reverend Khoza Mgojo, Hlengiwe Mkhize, Dumisa Ntsebeza (head of the Investigative Unit), Wendy Orr, Advocate Denzil Potgieter, Mapule Ramashala, Dr Faizel Randera, Yasmin Sooka and Glenda Wildschut.

Committees

The work of the TRC was accomplished through three committees:

- The Human Rights Violations Committee investigated human rights abuses that took place between 1960 and 1994.
- The Reparation and Rehabilitation Committee was charged with restoring victims' dignity and formulating proposals to assist with rehabilitation.
- The Amnesty Committee considered applications from individuals who applied for amnesty.

Public hearings of the Human Rights Violations Committee and the Amnesty Committee were held at many venues around the South Africa. The commission was empowered to grant amnesty to those who committed abuses during the apartheid era, as long as the crimes were politically motivated, proportionate, and there was full disclosure by the person seeking amnesty. To avoid victor's justice, no side was exempt from appearing before the commission. The commission heard reports of human rights violations and considered amnesty applications from all sides. 5392 people were refused amnesty and 849 were granted amnesty, out of 7112 petitioners (there were a number of additional categories, such as *withdrawn*).

Impact

Due to the perceived success of this approach to dealing with human-rights violations after extensive political change, other countries have instituted similar commissions, though not always with the same scope or the allowance for charging of those currently in power.

Criticisms

A 1998 study[1] found that most felt the TRC had failed to achieve reconciliation between the black and white communities. Most felt that justice was a prerequisite for reconciliation rather than an alternative to it, and that the TRC had been weighted in favour of the perpetrators of abuse.[2]

Many black South Africans were angered at amnesty being granted for human rights abuses committed by the apartheid government.[3]

Opposition to the TRC came from more than one side. Prominent criticism came from the family of anti-apartheid activist Steve Biko, who was killed by the security police, opposing the amnesty process on the grounds that it would rob them of justice.[4] On the other side of the spectrum, former apartheid State President P.W. Botha defied a subpoena to appear before the commission, calling it a "circus". His defiance resulted in a fine and suspended sentence, but these were overturned on appeal.[5]

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SOURCE: Wikipedia, the free encyclopaedia
http://en.wikipedia.org/wiki/Truth_and_Reconciliation_Commission_%28South_Africa%29

B. INTERNATIONAL ORGANISATION

International Committee of the Red Cross

The International Committee of the Red Cross (ICRC) is a private humanitarian institution based in Geneva, Switzerland. The community of states has given the ICRC a unique role, based on international humanitarian law of the Geneva Conventions as well as customary international law, to protect the victims of international and internal armed conflicts. Such victims include war wounded, prisoners, refugees, civilians, and other non-combatants.

The ICRC is part of the International Red Cross and Red Crescent Movement along with the International Federation and 185 National Societies. It is the oldest and most honoured organization within the Movement and one of the most widely recognized organizations in the world, having won three Nobel Peace Prizes in 1917, 1944, and 1963.

Characteristics

The original motto of the International Committee of the Red Cross was *Inter Arma Caritas* ("Amidst War, Charity"). It has preserved this motto while other Red Cross organizations have adopted others. The official symbol of the ICRC is the Red Cross on white background with the words "COMITE INTERNATIONAL GENEVE" circling the cross.

Mission

The official mission of the ICRC as an impartial, neutral, and independent organization is "to protect the lives and dignity of victims of war and internal violence and to provide them with assistance." It also directs and coordinates international relief and works to promote and strengthen humanitarian law and universal humanitarian principles. The core tasks of the Committee, which are derived from the Geneva Conventions and its own statutes, are the following:

- to monitor compliance of warring parties with the Geneva Conventions
- to organize nursing and care for those who are wounded on the battlefield
- to supervise the treatment of prisoners of war and make confidential interventions with detaining authorities
- to help with the search for missing persons in an armed conflict (tracing service)
- to organize protection and care for civil populations
- to act as a neutral intermediary between warring parties

The ICRC drew up seven fundamental principles in 1965 that were adopted by the entire Red Cross Movement. They are humanity, impartiality, neutrality, independence, volunteerism, unity, and universality. [7]

SOURCE: Wikipedia, the free encyclopedia
http://en.wikipedia.org/wiki/International_Committee_of_the_Red_Cross

QUESTIONS

- What protection / support do the organisations (TRC and ICRC) offer?
- Who are the beneficiaries of each organisation?
- Are such organisations necessary? Explain in detail.
- Refer to the various organisations:
    - Identify the social and/or environmental issue being addressed in each.
    - Describe the activities of each.
    - Name the beneficiaries of each.

BULLYING IS BRUTAL

BULLYING is increasingly becoming a feature of schools across the country. In July in Durban, a 16 year old guy died a few days after a savage fistfight at a party. The following month, a 15 year old was stabbed in the neck with scissors. In Johannesburg a 17 year old boy was beaten up in the school toilets and ended up in ICU with a fractured skull.

