



education

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NATIONAL CURRICULUM STATEMENT GRADES 10-12

TEACHER GUIDE

LIFE ORIENTATION

January 2006

Teacher Guide: Life Orientation

This guide has been developed by the Department of Education as a guide for teachers of Life Orientation.

In addition to supporting teachers, the guide gives an insight into how the subject is expected to develop.

Teachers are urged to use this guide in conjunction with:

- Life Orientation Subject Statement (DoE, 2003)
- Subject Assessment Guidelines: Life Orientation (DoE, 2005)
- Learning Programme Guidelines: Life Orientation (DoE, 2005)

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WHAT WILL THE LIFE ORIENTATION LEARNERS LEARN?

Life Orientation learners will learn how to:

- Apply various study skills.
- Develop and implement a study year plan.
- Apply National Senior Certificate requirements.
- Apply Higher Education requirements.
- Value adaptability in the workplace.
- Explain various routes into the job market.
- Analyse trends and demands in the job market.
- Describe workplace skills.
- Identify and act on environmental, community and societal issues.
- Analyse what other people have done for human rights.
- Draw up and implement project plans.
- Explain human development in the five developmental domains.
- Debate the changing roles of men and women.
- Explain life roles.
- Apply decision-making skills.
- Make healthy lifestyle choices.
- Structure a variety of aerobic exercise programmes.
- Describe the health-related components of fitness.
- Describe the benefits of exercise.
- Identify individual exercise preferences.
- Perform outdoor recreational activities such as orienteering, an outdoor exercise circuit and outdoor stunts.
- Use the environment in a responsible manner for recreational purposes.
- Analyse the value of participation in exercise programmes, games and sport and recreational activities.
- Play various ball games with their hands, feet and bats.

So that they are able to:

- Make informed post-school decisions.
- Make sense of the workplace demands.
- Predict what types of jobs are in the most demand.
- Sustain and develop their own immediate communities.
- Plan and realise their goals.
- Make sense of the various changes they are experiencing on the path to adulthood.
- Maintain healthy relationships with the opposite gender.
- Create a realistic picture of the responsibilities connected to different life roles.
- Make informed lifestyle decisions based on the long-term consequences of various options
- Participate in exercise programmes on their own.
- Use exercise to reduce the chances of a cardiovascular disease.
- Use exercise as a stress reliever.
- Use the natural environment as an exercise venue.
- Choose a physical activity of their liking.
- Commit to regular participation in a physical activity over a sustained period of time.

WHAT RESOURCES WILL THE LIFE ORIENTATION TEACHERS NEED?

- Textbook(s)
- Case studies on life roles
- Literature on life roles and indigenous rites of passage
- The 1st South African National Youth Risk Behaviour Survey 2002 (Department of Health, 2003)
- DRUM, TRUE LOVE, YOU or HUISGENOOT – letters from teenagers asking for advice
- Newspaper clippings on human rights issues
- Map of school grounds or area to be used for orienteering activities
- Cards to record codes on for each location
- Scorecards for learners to record codes on
- Newspaper articles on discrimination and human rights violations
- Extracts from the biographies of human rights campaigners
- Pamphlets on the activities of various organisations
- Task cards which give the name and instructions or diagrams for the exercise at each station
- Planning templates for group projects
- Texts on reading, comprehension and association skills
- Texts on studying skills
- Texts for speed reading, comprehension and association exercises
- Language texts for summary writing
- A Grade 9 Guide: Into Higher Education (National Information Service for Higher Education, 2005)
- Texts on opportunities after school
- Texts on short courses offered to those in employment (adverts in Sunday Times, etc.)
- Sunday Times: Relevant articles from Careers section
- Relevant diagrams or posters dealing with the facts of physical growth
- Improvised weights for those learners needing to increase the intensity of the walking or running programme:
 - Cooldrink tins and plastic 500ml cooldrink bottles filled with sand and sealed
 - Plastic bags, sand, broad tape and broad strips of cloth
- Even playing area, free of glass and stones
- Cassette player and music cassette or CD player and CD or a tambourine, drum or shaker
- Markers to indicate playing fields and orienteering locations
- Size and weight of ball relevant to the game or sport being taught
- Size, weight and shape of bat relevant to the game or sport being taught
- Batting tees

LIFE ORIENTATION LESSON PLANS

HOW TO USE THIS TEACHER'S GUIDE

This Teacher's Guide for Life Orientation has been developed to assist teachers with the introduction and teaching of Life Orientation in Grade 10. It is neither a textbook nor a comprehensive, detailed set of classroom activities. As a guide it provides a broad outline and a suggested sequence of activities for the Lesson Plans that address the Assessment Standards listed as the Core Assessment Standards for Life Orientation (Life Orientation Subject Assessment Guidelines, DoE 2005).

This guide is intended, primarily, to indicate to teachers the types of activities that can be used to address the Assessment Standards for Life Orientation in a school year.

While this teacher's guide provides guidance for the teaching of Grade 10 Life Orientation, teachers will still have to write up detailed Lesson Plans, develop worksheets, consult additional sources, cater for expanded opportunities and develop appropriate assessment tasks and assessment tools for classroom use.

A YEAR PLAN FOR GRADE 10

The following table provides the work plan that will be covered in this Grade 10 teacher's guide in a school year. The white blocks indicate the different contexts that are dealt with and the grey blocks show the formal Programme of Assessment tasks that need to be undertaken during the year. See Section 3 of the Subject Assessment Guidelines for Life Orientation for further guidance on assessment tasks. The year plan also indicates the allocation of time per Lesson Plan. While it is anticipated that teachers will have to make adjustments to the year plan to suit their local circumstances, the year plan provides a sound basis from which to work.

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Lesson Plan	Studying for success					Test	Opening the doors to lifelong learning			
	Ball games using hands						Ball games using feet			
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Lesson Plan	Understanding the job market			Design and make: Information brochure		Environmental, community and societal issues	School examinations	Environmental, community and societal issues (continued) – Youth Day		
	Ball games using bats				PAT 1	Orienteering		Orienteering (continued)		
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Lesson Plan	How issues have been dealt with			Acting on issues: Group project					Changes associated with growth	
	Outdoor exercise circuit			Outdoor stunts					PAT 2	Walking / running exercise programme
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Lesson Plan	Changes associated with growth (continued)			Life roles and responsibilities			Making informed decisions		Test	School examinations
	Walking / running exercise programme (continued)			Rhythmical exercise programme			Aerobic game exercise programme		PAT 3	

LESSON PLANS

The nine Lesson Plans provided in this guide are drawn directly from the Grade 10 Year Plan. Each Lesson Plan is weighted in terms of the time it is expected to take to develop the knowledge, skills and values contained therein. Teachers, therefore, will have to monitor learners' progress and pace activities accordingly.