Hurting deep
It's no joke - because of bullying, school for some is like a terrifying war zone where they suffer both emotional and physical abuse at the hands of other learners. Bullying is when one person or a group of people keep on abusing another person with words or actions. Bullying can have physical, emotional, social and educational consequences, says clinical psychologist Trudie Cronje. Trudie adds that as a result of being bullied some learners start believing there is something wrong with them. Learners who are repeatedly victimized sometimes take to drastic means to escape the situation like suicide.

Types of Bullying:

Physical Bullying: It's about more than kicking, hitting, punching, pinching and hair pulling. It also includes threats of physical violence as well as having possessions or money stolen and belongings damaged.

Psychosocial Bullying: This involves excluding the victim from the activities (not inviting the victim to parties/movies or spreading mean rumours)

Verbal Bullying: It includes humiliating, threatening, mocking, name-calling and swearing.

Cyber Bullying: Through email, SMSes, internet chat rooms and camera cellphones, cyber bullies forward and spread hurtful images and / or messages about their victims.

Sexual Bullying:
Unwanted touching or physical contact and inappropriate sexually abusive comments.

STEPS TO TAKE
If you're being bullied , try these tips:

Tell someone and get help. Keep telling until someone listens to you and does something about it.

Remember it's not your fault. Walk away when the bully approaches.

Talk to other learners and stand up to the bully together. Don't try to do this alone - bullying can be dangerous.

Be assertive. Tell the bully in a clear voice to stop and that he/she has no right to treat you in this way.

Deal with the bully/bullies individually. Bullies are cowards because they often group together to pick on someone. When they're separated, they're gutless.

Join a choir, dance, drama or sports group. This will help you to learn new skills, make new friends and feel more confident.

Find out if your school has an anti-bullying policy. If not, get your school to develop one.

SOURCE: loveLife's UNCUT, Issue 41, October 2006

QUESTIONS

- What organisation(s) and instrument(s) within a school can help reduce the act of bullying within the schooling system?
- Draft a framework for such an organisation and provide an outline of what the policy/ guideline instrument would include.

FIGHTING FOR A CAUSE

Brockovich is fighting a new cause

BIG HEART, BIG BANK BALANCE: Erin Brockovich's crusade over contaminated groundwater ended in a record-breaking environmental settlement. PICTURE: AP

'This is what I do – I am an activist. I want to make things right.'

A one-time legal assistant, whose environmental crusade against a utility company inspired the hit movie *Ellen Brockovich* starring Julia Roberts, has lent her name as plaintiff in lawsuits against several California hospitals and convalescent homes.

The lawsuits allege that healthcare companies are charging Medicare, the federally funded health plan for seniors, to treat illnesses they helped cause by medical error or neglect.

The allegations focus on reports that medical errors increase costs for Medicare. For example, if a hospital operates on the wrong body part, Medicare might end up paying for it as well as the surgery on the correct body part. Medicare might also foot the bill if a patient becomes dehydrated or contracts an infection in the hospital or convalescent home.

It is estimated that medical errors account for more than $9-billion (about R61-billion) in healthcare costs annually.

Brockovich served as a consultant in a lawsuit against Pacific Gas & Electric, which settled in February 2007 for $295-million (about R2-billion) over allegations that it contaminated groundwater in and around the town of Hinkley. Hinkley was the setting of a separate 1996 lawsuit over a similar issue by the utility company. Erin Brockovich's crusade over contaminated groundwater ended in a record-breaking environmental settlement of $333-million (R2,2-billion).

Brockovich said she was moved to action on the Medicare lawsuits because she was concerned about rising healthcare costs. "I am also a consumer activist," she said. "If I can help by using my name, maybe we can make things right."

Adapted from the article by Daniel Yi (Los Angeles Times)
Source: *The Star*, Thursday June 8 2006

QUESTIONS

- What motivated Erin to take action in the Medicare and Pacific Gas & Electric cases?
- What rights was she fighting for in each case?
- How have her actions helped others?
- The world needs more people like Erin Brockovich to stand up and make a difference. Are there any individuals in your community that fight for your rights? Who are they? What do they do? Have they had any success?

SOCIAL ACTIVISM

The list provided in the box below illustrates just some of the global and local challenges that face us today. There is disagreement over which of these challenges are the most urgent. Some people believe that only some of these challenges are real. While nobody can be held accountable for solving all these challenges, there are enough people on the planet to share the burden, if they decide to.

✧ poverty ✧ violence ✧ epidemics ✧ unsustainable lifestyles ✧ pollution ✧ racism ✧ ozone depletion ✧ degradation of environments ✧ irretrievable loss of natural resources ✧ over-consumption ✧ parentless children ✧ cancer ✧ lack of clean drinking water ✧ sexism ✧ alcoholism ✧ depression ✧ poor waste management ✧ malnutrition ✧ slavery ✧ illiteracy ✧ lack of health services ✧ war ✧ animal abuse ✧ dehydration of babies ✧ homophobia ✧ extinction of species ✧ loss of fertile agricultural land ✧ unwanted pregnancy ✧ human trafficking ✧ class struggles ✧ Third World debt ✧ lack of safety ✧ sexual abuse ✧ job insecurity ✧ over-regulated industries ✧ crime ✧ unsafe toxic waste disposal ✧ discrimination ✧ suicide ✧ iron deficiency anaemia ✧ lack of economic opportunity ✧ deforestation ✧ refugees ✧ global monopolies ✧ child labour ✧ gangsters ✧ economic protectionism ✧ genetic piracy ✧ poor sanitation ✧ loss of local cultural identity in global ✧ consumer trends ✧ redundancies ✧ substance abuse ✧ depletion of ocean life ✧ greenhouse gases ✧ ethnic cleansing ✧ overcommercialisation of public spaces ✧ desertification ✧ global warming ✧

Who will act to change the way things are? Will you?

Which of the things on the list do you feel strongly about?

Key to facing these challenges are the following ideas:

- Focus on the things you feel strongly about and read as much as you can on those subjects;
- Begin to see yourself and your issues as part of a greater whole;
- Use your creative and critical thinking to imagine the future;
- Take control of those things that you can take control of;
- Talk about it;
- Act now.

SOURCE: *Footprints in the sands of time: Celebrating events and heroes of the struggle for freedom and democracy in South Africa*, Department of Education (2007)

INSTRUCTIONS

As part of a group, choose one of the following social issues which you would like to draw your community's attention to: substance abuse, sexual abuse, physical abuse, crime, gangsterism, suicide and depression. Thereafter, discuss and plan an awareness campaign in which you inform / educate people in the immediate community on the issue and encourage them to engage in recreational and/or sporting activities to get them to put their energy to positive use. Each group should:

- Suggest an organisation with a relevant name
- Establish a vision, mission, objectives and activities for the organisation
- Develop a proposed instrument that will help reduce/ stop violations related to the issue(s) you are planning to address – this could be a code of conduct for the community
- Compile relevant material, e.g. newsletters, pamphlets, reports, posters, slogans, etc. which assist in: 1) describing the issue as you understand it; 2) explaining your plan of action to improve the situation; and 3) convincing community members to join you in their plan of action.
- Make a group presentation to the class about your organisation and campaign and what you hope to achieve.

COMMUNITY SERVICE

Many people volunteer to do community service. Various organisations afford one the opportunity to make a difference in the community. The South African Scout Association is one such organisation that engages the youth in community service.

The following are some examples of community services that Scout members are encouraged to participate in:

- Volunteering to help old people or at the clinic;
- Some Scouts grow vegetables in well-prepared gardens, which can help provide food for the family, school or local health care project;
- Cleaning up the countryside by picking up litter or cleaning a nearby river;
- Doing first aid;
- Learning job skills like electronics;
- Preventing erosion; and
- Learning and teaching literacy skills, how to read and write.

South African Scout Association

For almost a century the South African Scout Association has been dedicated to developing the youth of South Africa. By learning new skills and forming lasting friendships through the Scout programme, generations of scouts have grown up to become some of our nation's most outstanding leaders.

The aim of Scouting is to add to the development of boys, girls and young adults in achieving their full potential as individuals, as responsible citizens and members of their local, national and international communities by:

- Developing their leadership skills;
- Developing their character;
- Training them as responsible citizens; and
- Making them fit in body, mind and spirit.

Membership is open to all boys and girls irrespective of their race or religious beliefs in the following age groups:

- Cubs 7 ½ - 11
- Scouts 11 – 18

Adult leaders are all volunteers. Many were scouts themselves but anyone is welcome to join scouting as training is offered to the leaders.

The Scout Law is:

1. A Scout's honour is to be trusted.
2. A Scout is loyal.
3. A Scout's duty is to be useful and help others.
4. A Scout is a friend to all and a brother/sister to every other Scout.
5. A Scout is courteous.
6. A Scout is a friend to animals.
7. A Scout obeys orders.
8. A Scout smiles and whistles under all difficulties.
9. A Scout is thrifty.
10. A Scout is clean in thought, word and deed.

Contact Details:

Address: P.O. Box 2434, Clareinch, 7740
Tel: 0860 SCOUTS / (021) 683 3910
Fax: (021) 683 3716
Email: sahq@scouting.org.za
Website: www.scouting.org.za

SOURCE: *Welcome to Scouting*, South African Scout Association (2006)

DEMOCRATIC CONSTITUTION MAKING

South African President Nelson Mandela, centre, flanked by his two deputy presidents, Thabo Mbeki, left and F.W. de Klerk, right, celebrate the new constitution, May 8, 1996. (AP/WWP Photo Leon Muller)

South Africa's constitutional process was one of its first truly national endeavors, encouraging participation from all sectors of the country's once-divided society. The author pays special attention to the methods and procedures by which participation was encouraged and the time required to reach agreement on a new constitution.

DEVELOPING NATIONS in Africa and elsewhere are experimenting with new structures and forms of participation in an attempt to develop an open process that places initiative in the hands of citizens and creates a constitutional conversation. In many cases, rather than working within the framework of an existing body of procedures and precedents, these nations are starting with a clean slate.

The South African Constitution of 1996, for example, is widely regarded as a model constitutional text. Likewise, the process by which it was made has been hailed as a key part of the successful transition from the oppression of apartheid to a democratic society. The following features of the South African process illustrate the context and challenges of democratic constitution making and set the context for evaluating its general potential and problems.