The nine Lesson Plans, each containing their own coherent series of activities, are intended to develop the knowledge, skills and values that enable learners to make informed decisions about their personal lifestyles, civic responsibilities, physical well-being and careers.

To achieve regular and continuous participation in movement activities, the activities which focus solely on Learning Outcome 3 are not integrated with the other activities but feature as a coherent series on their own in the right-hand column of each Lesson Plan. It is expected that a movement activity will be presented every third Life Orientation period, that is interspersed among the other activities which focus on Learning Outcomes 1, 2 and 4.

The information provided for each Lesson Plan includes:

- The recommended duration of the Lesson Plan in weeks and hours
- The recommended context for the collection of activities
- The content to be addressed in each Lesson Plan
- A list of the Learning Outcomes and Assessment Standards addressed in the Lesson Plan
- Recommended classroom activities placed in the correct sequence – activities focusing on Learning Outcomes 1, 2 and 4 are recorded in the left-hand column and activities focusing on Learning Outcome 3 in the right-hand column
- The background information needed to teach the activities
- Some suggestions on possible extensions that could arise from the activities
- A list of resources needed to teach the activities in the Lesson Plan
- Space for teacher reflection – to record reflections as each activity and/or the Lesson Plan is completed

LESSON PLAN 1		Duration: Term 1, Weeks 1-6 (11-12 hours)
Context: Understanding trends, settings and activities		
Learning Outcomes and Assessment Standards:		
LO4: The learner is able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, career fields and career pathing.	LO3: The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.	
AS4 Explores a range of study skills and applies selected study method.	AS2 Participates and practises skills in a variety of games and sport, and analyses the value of own participation in such activities.	
Content: Studying skills; Study year plan; National Senior Certificate requirements; Higher Education requirements; Ball games played with hands		
SUB-CONTEXT: Studying for success (7-8 hours) NOTE: Activity 5 is a suggested test for the formal Programme of Assessment and counts 50 marks.		MOVEMENT ACTIVITIES (4-5 hours) Ball game played using one's hands (e.g. basketball, netball, handball or volleyball)
1. <u>Setting the scene (Visualisation)</u> If you do not know where you are going, you will not know how to get there – one has to have a vision and work towards achieving it. In addition to the seven-subject package required for a National Senior Certificate, learners also need to achieve the requirements for each subject to be promoted at the end of Grades 10 and 11 and be certified at the end of Grade 12 – see next page. It is also useful for them to know the requirements for entry into Higher Education so that they can work towards these requirements and not be disappointed to find themselves not making the grade and closing down Higher Education as an option – see next page. Learners create a mental picture of their personal vision of what they want to be. See suggested prompts on next page. Learners share their vision. Thereafter, learners discuss the values fundamental to the study process highlighting the contribution each value makes to the study process. Learners prioritise the values and indicate which four are the most important for their studies. Wrap up by reminding learners that the vision that they have created and the values they have identified should be their guiding light during their entire study career.		1. <u>Ball-handling skills (+45 minutes)</u> Teach learners the basic handling skills of the game and body movement skills and allow them to practise without balls. Learners participate in drills using balls and culminate each drill with a self-testing activity (e.g. how many within 30 seconds; how accurate or rate of success within 10 attempts). Get learners to record achievement on individual skills checklist for comparison at later re-test event. Clarify rules of game regarding body and ball handling and allow learners to play simplified version of the game in which all the basic ball-handling skills can be applied.
2. <u>It's all about planning (Development of study plans)</u> A strategic plan helps put one's study vision in perspective. Time management is a critical factor in the studying process. Therefore, one needs to plan how to use one's available time efficiently and effectively to achieve the desired study success. An action plan is of great use for this. The management of the study process exposes learners to management skills found in the workplace. It is important that learners take control of their own individual study process as this will engage them in the planning, implementation and monitoring of their own progress. Planning for studying involves the development of both strategic and operational (action) study plans. Guide learners through the development of both plans. See Annexure 1.		2. <u>Positions and rules (±45 minutes)</u> Learners practise skills learned using the drills of Activity 1 and repeat self-testing activities. Guide learners to practise skills in combinations, learn positions used in game, field dimensions and some rules of game. Play a lead-up game with less team players to apply what has been learned.
3. <u>ECT Study Technique (Teacher presentation)</u> The ECT process outlines steps that are generally regarded as important in any approach to studying. It consists of three		3. <u>Game situations and tactical skills – attacking play (±45 minutes)</u> Engage learners in a brief skill practice drill warm-up and repeat self-testing activities (10 min.). Instruct learners in a variety of attacking game situations and tactical skills and let them practise these tactics as drills and then in a five-minute competition in small teams. Rotate teams to allow practice against other teams. Play a lead-up game with more team players to apply what has been learned.
		4. <u>Game situations and tactical skills – defending play (±45 minutes)</u> Engage learners in a brief skill practice drill warm-up and repeat self-testing activities (10 min.). Instruct learners in a variety of defensive game situations and tactical skills and let them practise these tactics as drills and then in a five-minute competition in small teams. Rotate teams to allow practice against other teams. Play a lead-up game with more team players to apply what has been learned.
		5. <u>Full game (±45 minutes)</u> Engage learners in a brief skill practice and tactical drill warm-up (15 minutes).