NEGOTIATIONS ON PROCESS

In all, it took seven years, from 1989 to 1996, to achieve the final constitution. Almost five years elapsed between the first meeting between African National Congress leader Nelson Mandela and Prime Minister P. W. Botha in 1989 and agreement on an interim constitution and the first non-racial election in 1994. Throughout these years, outbreaks of violence threatened the process.

In a key phase from 1990 to 1994, agreements on process were negotiated in private and public sessions between former adversaries. These included an agreement to negotiate about constitutional negotiations; prolonged arguments about the form the constitution-making process should take; and 1993 agreements on procedures and, ultimately, agreement on an interim constitution including principles and procedures binding on the final constitution-making process.

In April 1994, the first non-racial election for parliament was held with a voter turnout of about 86 percent. The following month, the new parliament met for the first time as the Constitutional Assembly.

In the mid 1990s, the South African process became a full-scale demonstration of participatory constitution making. Until that time, the public had had no direct role in constitution making. Now their elected representatives in the assembly reached out to educate them and invite their views. The educational effort included a media and advertising campaign using newspapers, radio and television, billboards, and the sides of buses; an assembly newspaper with a circulation of 160,000; cartoons; a Web site; and public meetings; together these efforts reached an estimated 73 percent of the population. From 1994 through 1996, the Constitutional Assembly received two million submissions from individuals, advocacy groups, professional associations, and other interests.

In the final phase, in tandem with the participatory campaign, committees of the assembly drafted a new constitution within the parameters attached to the 1994 interim constitution; a first working draft was published in November 1995, leaving aside 68 issues for further work; a revised draft was produced the following year; and a final text in May 1996. From July through September 1996, the Constitutional Court reviewed the text; the court then returned the text to the assembly for amendments, which were made in October. In November, the court gave its final certification and in December, President Mandela signed the constitution into law.

ESTABLISHING DIALOGUE AND TRUST

The South African process took time. It was phased. It benefited from an interim constitution that allowed the dialogue of transition to continue. Participation was invited at a chosen moment rather than throughout, and then creativity and resources were committed to facilitating a serious dialogue. Trust that the outcome would be consistent with the 1994 democratic principles was created by the continuation of the conversation between judicial certification and parliamentary confirmation. Groups including women and traditional authorities found voice and access and made sure that their interests were taken into account. Also important was the fact that South Africa had a pre-existing civil society that could be drawn in as a counterweight to the entrenched racial and partisan divisions of politics. Other important factors that sustained the formal process include patience, especially in the face of violence; a willingness by all concerned to take some bold steps; and a combination of negotiation in private over some of the most difficult issues and unprecedented public involvement.

Only a considerable commitment of time and resources makes genuine public participation possible. Even if we count South Africa's starting point as the moment of agreement in 1991 to negotiate the process, constitution making in that highly successful case took at least five years. Many would argue that the process was underway at least two years before that, from the moment leaders began tentative approaches across the racial divide; clearly, part of the process is the building of an adequate level of trust between elites and among the general public to enable a constitutional conversation to take place at all.

Modes of participation vary considerably - there is no one model appropriate to all nations. South Africa elected a parliament that acted as the Constitutional Assembly. South Africa sought out public opinion through a variety of channels, used media imaginatively, and devised materials to make constitutional issues accessible in multiple languages.

But the public was not involved equally at all stages of the South African and other processes. While South Africans could follow the progress of public negotiations up to 1994, some absolutely critical deadlocks along the way were resolved in secret meetings. The entire public was first invited to take part in the 1994 election, the most conventional form of participation. But in the South African context, where most of the population had previously been excluded on racial grounds, this was a momentous act. Approximately 86 percent of the population voted. The number of voters, as well as the number of submissions to the Constitutional Assembly, confirms that the public will participate where they see the issues and outcomes as important.

SOURCE: Vivien Hart, *Special Report: Democratic Constitution Making*, United States Institute of Peace, 2003. http://usinfo.state.gov/journals/itdhr/0304/ijde/hart.htm

QUESTIONS

- When was the new South African Constitution finalised?
- How long did the development of the new Constitution take?
- What different types of media were used to advertise the constitution making campaign?
- Why were so many forms of media used?
- Which South African president signed the new Constitution into law?
- What is so significant about this man's involvement in the new Constitution?
- What made the constitution-making process a democratic process in South Africa?
- What principles and processes were applied to keep it a democratic process?

DEMOCRACY IN ACTION

PRINCIPLES OF DEMOCRATIC PARTICIPATION

There are a number of fundamental principles that should underpin any activity seeking to promote the democratic participation of learners:

- Children must understand what the project or the process is about, what it is for and their role within it
- Power relations and decision-making structures must be transparent
- Children should be involved from the earliest possible stage of any initiative
- All children should be treated with equal respect regardless of their age, situation, ethnicity, abilities or other factors
- Ground rules should be established with all the children at the beginning
- Participation should be voluntary and children should be allowed to leave at any stage
- Children are entitled to respect for their views and experience

APPROACHES TO INVOLVE CHILDREN

Meaningful approaches to involving children can be broadly grouped into three categories, although these are far from being mutually exclusive and the boundaries are rarely clear cut. They are introduced here primarily to help conceptualize the type of work being described:

Consultative processes – in which adults initiate processes to obtain information from children through which they can improve legislation, policies or services;

Participative initiatives – where the aim is to strengthen processes of democracy, create opportunities for children to understand and apply democratic principles or involve children in the development of services and policies that impact on them;

Promoting self advocacy – where the aim is to empower children to identify and fulfil their own goals and initiatives.