<p>phases:</p> <ul style="list-style-type: none"> • E = Exploration • C = Consolidation • T = Testing <p>Introduce learners to the ECT Study Technique (See Annexure 1).</p> <p>4. Study skills (Exercises) Learners practise mind map and linear types of summary writing using content from their other National Curriculum Statement subjects. Learners analyse the two different methods and decide which one best suits them. Introduce learners to speed reading and association techniques and engage them in relevant exercises to develop these skills. They can plot their progress in these areas and summary skill writing on a graph. See Annexure 1.</p> <p>5. Putting your study skills to the test (Test – 50 marks) Use a comprehensive text relevant to learners' context and guide learners through a question for speed reading and comprehension, a question involving association and a question requiring learners to produce a summary.</p>	<p>Divide learners into full teams and play the full game (only two teams at a time for five minutes while others watch then rotate) with teacher coaching the game. All teams play simultaneously for ten minutes with officiating and scoring.</p> <p>6. Tournament (±45 minutes) Engage learners in a brief skill warm-up. Play tournament (winner with the highest accumulated score) rotating opposition every five minutes. Learners (who know game) assist with officiating. All teams play simultaneously with officiating and scoring.</p> <p>NOTE: A skills checklist can be used to observe and assess learner performance while learners are practising and applying the skills. See Annexure 2 for an example.</p>
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Background information for activities on *Studying for success*:

ACTIVITY 1

NATIONAL SENIOR CERTIFICATE REQUIREMENTS

7 National Curriculum Statement SUBJECTS	MINIMUM REQUIREMENTS Per SUBJECT
<p>4 COMPULSORY SUBJECTS</p> <ul style="list-style-type: none"> • 2 Languages (<i>one Language at Home Language and other Language at least at First Additional level or home language level</i>) <i>One of these languages should be the language of learning and teaching (LoLT)</i> • Mathematics <u>OR</u> Mathematical Literacy • Life Orientation 	<p>Obtain at least 40% in the required official language on Home Language level Obtain at least 30% in the other required language on at least First Additional Language level</p> <p>Obtain at least 30%</p> <p>Obtain at least 40%</p>
<p>3 CHOICE SUBJECTS</p> <ul style="list-style-type: none"> • Any 3 other National Curriculum Statement subjects (including official and non-official languages at home, first and second additional language levels) 	<p>Obtain at least 40% in <u>one</u> of the choice subjects and at least 30% in remaining <u>two</u> choice subjects</p>



REQUIREMENTS FOR ENTRY INTO HIGHER EDUCATION

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

DESIGNATED LIST OF SUBJECTS FOR DEGREE ENTRY

SCIENCES: Information Technology, Mathematics, Mathematical Literacy, Physical Sciences and/or Life Sciences

BCM: Accounting, Business Studies and/or Economics

HSS: Geography, History and/or Religion Studies

AGRICULTURE: Agricultural Sciences

ARTS: Dramatic Arts, Visual Arts and/or Music

TECHNOLOGY: Engineering Graphics and Design

SERVICES: Consumer Studies

LANGUAGES (one Language of Learning and Teaching at a Higher Education Institution and two other recognised language subjects)

Suggested prompts for visualisation exercise:

- Create a mental picture of your personal vision of what you want to be in life.
- Start by creating a picture of yourself in the study process viewing the place where you study and see yourself working in a well-organised manner using your time purposefully.
- Switch your mind to a scene where you are writing an exam and feel well-prepared and in control of the exam questions.
- Switch your mind again and see yourself at a graduation ceremony receiving a certificate, diploma or degree. Look at the audience and see your family who share your pride. Know that it has been worthwhile.

Examples of values fundamental to the study process:

- Understanding: not only factual recall – improves ability to remember
- Knowledge: know the facts and their relationships
- Relevance: limits focus and reduces volume of work
- Use of time: cover all aspects with ease
- Achievement: successful results
- Writing exams with ease: no need to panic and feel stressed
- Efficiency: avoid wasting time and cover only the relevant facts
- Effectiveness: helps with recall of information in exam situation



Background information for MOVEMENT ACTIVITIES:

ACTIVITIES 1-6

SUGGESTED STRUCTURE OF EACH ACTIVITY

The following basic framework is suggested for a 45-minute ball game session. It is only a guideline and teachers are encouraged to be flexible.

A. WARM-UP OR INTRODUCTORY ACTIVITY (3-5 minutes)

The activity should prepare the body for what is to come - could involve moving the body about vigorously; stretching; experimenting with different movements or revising previous movements. This section is important for communicating expectations by naming the expected outcomes for the session.

B. SKILLS DEVELOPMENT (10-15 minutes)

Individual and group skills could be developed by allowing practising of skills at different stations in different contexts. Repetition of skills should be allowed to refine the skills. During this time learners should be encouraged to develop and refine skills. Use self, group, peer or teacher assessment against an observation skills checklist to support individual skills development.

C. SKILLS APPLICATION (15-20 minutes)

Apply skills in a game situation. Performance can now be observed for self, group, peer or teacher assessment.

D. WARM-DOWN OR CONCLUDING ACTIVITY (3-5 minutes)

A session should be ended in an orderly manner and bring the class together in either a final activity, the collection of equipment, the review of a specific skill, movement or behaviour and/or a reflection of the expected outcomes for the session.

STATION LEARNING

Station learning is especially useful when equipment is limited and enables the learners to all be productive. It entails dividing the various motor skills into different stations and allowing the learners to advance through each station as they achieve and refine the specific skill targeted at each station. A card or poster is placed at each station to assist the learners in what it is they have to do at a particular station. It also allows opportunity for a learner to return to a particular station to improve on movement performance and can be helpful in evaluating the improvement in motor skills over a period of time.

DRILLS

Drills allow learners the opportunity to learn, practise and refine movement skills in a non-competitive environment. They can include individual skills, a combination of skills, group skills or tactical exercises.

DIFFERENTIATION AND PROGRESSION

Differentiation is catered for by allowing learners the opportunity to explore different ways of doing specific skills (e.g. passing a ball). Progression from one movement situation to another is made possible by making a task increasingly difficult to perform. This also allows for progression within a task.

Movement skills can also be differentiated to allow progression or to accommodate different levels of ability by:

- Using balls of different weights (light - heavy)
- Using balls of different sizes (large - small)
- Varying height of shooting rings or goals (low - high)
- Varying the distance away from shooting rings or goals (close - far)
- Varying space in which learners move (large - small)
- Using passive and then active defender (one-on-one situation)
- Alternating between preferred and other side of body in various skills
- Varying time available (unlimited - beat the stopwatch)
- Varying speed at which skill is performed (slow - fast)
- Using a stationary and then a moving target
- Practising the skill while stationary and then moving while performing the skill
- Varying the size of the target (big - small)



ACTIVITY 3

Questions that learners should ask when on the attack include:

- Player in possession of ball
 - When should I release the ball?
 - Whom do I pass to?
 - What type of pass do I make?
- Players without the ball
 - Am I needed for a pass?
 - Do I need to move to receive the pass?
 - When should I move?
 - How will I know the ball is going to be passed to me?