SOURCE: Gerison Lansdown, *Promoting children's participation in democratic decision-making*, (UNICEF, 2001)

- Describe what democracy means at school.
- Are there situations in which everyone has a say?
- What are fair ways of making a decision? Is taking a vote on different options the only possibility? What other ways are there?
- List the ways in which you can 'have your say' in school.
- How effective are these different forums, and to what extent do you feel consulted/able to contribute to discussions?
- How are you involved and/or notified of any decisions that are made in/about the school?
- Decide what qualities and skills you would want somebody representing your views to have and report back to the class motivating the items you have listed.
- Reflect on how the learner council members are selected at your school; whom each member represents, and how accountable the council is to the rest of the pupils in the school.

CHOOSING A CAREER

INSTRUCTION

Use various sources and engage in the CHOOSING A CAREER process to determine the admission requirements, financial implications, financial options, salary expectations and workplace activities for at least three career options. Tabulate the information gathered in your work book and indicate which of the three career options is the most realistic option for you to pursue.

Step 1: Identify the decision to be made

Obtain a clear understanding of what you are trying to decide. Some decisions you might be facing include:

- What career should I follow?
- Am I ready to study through distance learning? Do I know enough about distance learning to make a decision?
- What will I choose as major subjects in a general degree? Should I rather choose a specialised degree?
- What do I want to do after graduation?
- Should I get a job? What kind of job do I want?
- Should I take a gap year? Should I travel and see the world?
- Other?

Step 2: Know yourself (self-knowledge)

Develop a true understanding of yourself before you begin exploring careers and try to identify jobs and careers that will prove satisfying.
Questions you could ask:

Skills (What am I good at?)

- What can I do best?
- What are my strengths and weaknesses? What are my most prominent skills and abilities?
- What skills do I want to use on the job? What skills do I need to acquire?

Interests (What do I enjoy doing?)

- What am I interested in? What activities have I enjoyed most?
- What kinds of people would I like to work with?
- What kind of job settings would I enjoy?

Values (What are my values?)

- What satisfactions do I seek in a career?
- In what ways must I be challenged and rewarded on the job?
- In what type of work environments would I be happy?

Personality (What kind of a person am I?)

- What personal qualities do I possess that will help me on the job?
- How will my personal style influence my career choice?
- How will I get along with my supervisor? co-workers?

SELF KNOWLEDGE resources on the Internet

- Jung Typology Test

http://www.humanmetrics.com/cgi-win/JTypes2.asp
Determine your personality type and how it relates to your career.

- Careers.co.za

http://www.careers.co.za/
You need an e-mail address to register as a user for this site. Click on Counselling, then Online assessments & questionnaires. There are two on-line tests that you can complete. If you need to identify career options, complete the Online Career Assessment test.

- Prospects Web

http://www.prospects.ac.uk/cms/ShowPage/Home_page/What_job_would_suit_me___Prospects_Planner_/p!epkbi;jsessionid=711141044429001812
You need to register as a user of this site (free of charge) in order to complete the on-line questionnaire.

- MAPP (Motivational Appraisal of Personal Potential)

http://www.assessment.com/
Learn about your true motivations, your top vocational areas, learning styles and work preferences.

Step 3: Identify options (career knowledge)

To continue gathering information and researching careers, you will need to start identifying your options. Questions you might ask yourself at this point are:

- At this point, what are my options?
- Do I have a strong interest in particular jobs or careers?
- What other types of jobs or careers should I be considering?
- It is useful to obtain specific information about:
    - different careers
    - the type of work
    - the salary and benefits
    - the type of person who will fit the specific occupation
    - training: type, duration, cost (fees; books)
    - how will I get the money (bursary; loan; part-time/ full-time employment)
    - personal characteristics required

Further CAREER KNOWLEDGE resources on the Internet

- Career Information

An A-Z guide of career descriptions from the Bureau for Student Counselling & Career Development.

- What can I do with a qualification in..?

Possible job opportunities for Unisa qualifications.

- Careers.co.za

Comprehensive directory of information about careers (descriptions, educational & personal requirements and links to institutions).

Step 4: Gather information and data (resources)

If you have completed the first three steps, you should have a list of careers and jobs which you can explore and research in more depth. You will now:

- Examine the information and resources you already have.
- Do you need to seek out and utilise new information?
- Identify what additional resources and information you will need

Where can you find further information?

- Informational interviewing
- Career magazines/ books/ career supplements in newspapers
- Career exhibitions
- Work places
- Employees & Employers
- Career Information Centres
- Professional Societies

Gather the following information:

- the job description
- job environment
- the personal requirements (for example, creativity, accuracy, physical strength, analytical skills)
- education: what kind of qualifications do you need?
- organisations: where could you work?

Step 5: Evaluate options that will solve the problem

If you have completed your career research, you are now ready to evaluate each of the options you have identified:

- Examine the information and resources you already have.
- Identify what additional resources and information you will need.
- Seek out and utilise new information.