ACTIVITY 4

Questions that learners should ask when on the defence include:

- Marking player in possession of ball
 - When should I move to block the pass?
 - Where is the ball going?
 - What type of block must I make?
- Marking players without the ball
 - How close should I stick to my opponent?
 - Do I need to block or intercept a pass?
 - When should I move or intercept?
 - How will I know the ball is going to be passed to my opponent or in my direction?

Possible extensions:

ACTIVITIES ON *Studying for success*

- Engage learners in writing exercises:
 - Challenge learners to go beyond the obvious, in other words the facts and to elaborate on the HOW, WHAT and WHY, etc. to show their understanding.
 - Encourage the development of an expanded vocabulary and provide practice in stating the facts in own way.

MOVEMENT ACTIVITIES

- Allow learners who possess exceptional ball-handling skills to coach their peers and design their own advanced practice drills.
- Allow advanced learners to teach other learners the games tactics and umpire a game while playing.

Resources needed:

- Texts on reading, comprehension and association skills
- Texts on studying skills
- Texts for speed reading, comprehension and association exercises
- Language texts for summary writing
- Size and weight of ball relevant to the game or sport being taught
- Even playing area, free of glass and stones
- Markers to indicate playing field(s)

Teacher reflection:

LESSON PLAN 2		Duration: Term 1, Weeks 7-10 (7-8 hours)
Context: Understanding trends, settings and activities		
Learning Outcomes and Assessment Standards:		
LO4: The learner is able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, career fields and career pathing.	LO3: The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.	
AS3 Displays an awareness of trends and demands in the job market, and the need for lifelong learning.	AS2 Participates and practises skills in a variety of games and sport, and analyses the value of own participation in such activities.	
Content: Adaptability in the work place; Various routes into the job market; Ball games played with feet		
SUB-CONTEXT: Opening the doors to lifelong learning (4-5 hours)		MOVEMENT ACTIVITIES (3-4 hours) Ball game played using feet (e.g. soccer or rugby)
<p>1. <u>Setting the scene</u> (Role-play) It is not what one does but how one does it that makes the difference. It is putting in that little bit extra that makes one extraordinary in the workplace. Threes: Learners visualise and then role-play a different response to the same workplace situation – called on by their managers to do work that does not fall within the scope of their job contract or conditions of employment:</p> <ul style="list-style-type: none"> Respondent 1: I will not do it – it is not my job. Do not expect me to do anything extra. Respondent 2: I will do it if you give me extra pay or leave. You can not expect me to do something extra and not give me anything in return. Respondent 3: I will do it gladly. Is there any other way I can assist? <p>Thereafter, threes share what they were experiencing emotionally in the role and the implications that their responses would have on their career opportunities in general. Wrap up with a discussion on why it is important to be able to adapt to the changing requirements of the work situation and what one needs to do to keep oneself marketable in the job market.</p> <p>2. <u>Lifelong learning</u> (Newsletter) There are various routes that can be taken to enter the job market after school. Learners analyse the value of these various routes (See <i>Grade 9 Guide: Into Higher Education</i>):</p> <ul style="list-style-type: none"> Self-employment or entrepreneurship Learnerships or skills programmes Vocational pathway (FETC) Higher Education Volunteerism Working holiday overseas Other options <p>On average people change jobs 8-10 times in their lifetime and will not stay in one field of work only (See <i>Grade 9 Guide: Into Higher Education</i>). Discuss the learning culture in the workplace:</p> <ul style="list-style-type: none"> What role will qualifications and experience play when applying for the first job versus applying for the fifth job? How can one stay abreast of changes in the field? Does everyone in the workplace have to be computer literate? Why? <p>Learners research and analyse a variety of short courses that can be undertaken while working and how these can add value</p>		<p>1. <u>Ball-handling skills</u> (±45 minutes) Teach learners the basic handling skills of the game and body movement skills and allow them to practise without balls. Learners participate in drills using balls and culminate each drill with a self-testing activity (e.g. how many within 30 seconds; how accurate or rate of success within 10 attempts). Get learners to record achievement on individual skills checklist for comparison at later re-test event. Clarify rules of game regarding body and ball handling and allow learners to play simplified version of the game.</p> <p>2. <u>Positions and rules</u> (±45 minutes) Learners practise skills learned using the drills of Activity 1 and repeat self-testing activities. Guide learners to practise skills in combinations and to learn positions used in game, field dimensions and some rules of game. Teach a few game situations and tactical skills and allow learners to practise these a few times in small groups. Play a lead-up game with less team players to apply what has been learned.</p> <p>3. <u>Game situations and tactical skills</u> (±45 minutes) Engage learners in a brief skill practice drill warm-up and repeat self-testing activities (10 min.). Instruct learners in a variety of game situations and tactical skills (offensive or attacking and defensive game situations) and let them practise these tactics in drills and then in a five-minute competition in small teams. Rotate teams to allow practice against other teams. Play a lead-up game with more team players to apply what has been learned.</p> <p>4. <u>Full game</u> (±45 minutes) Engage learners in a brief skill practice and tactical drill warm-up (15 minutes). Divide learners into full teams and use two teams to demonstrate the full game for five minutes with the teacher providing commentary and coaching. All teams play simultaneously for 5-10 minutes with officiating and scoring, rotating opposition at the start of each new ten-minute game.</p> <p>NOTE: A skills checklist can be used to observe and assess learner performance while learners are practising and applying the skills. See Annexure 2 for an example.</p>

to their specific line of work and make them more marketable.
 What criteria would they use to decide which institution to register with for a short course (e.g. look at credibility and accreditation)?
 Groups compile a newsletter for Grade 9 learners to provide them with information on the opportunities for lifelong learning beyond Grade 12.