Step 6: Select one of the options

- Based on the information you have gathered and analysed, you should now be able to choose one of the options.
- Career choice is a process - it starts when you are very young and continues into adulthood.
- It is an ongoing investment in who you are and how you will fit into the world of work.

How do I make the right choice? (Review your previous steps)

- Make sure that you know yourself and the world of work in order to make a career choice.
- This is an ongoing process and needs to be adjusted for every decade that you are alive.
- Match your specific characteristics with a specific career.
- Choose a career path that has different options and opportunities.
- Ask yourself why you have chosen that career.
- Try and get exposure to the career through, for example, vacation work, voluntary work or a visit to the company.
- Is there a demand for your chosen career?
- What will I do if I can not follow my first choice?
- Make a second and a third choice - we are all able to be successful in more than one career.

Do you have enough information to choose one option over another? If not, you may need to do more research.

Step 7: Design an action plan

You can now begin developing and implementing a plan of action. Ask yourself:

- What information or resources are needed to complete each step?
- What are the obstacles to implementing my decision and how can I overcome them?
- Identify steps to implement the decision.
- Identify when to begin and end each step.
- Identify the information needed to complete each step.

Where can I get guidance?

- Career Centres
- Department of Labour
- Centre for Student Counselling & Career Development at various higher education institutions
- Career exhibitions
- Books on careers
- Newspaper career supplements
- Internet

Source: Choosing a career, UNISA Online (2007)
HTTP://WWW.UNISA.AC.ZA/DEFAULT.ASP?CMD=VIEWCONTENT&CONTENTID=15136

WHAT HELPS GET THE JOB

Characteristics of the Ideal Employee

1. Dependability
2. Honesty and integrity
3. Positive, proactive attitude
4. Willing to work
5. Uses down time productively

DEPENDABILITY

Management and executive staff see dependability in these good qualities:

1. Always follows directions
2. Consistently accurate
3. Works independently
4. Gets along with peers, management, and clients
5. Good grooming and hygiene
6. Always on time to work and back from breaks.
7. Good attendance - Does not take off all their sick leave just because they have it
8. Cooperative, but asks good questions
9. Upbeat and proactive attitude
10. Team player

HONESTY AND INTEGRITY

This is more than just telling the truth. It includes doing your best work for your work team, your company and your boss. Holding back because one is afraid of working more than others and not being rewarded for it is an immature belief; such an employee needs to sit down with the supervisor or boss and ask about the chances for advancement and raises and how to accomplish them.

The action of doing as little as possible while others make up the difference is not a likeable personality trait at work, at home, or anywhere else. Such an employee will make enemies of co-workers and also not be promoted. In addition, this negative trait will definitely show up as a problem on annual performance reviews.

Examples of dishonesty and lack of integrity:

- Working more slowly than the standard pace.
- Having co-workers clock in for them when late. This is illegal.
- Pilfering work-related supplies and equipment.
- Extended breaks and rest room visits.
- Completing personal tasks on the job, using company equipment and supplies, including the telephone and Internet.

POSITIVE, PROACTIVE ATTITUDE

Attitudes project your beliefs and values, and what you think of your job, co-workers and boss. It is shown in the quality of your work. The boss is aware of your individual attitudes at work and is watching them every day. They are as important as the work that you produce. A "positive" attitude does not always mean "happy", but it is better to be upbeat at work rather than brooding and angry, "Positive" can also mean proactive, which means you go after things and don't wait for them to come to you (using initiative).

Good Attitudes are demonstrated through:

- Smiles
- Good posture
- Pleasant tone of voice
- Complaining through proper channels, while offering ideas for improvement
- Respect and courtesy
- Managing conflict and anger
- Good job performance
- Interest in others

Bad Attitudes are demonstrated through:

- Blank facial expression or a frown
- Slumping in chairs, leaning on walls
- Sarcasm, unmodulated voice, mumbling
- Complaining on the work floor
- Trash talking about the company to co-workers; enabling bad attitudes among others
- Displaying anger inappropriately
- Substandard job performance
- Ignoring people at work

Good attitudes help get you promoted, make friends, please customers and raise sales. Good attitudes increase your value to your company.

WILLING TO WORK

You show your willingness to work with these qualities:

1. Ability and desire to communicate- Organise and present your thoughts clearly.
2. Intelligence- Show common sense and the ability and desire to learn.
3. Self-confidence - Show assertiveness and initiative.
4. Accepting responsibility - Take on new challenges, admit mistakes and fix them.
5. Leadership - Being a good example, taking charge.
6. High energy level.
7. Imagination.
8. Flexibility - Adaptable, accept changes.
9. Get along with others.
10. Handle conflict.
11. Set and achieve goals - Continuous improvement. Have personal direction.
12. Occupational skills - Able to do the job and accept new training.

USES DOWN TIME PRODUCTIVELY

When you are not busy at work, or between major projects, be productive by doing these things:

1. Read trade journals and magazine articles about your company and the industry in which you work.
2. Read about current trends in your industry on the Internet.
3. Ask for, or find, new tasks to do; help someone else.
4. Think of a better way to do something in your job or in the company.
5. Clean and organize your work area.
6. Update your filing systems, clean out old email messages, etc.
7. Write an article about your job or your industry and share it with your boss.
8. Take an online class that is relevant to your job. Some of these are free of charge.