Background information for activities on *Opening the doors to lifelong learning*:

ACTIVITY 2

SELF-EMPLOYMENT

- Rate of unemployment high in South Africa – too many people and too few jobs
- Good way to earn money instead of having no job at all
- Range from selling goods to producing goods to delivery of services to satisfy human needs
- Create a business venture with the idea of making a profit to earn an income to support self and/or family
- Qualities required: high energy levels, lots of self-confidence, ability to set goals and achieve them, financially literate, innovative, willingness to take risks, thrive on challenges and problem-solving

LEARNERSHIPS OR SKILL PROGRAMMES

- Provides one with occupational qualification
- Two parts: classroom-based learning at a training centre and on-the-job training at the workplace
- Accessible to school-leavers, employed and unemployed
- No costs – employer pays allowance which depends on type of work
- On completion receive certificate – in better position to get a job
- Benefit is the experience gained in the workplace

HIGHER EDUCATION – see *Grade 9 Guide: Into Higher Education*

VOLUNTEERISM

- Work for free while performing duties
- Experience makes one more employable – can include on CV
- More marketable – develop knowledge of the workplace
- Way in which to explore career-related field of interest to find out what job is right for you prior to studying further or applying for permanent employment
- Contribute to one's community
- Range from caring for the aged to creating school gardens to participating in projects like the World Summit for Sustainable Development

WORKING HOLIDAY OVERSEAS

- Not sure what to do after school
- Travel and get to see the world while earning foreign currency
- Range from au pairing to working on a cruise ship to working in a factory to completing a stint as a security official
- Need money to get yourself overseas
- Several agencies can assist one with the planning and help one get a job lined up – charge a fee

Background information for MOVEMENT ACTIVITIES:

See notes provided in Lesson Plan 1.



Possible extensions:**ACTIVITIES ON *Opening the doors to lifelong learning***

- Learners investigate various courses or programmes they are interested in pursuing: requirements, duration, costs, contribution to employability in field of interest, etc.

MOVEMENT ACTIVITIES

- Learners who possess exceptional ball-handling skills can coach their peers and design their own practice drills.
- Learners can apply the ball-handling skills in different types of games where a ball is manipulated by the feet, for example soccer rounders.

Resources needed:

- *A Grade 9 Guide: Into Higher Education* (National Information Service for Higher Education, 2005)
- Texts on opportunities after school
- Texts on short courses offered to those in employment (adverts in *Sunday Times*, etc.)
- Size and weight of ball relevant to the game or sport being taught
- Even playing area, free of glass and stones
- Markers to indicate playing field(s)

Teacher reflection:

LESSON PLAN 3		Duration: Term 2, Weeks 1-5 (9-10 hours)
Context: Understanding trends, settings and activities		
Learning Outcomes and Assessment Standards:		
LO4: The learner is able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, career fields and career pathing.	LO3: The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.	
AS3 Displays an awareness of trends and demands in the job market, and the need for lifelong learning.	AS2 Participates and practises skills in a variety of games and sport, and analyses the value of own participation in such activities.	
Content: Trends and demands in the job market; Workplace skills; Ball games played with a bat		
SUB-CONTEXT: Understanding the job market (5-6 hours) NOTE: Activity 3 is a suggested written task (based on an analysis) for the formal Programme of Assessment and counts 50 marks.		MOVEMENT ACTIVITIES (4-5 hours) Ball game played using a bat (e.g. rounders, softball or cricket)
<p>1. <u>Setting the scene</u> (Class debate) Read the first page of Source 1 in Annexure 3 to the class. Learners debate the issue of choosing a career that meets the job market needs versus other options such as:</p> <ul style="list-style-type: none"> Choosing a career that suits their personality, abilities and interests Choosing a career that will earn a bigger income <p>2. <u>Trends and demands in the job market</u> (Analysis) A survey of the salaries earned in the various jobs in a sector can give one a good indication of the types of skills most in demand. Groups study the statistics available on skills demand in the workplace (use relevant, up-to-date sources – see Annexure 3), indicate the trends in the different sectors and analyse the workplace skills that employees will need to possess to be employed in the different sectors. Thereafter, learners study career adverts (e.g. Career section in <i>Sunday Times</i>) of 4-5 preceding weeks and analyse the sectors and skills required in each to determine the trend over a one-month period. Wrap up with discussion on demand and supply and how the type of employer (private versus government) impacts on the supply part of the equation.</p> <p>3. <u>Skills update</u> (Information brochure – 50 marks) Pairs or threes: Compile an information brochure which can be used to update the Grade 11 and 12 learners at your school of the trends and demands in the job market as they start to choose the path they are going to take after school. Learners make use of the analysis undertaken in Activity 2 to provide information and forecasts on the skills required to meet the current demand in the job market and provide relevant visual representations to support the forecasts. Information must also be provided on why the particular types of jobs are in demand and the type of workplace skills demanded by the jobs high in demand in the different sectors.</p>		<p>1. <u>Ball-handling skills</u> (+45 minutes) Teach learners the basic handling skills of the game and body movement skills and allow them to practise without balls. Learners participate in drills using balls and culminate each drill with a self-testing activity (e.g. how many within 30 seconds; how accurate or rate of success within 10 attempts). Get learners to record achievement on individual skills checklist for comparison at later re-test event. Clarify rules of game regarding body and ball handling and allow learners to play simplified version of the game.</p> <p>2. <u>Positions and rules</u> (+45 minutes) Learners practise skills learned using the drills of Activity 1 and repeat self-testing activities. Guide learners to practise skills in combinations and to learn positions used in game, field dimensions and some rules of game. Teach a few game situations and tactical skills and allow learners to practise these a few times in small groups. Play a lead-up game with less team players to apply what has been learned.</p> <p>3. <u>Game situations and tactical skills for fielding</u> (+45 minutes) Engage learners in a brief skill practice drill warm-up and repeat self-testing activities (10 min.). Instruct learners in a variety of game situations and tactical skills (offensive or attacking and defensive fielding situations) and let them practise these tactics in drills and then in a five-minute competition in small teams. Rotate teams to allow practice against other teams. Play a lead-up game with more team players to apply what has been learned.</p> <p>4. <u>Game situations and tactical skills for batting</u> (+45 minutes) Engage learners in a brief skill practice drill warm-up and repeat self-testing activities (10 min.). Instruct learners in a variety of game situations and tactical skills (offensive or attacking and defensive batting situations) and let them practise these tactics in drills and then in a five-minute competition in small teams. Rotate teams to allow practice against other teams. Play a lead-up game with more team players to apply what has been learned.</p>

	<p>5. Full game (+45 minutes) Engage learners in a brief skill practice and tactical drill warm-up (15 minutes). Divide learners into full teams and use two teams to demonstrate the full game for five minutes with the teacher providing commentary and coaching. All teams play simultaneously for 5-10 minutes with officiating and scoring, rotating opposition at the start of each new ten-minute game.</p> <p>NOTE: A skills checklist can be used to observe and assess learner performance while learners are practising and applying the skills. See Annexure 2 for an example. Use the recordings made on the skills checklist(s) for Lesson Plans 1-3 to calculate a mark for Practical Assessment Task 1: Games or Sport (75 marks).</p>
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Background information for MOVEMENT ACTIVITIES:

See notes provided in Lesson Plan 1.



Possible extensions:

ACTIVITIES ON *Understanding the job market*

- Learners can investigate the salaries earned in the different sectors and explain the differences between sectors and provinces (see Source 2 in Annexure 3).

MOVEMENT ACTIVITIES

- Allow learners who possess exceptional ball-handling skills to coach their peers and design their own practice drills.
- Allow learners to apply skills in a variety of games or sport using their batting and fielding skills.

Resources needed:

- Sunday Times*: Relevant articles from Careers section
- Size and weight of ball relevant to the game or sport being taught
- Size, weight and shape of bat relevant to the game or sport being taught
- Batting tees
- Even playing area, free of glass and stones
- Markers to indicate playing field(s)

Teacher reflection:

LESSON PLAN 4		Duration: Term 2, Weeks 6-7 and 9-10 (7-8 hours)
Context: Enhancing the world we live in		
Learning Outcomes and Assessment Standards:		
LO2: The learner is able to demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practise responsible citizenship, and enhance social justice and sustainable living.	LO3: The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.	
AS1 Identifies social and environmental issues, and participates in a group project to address a contemporary social and environmental issue, <i>e.g. abuse, depletion of resources.</i> AS2 Explains the value of diversity, and discusses contemporary contributions of individuals and groups in addressing discrimination and violations of human rights.	AS4 Plans and participates in a self-designed environmentally responsible outdoors recreational group activity, analysing value of own participation in such an activity.	
Content: Environmental, community and societal issues; Human rights; Orienteering		
SUB-CONTEXT: Environmental, community and societal issues (4-5 hours)		MOVEMENT ACTIVITIES (3-4 hours) – Orienteering
<p>1. <u>Setting the scene</u> (Discussion and presentation) Social issues involve those situations that impact negatively on the social, emotional, physical and mental well-being of individuals and environmental issues include situations where the natural environment is put at risk. These situations can also impact on one's social, emotional, physical and mental well-being. Read the scenario on the abusive father which appears on the next page to the class. Learners discuss why this can be considered a social issue and what effect it will have on the parties involved. Ask learners in small groups to identify the social and environmental issues that impact on local and global communities and why they consider these issues harmful to the community in question. Allow each group to report back on one social and one environmental issue without repeating the issues of other groups. Thereafter, groups focus on their immediate school and home communities and record the issues that impact negatively on their own social, emotional, mental and physical well-being. Ask learners to record the group's response on a mind map and to include the causes of the issues and the impact they have on the community in their response. Groups present to class.</p> <p>2. <u>Discrimination and violations of human rights</u> (Scenarios) Learners define the terms discrimination, violations and human rights. Thereafter, learners identify and list all possible behaviours that can be considered discriminatory and violation. Revisit the YRBS statistics on VIOLENCE with the class (see Section 1.1 of ANNEXURE 4). Learners indicate which of the behaviours listed in Section 1.1 are human rights violations (e.g. forced to have sex) and give reasons why these violations take place. Learners discuss what the chances are that the other seemingly innocent non-violation behaviours (e.g. carried a knife) could lead to a human rights violation and in what situations could this happen. Small groups study newspaper clippings or compile scenarios</p>		<p>1. <u>Following markers</u> (±45 minutes) Recreation includes any activity or pastime that promotes the revitalisation of the mind, body or spirit. It can be used to develop skills and establish interests outside the work environment. Different activities that can be considered recreational include hiking, camping, orienteering, river rafting, etc. Orienteering involves finding of a number of locations in an allotted time and addresses map reading and location finding skills amongst others. Pairs: Learners follow 3-4 routes marked clearly with arrows and other relevant traffic signs. Set up 3-4 different routes and learners try each one. Use a different colour for the arrows on each route.</p> <p>2. <u>Following numbers</u> (±45 minutes) Pairs: Learners start out from the location indicated on the map – use different starting points for each pair. Pairs solve the environmental word maths sum on the control card – the answer gives them the number of the next location to visit. The sums and answers must be recorded on the score sheet. See how long it takes each pair to complete the course.</p> <p>3. <u>Collecting letters</u> (±45 minutes) Fours: Each member moves out to locations in own order and collects letters so that the team as a whole collects a letter from each location. The letter at each location must be collected or written down on the scorecard to indicate that the location was visited. Time is taken to see how quickly the group can collect all the letters, return to the starting point and successfully compile an environmental word, concept or phrase with all the letters collected by the group.</p> <p>4. <u>Collecting points</u> (±45 minutes) Fours: Each learner goes own way to collect points from various locations so that the team as a whole collects the points from as many points as possible in the allotted time – points are allocated to markers depending on its accessibility and distance from the starting point. Team members add up the points each</p>