SOURCE: Patty Inglish, Top 5 Characteristics of Ideal Employees
http://hubpages.com/hub/Top_5_Characteristics

QUESTIONS

- In your opinion, what are your top 5 characteristics of an ideal employee? Describe each briefly.
- What items did you list that do not appear in the Top 5 which you feel are a MUST for all employees?
- In your opinion, what can employers do to encourage these types of characteristics in the workplace?

JOB ADVERTISEMENTS

DEPARTMENT OF AGRICULTURE

PROJECT MANAGER:
RURAL AND AGRICULTURAL DEVELOPMENT
(REF. 193/2007)

SALARY: R122 841 per annum
Directorate: Agricultural Development Finance
CENTRE: Pretoria

REQUIREMENTS: * An appropriate three-year tertiary or equivalent qualification in Agricultural Economics, Rural Development * Have one of the following courses: Policy Development, Research methodology, Rural Finance and Agricultural Finance * Knowledge and experience in: policy and programme development, Policy Development and formulation in the area of Agriculture or Rural finance or Rural Development * Must be computer literate and have a valid driver's licence * Administration, communication, organisation as well as leadership capabilities * Must be prepared to travel extensively.

DUTIES: * To develop strategies for Agriculture, rural finance and Agricultural Financial Service Co-operatives * Development policy * Conduct policy dialogue in regional, provincial and local co-operative development forums * To develop strategies for Agricultural, Rural finance service and agric and financial service co-operatives * To formulate, analyse and review Agricultural Co-operatives and rural finance policies.

ENQUIRIES: Ms. H.J. Mahlangu
Tel. No. 012-319-7295

CLOSING DATE: 21 May 2007

PROVINCIAL DATA COORDINATOR

As part of the broader national MIS team, the Provincial Data Coordinator will be overseeing and supporting data entry and data management in all facilities supported by ARK in the Western Cape. This includes providing infrastructural and hardware support.

REQUIREMENTS:

- Computer diploma/degree or equivalent experience
- MS Access or similar database experience
- A minimum of 5 years data capture and/or coordination experience
- Attention to detail
- Able to work quickly and accurately (300 lines per day with no more than a 30% error rate)
- Able to concentrate for long periods
- Able to work independently as well as in a team
- Able to meet deadlines
- Experience in providing training
- Able to communicate effectively and supervise others
- Own motor vehicle + Code 08 licence.

Email CV with contactable references, proof of registration with the appropriate council and a covering letter to:
infoSA@arkonline.org

Closing date for applications: 07 May 2007

Our Website: www.arkonline.org

If in the event that you do not hear from us within 14 days of closing date, assume your application has been unsuccessful.

EXCELLENT CAREER OPPORTUNITIES
At a well established International Company

IT TEAM LEADER x 2

Bachelor Degree or Diploma IT
At least 6-7 yrs exp in Adabas/Natural coding. At least 6-7 yrs exp in analysis, design, coding & implementation of systems. At least 3-4 years Project Management exp. Sales & Logistics or Financial business and system knowledge.

SDLC
Business process knowledge. Manage and support of existing application. Management of development team.

Ref no. TLI001

Send CV to cv@bridgestone.co.za
(Quote ref no.)

Applications close 02 May 2007

DEPARTMENT OF EDUCATION

BRANCH: SOCIAL AND SCHOOL ENRICHMENT
CHIEF DIRECTORATE: HEALTH IN EDUCATION

SENIOR ADMINISTRATIVE OFFICER
Salary: R132 054 per annum (Ref. 34097/3)

To be eligible, a candidate should have: ● A three-year Bachelor's degree with specialisation in Public Administration/Management, Financial Management and Financial Accounting and at least three years' experience in the field of office administration and/or information management ● Knowledge of and competencies in office administration, cash flow statement and Public Service procedures ● Some knowledge of Government procurement and financial management systems ● Advanced knowledge of the MS Office package ● Knowledge of information management and customer service management ● Verbal and written communication skills ● Events management.
The incumbent will: ● Assist with the information management ● Execute all administrative duties ● Assist with financial administration ● Provide support to all Directorates in the Chief Directorate ● Assist in handling correspondence and submissions ● Perform other tasks as delegated by the Chief Director.

QUESTIONS

- Study the above four job advertisements and provide your responses in a table:
    - What are the 4 different positions being offered?
    - What qualifications are required for each of the 4 jobs?
    - List the experience required for each of the 4 jobs.
    - List the responsibilities of each of the 4 jobs.
- Write a letter of application for any one of the 4 jobs advertised.