<p>from their everyday lives in which they point out how and why discrimination and human rights violations have taken place. Groups give advice on how to deal with such situations.</p> <p>3. <u>You can make a difference – Youth Day (16 June) (Awareness campaign)</u></p> <p>NOTE: In preparation for this activity, interview a parent or community member who remembers the events of 16 June 1976 and record their feelings about the event or invite them to be interviewed in your classroom.</p> <p>Read the text on Youth Day provided below. Learners discuss the following:</p> <ul style="list-style-type: none"> • Do you think it is important to celebrate Youth Day? What significance does it have to you and your classmates? • What youth actions and organisations can you get involved in your area? • Compare the present problems experienced in South African schools with the problems experienced in 1976. What has improved and what has not improved? What can you do to draw attention to an area that still needs to be improved? <p>Small groups develop a Youth Day awareness poster or model for the school, highlighting the significance of the events of 16 June 1976 for current learners in the education system.</p> <p>Ask the Grade 8 and 9 teachers to exhibit and draw attention to the posters in their classrooms.</p>	<p>one has collected to arrive at the group's total. Groups arriving late are penalised – points are deducted.</p> <p>NOTE:</p> <p>Learners record their reflections on what they have learnt in Activities 1-4 on orienteering and how these skills will assist them in other contexts at the end of Activity 4. This must be submitted along with their scorecards for assessment.</p> <p>Learner participation and involvement can be assessed using an observation checklist which contains relevant criteria.</p>
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<p>Background information for activities on <i>Environmental, community and societal issues</i>:</p> <p><u>Activity 1: Setting the scene</u></p> <p>SCENARIO</p> <p>Daughter is given to abusive father</p> <p>John is a bodybuilder who punished his wife when his food wasn't to his liking. He always screamed and shouted at Kate and often hit her. When Kate was pregnant, John abused her by pushing her around and making her sleep on the floor as he didn't want a baby.</p> <p>Two years ago Kate decided that she had had enough and left town with her one-year old baby to live with her parents. She did not tell John of her plans, so he got a court order allowing him full custody to their daughter as he argued that Kate had kidnapped his child.</p> <p>The court felt that Kate had infringed on John's rights as a father and that it could only give custody to Kate if their daughter was in danger of being exposed to psychological or physical harm.</p> <p>Kate is currently appealing the court's decision on the grounds of spousal abuse.</p> <p><u>Activity 3: You can make a difference – Youth Day (16 June)</u></p> <p>DID YOU KNOW?</p> <p>Under the apartheid government, education for black South Africans was characterised by poor facilities and resources, overcrowded classrooms and poorly trained educators. Afrikaans, a language that was a symbol of the oppressor, was enforced as the language of instruction in African schools.</p> <p>On 16 June 1976, more than 20 000 pupils protested by marching through the streets of Soweto. They were met by heavily armed police officers, who fired shots into the air to quell the 'riot'. Pandemonium broke loose, at least one young boy was shot dead and many were wounded. The unfortunate boy was Zolile Hector Peterson, who is remembered now as a martyr for freedom.</p> <p>School boycotts began in earnest in 1980. Although police and the army killed many protesters, the student movement became stronger. Students even burnt down schools, beer halls, administration board offices, clinics, community halls and any building that represented government oppression as a way of destroying symbols of apartheid and discrimination. Many students were tortured, beaten and detained. The South African Defence Force (SADF) troops moved into the townships to 'control the unrest' but they caused more violence. They even stood guard over students in the classrooms.</p> <p>In 1983-1984, the government was spending seven times more on each white schoolchild than they spent on each black schoolchild. In 1983-1984, only 4% of educators in white schools were poorly qualified. While 78% of educators in African schools had little or no adequate training.</p>

Reason for schools boycotts:

- Segregated and unequal education
- Lack of schools and facilities
- Shortage of textbooks
- Leakages of exam papers
- Low matric pass rates
- Demand for democratically elected Student Representative Councils
- No jobs available for school-leavers

Background information for MOVEMENT ACTIVITIES:

Activities 1-4:

RECREATION

Recreation includes any activity or pastime that promotes the revitalisation of the mind, body or spirit. It can be used to develop skills and establish interests outside the work environment. Most importantly, it enables people to use their free time productively and in a non-destructive way.

Depending on the nature of the recreation activity, it can provide one with a form of adventure (adrenalin rush) as a healthy alternative to experimenting with drugs or getting involved in gang-related activities.

While recreation activities should provide stimulation, innovation and excitement, it is not always possible to present these activities in the school environment due to the financial and physical resources required. The three types of recreation activities suggested in Lesson Plans 4-6 are suitable for classroom use: orienteering, outdoor exercise circuit and gymnastic stunts.

ORIENTEERING

Orienteering involves finding of a number of locations in an allotted time. Each location has a marker with a code on it which has to be written down on the scorecard to prove that the person was at the location. It is advisable to have at least 3 – 4 different colours at each location to add diversity in the route which is to be followed. Learners coded as red follow instructions on red cards at locations, etc. This prevents learners from following each other. To avoid learners from memorising routes, change position of locations every session.

It is important to prepare and place the coded markers prior to the start of an orienteering session to avoid time being wasted. Provide a sufficient number of locations and varied routes per activity to ensure that learners truly have to find their own way and to encourage learners to be on the move at a fast walking pace or jogging pace for at least 15-20 minutes of the session.

There are numerous types of format and coding methods available for orienteering. Some examples of formats and codes are cited:

FORMAT EXAMPLES

- | | |
|------------------------------|--|
| 1. Points competition | Each marker can be worth a certain number of points, depending on its accessibility and distance from the start point. Participants are given a set time and are required to obtain as many points as possible in the allotted time. Penalties are given for people arriving after the time is up. The person or team with the most points wins. |
| 2. Individual | Each participant is given certain markers to find. The most successful and quickest person wins. |
| 3. Team event | This is the same as the individual format, excepting that a team is formed and participants' times are added or the average time is taken. |
| 4. Team relay | In this format, each participant goes out in turn to find certain markers. |

CODING EXAMPLES

Coding can take many forms. At school level, this can be done to suit the level of the pupils taking part. For example, a **mathematical** problem on the marker has to be solved before moving on to the next marker.

Possible extensions:

ACTIVITIES ON *Environmental, community and societal issues*

- Learners study organisations (e.g. Afrikaner Broederbond) or people (e.g. Hendrik Verwoerd) who have supported discrimination and discuss why they acted in the way they did and the effects that their activities have had on society.
- Learners can develop and present a five-minute role-play on the events of 16 June 1976 to Grade 8 and 9 learners, highlighting the importance of Youth Day on the South African calendar.

MOVEMENT ACTIVITIES

- Arrange a class outing to a nearby park or safe area in which to participate in an orienteering activity.
- Take learners on a 1-2 hour hike in an area unknown to them.