PHYSICAL EDUCATION

ASSESSMENT OF PERSONAL FITNESS

A. TESTS FOR HEALTH-RELATED FITNESS COMPONENTS

COMPONENT	TEST	DESCRIPTION
Body Mass Index (BMI)	Calculation	The formula for calculating BMI is: $BMI = \frac{\text{weight } (kg)}{(\text{height } (m)^2)}$ Examples • The BMI of an adult who weighs 86kg and who is 1,80m tall is 86kg divided by $(1,8m)^2$: $BMI = \frac{86}{(1,80)^2} = 26,5$ = overweight • The BMI of an adult who weighs 58kg and who is 1,63m tall is 58kg divided by $(1.63m)^2$: BMI = = 21,8 = healthy weight range
Flexibility	Sit and reach	• Sit on floor with legs together and feet flat against a bench/ block • Reach forward with your arms fully extended • Get a partner to measure the distance your fingertips reach on the ruler fixed on the bench – the 15cm mark on the ruler should be flush with the end of the bench
Muscular Endurance	Sitting tucks	• Sit on the ground with your back and feet off the floor • Interlock your fingers on top of your head • Draw your legs to your chest and extend them away (= 1 tuck) keeping your back and feet off the floor • Repeat as many times as possible
Muscular Strength	Standing long jump	• Lie flat on ground and partner marks your body length from head to toe on the ground • Perform a standing long jump from the one mark to the other if possible • Try the jump twice and record the better of the two jumps
Cardiovascular Endurance	Step test	STEP TEST • Measure resting HR* • Step up and down on a 30cm step/ bench for 3 minutes at rate of 24 steps per minute • One step = 4 counts – up with L foot, up with R foot, down with L foot, down with R foot • Measure exercise HR* for 15 seconds immediately on stopping the stepping exercise, then multiply by 4 to get heart rate per minute
	OR	
	12-Minute Run	12-MINUTE RUN • Choose an area where a specific distance is already marked or measure and mark specific distances • Measure resting HR* • Warm-up and run for 12 minutes at a steady pace • Measure exercise HR* for 15 seconds immediately on stopping the stepping exercise, then multiply by 4 to get heart rate per minute • Warm-down and record distance covered in 12 minutes

*HR = heart rate

How to measure resting heart rate:

- Lie flat on the ground for 2 minutes
- Find the carotid pulse by pressing lightly on the carotid artery (next to the Adam's apple on the front side of the neck) with the forefinger and middle finger

B. TEMPLATE FOR RECORDING HEALTH-RELATED FITNESS TEST RESULTS

TERM 1

COMPONENT	TEST	PRE-TEST DATE:	POST-TEST DATE:
Body Mass Index	Calculation		
Flexibility	Sit and reach		
Muscular Endurance	Sitting tuck		
Muscular Strength	Standing long jump		
Cardiovascular Endurance	Step test OR 12-minute run	Resting HR: Exercise HR:	Resting HR: Exercise HR:

TERM 2

COMPONENT	TEST	PRE-TEST DATE:	POST-TEST DATE:
Body Mass Index	Calculation		
Flexibility	Sit and reach		
Muscular Endurance	Sitting tuck		
Muscular Strength	Standing long jump		
Cardiovascular Endurance	Step test OR 12-minute run	Resting HR: Exercise HR:	Resting HR: Exercise HR:

TERM 3

COMPONENT	TEST	PRE-TEST DATE:	POST-TEST DATE:
Body Mass Index	Calculation		
Flexibility	Sit and reach		
Muscular Endurance	Sitting tuck		
Muscular Strength	Standing long jump		
Cardiovascular Endurance	Step test OR 12-minute run	Resting HR: Exercise HR:	Resting HR: Exercise HR:

TERM 4

COMPONENT	TEST	PRE-TEST DATE:	POST-TEST DATE:
Body Mass Index	Calculation		
Flexibility	Sit and reach		
Muscular Endurance	Sitting tuck		
Muscular Strength	Standing long jump		
Cardiovascular Endurance	Step test OR 12-minute run	Resting HR: Exercise HR:	Resting HR: Exercise HR:

PLANNING AND PRESENTATION OF MOVEMENT ACTIVITIES

Planning template for aerobic fitness activities

NAME OF AEROBIC FITNESS ACTIVITY:	
GOAL(S) TO BE ACHIEVED DURING THIS PERIOD:	
LIST OF SKILLS INVOLVED:	
LIST OF EQUIPMENT REQUIRED:	
1. WARM-UP (5-7 minutes)	
INSTRUCTIONS	DIAGRAM(S)
2. EXERTION (20-25 minutes)	
INSTRUCTIONS	DIAGRAM(S)
3. WARM-DOWN (5-7 minutes)	
INSTRUCTIONS	DIAGRAM(S)

Planning template for self-designed / modified games AND group recreational activities

NAME OF ACTIVITY:	
GOAL(S) TO BE ACHIEVED DURING THIS PERIOD:	
LIST OF SKILLS INVOLVED:	
LIST OF EQUIPMENT REQUIRED:	
1. WARM-UP / INTRODUCTORY ACTIVITY (3-5 minutes)	
INSTRUCTIONS	DIAGRAM(S)
2. SKILLS DEVELOPMENT (10-15 minutes)	
INSTRUCTIONS	DIAGRAM(S)

3. SKILLS APPLICATION (15-20 minutes)	
INSTRUCTIONS	DIAGRAM(S)
4. WARM-DOWN / CONCLUDING ACTIVITY (3-5 minutes)	
INSTRUCTIONS	DIAGRAM(S)