Resources needed:

- Newspaper clippings on human rights issues
- Map of school grounds or area to be used for orienteering activities
- Markers to indicate locations
- Cards to record codes on for each location
- Scorecards for learners to record codes on

Teacher reflection:

LESSON PLAN 5		Duration: Term 3, Weeks 1-3 (5-6 hours)
Context: Enhancing the world we live in		
Learning Outcomes and Assessment Standards:		
LO2: The learner is able to demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practise responsible citizenship, and enhance social justice and sustainable living.	LO3: The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.	
AS1 Identifies social and environmental issues, and participates in a group project to address a contemporary social and environmental issue, <i>e.g. abuse, depletion of resources.</i> AS2 Explains the value of diversity, and discusses contemporary contributions of individuals and groups in addressing discrimination and violations of human rights.	AS4 Plans and participates in a self-designed environmentally responsible outdoors recreational group activity, analysing value of own participation in such an activity.	
Content: Environmental, community and societal issues; Human rights; Outdoor exercise circuit; Responsible use of the environment for recreation		
SUB-CONTEXT: How issues have been dealt with (3-4 hours)		MOVEMENT ACTIVITIES (2-3 hours) – Outdoor Exercise Circuit
<p>1. <u>Setting the scene</u> (Discussion) Read the Rosa Parks story (see next page) and learners discuss the situation in groups:</p> <ul style="list-style-type: none"> What social issue did Rosa experience most of her life? Why did Rosa behave the way she did on the bus? Who was at fault in the situation and why? What effect did her behaviour have in the short term and long term? Were the sacrifices she made during the process worth it? <p>2. <u>Promoting our diversity</u> (Poster) On 27 April 1994, South Africans of all races voted for the first ever democratic government. Freedom Day is celebrated every year on 27 April and serves to remind us of our commitment to creating a united society that respects the rights and dignity of all people irrespective of race, creed and colour. Learners brainstorm the concept of diversity and what it means to live in a diverse society. Discuss why some individuals are willing to fight for and protect diversity while others are not. Learners identify at least three initiatives or events, such as religious and national holidays, that have been staged to promote diversity in South Africa:</p> <ul style="list-style-type: none"> What were these initiatives or events? What was their focus and purpose? In the long run, what impact will they have on South African society? <p>Small groups identify an initiative or event and record the focus, purpose and impact on a poster. Groups present posters to class.</p> <p>3. <u>South African heroes</u> (Case study) Provide extracts from the lives of South Africans who have acted in the interests of protecting the rights of others and pose questions which require of learners to analyse the actions of these individuals and to explain what contributions each has made in addressing discrimination and human rights violations in South Africa. See Annexure 5 for example of a case study exercise.</p>		<p>1. <u>Exercising outdoors</u> (+45 minutes) Learners discuss the value of exercising outdoors. Guide class through a warm-up, the exercises (see next page) that will be executed at each station on the outdoor circuit making them run once around the circumference of the exercise area between exercises and finish with warm-down.</p> <p>2. <u>Nature's gym</u> (+45 minutes) Learners discuss the use of nature in providing exercise equipment – how one can use a tree stump, etc. to exercise. Threes: Learners warm-up, complete the outdoor exercise circuit at their own pace for at least 20 minutes (they must run once around the circumference of the exercise circuit between exercises and may find themselves repeating some of the stations) and finish with a warm-down.</p> <p>3. <u>Using nature responsibly</u> (+45 minutes) Learners discuss the responsibility of persons using nature as an exercise venue – do not litter or cause harm to plant life, etc. Threes: Learners warm up, complete the outdoor exercise circuit at their own pace for at least 20 minutes (they must run once around the circumference of the exercise circuit between exercises and may find themselves repeating some of the stations) and finish with a warm-down.</p> <p>4. <u>Alternative outdoor activities</u> (+45 minutes) Learners discuss other ways in which the outdoors can be used as an exercise venue – rivers for rafting, road for running and cycling, trails for hiking, sky for ballooning, etc. Threes: Learners warm up, complete the outdoor exercise circuit at their own pace for at least 20 minutes (they must run once around the circumference of the exercise circuit between exercises and may find themselves repeating some of the stations) and finish with a warm-down. NOTE: Learners should complete an "Attitude to outdoor recreational activity" rating scale prior to and after engaging in the four activities and record their reflections on environmentally responsible outdoors recreational activities at the end of Activity 4. This must be submitted for assessment. Learner participation and involvement can be assessed using an</p>

Background information for activities on *How issues have been dealt with:*

ACTIVITY 1

ROSA PARKS – “I did not get on the bus to get arrested. I got on the bus to get home.”

On 1 December 1955 Rosa Parks boarded a bus in downtown Montgomery, Alabama. It would be the most famous bus ride in US history.

At the time, Parks was a 42-year-old seamstress returning home weary from her day's work and in pain from an inflamed shoulder. As was customary for black passenger, she got on the bus at the front door and paid the driver, then got off the bus and boarded through the back door. She then took her seat just behind the movable sign marking the “coloured” rear section of the bus.

As more white passengers boarded and filled up the white section at the front, one white man was unable to sit. The driver decided to move the sign marking the coloured section back a row, and told Parks to give up her seat.

As there were no black seats available either, Parks would have to stand. She refused to move. The driver called the police who arrested Parks and took her to the city jail.

When the bus driver challenged Parks, he picked on the wrong person. She was one of the most educated and politically engaged black women in Montgomery.

At the time of her arrest Parks was one of the most active and knowledgeable opponents of white supremacy in the state. Unable to get a job as a court stenographer on account of her colour, Parks worked as a seamstress and put her typing skills to use in the local branch of the National Association for the Advancement of Coloured People (NAACP), the main civil rights organisation of its day. At the time of her arrest Parks was secretary of the branch.

Parks' refusal to stand up on the bus was not premeditated. “I did not get on the bus to get arrested,” she said later. “I got on the bus to get home.”

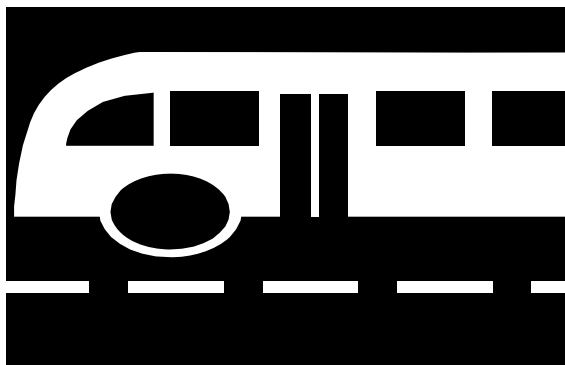
But her refusal was conditioned by her increasing resentment at white supremacy and segregation.

Parks' arrest was opportune in every respect. She was mild-mannered, a committed Christian and known to many, and her arrest galvanised her community. Community support for a boycott was unstoppable. The boycott started on December 5 when Parks appeared in court and lasted for another 380 days. Ironically, boycott leaders did not initially demand the end of segregation, but called for more courtesy from white drivers and the appointment of black drivers on black routes.

Despite a variety of attacks on black people, the boycott continued, and on December 20 1956, the federal court declared segregation illegal.

For Parks the boycott marked the end of her time in the front line of protest. Not only did she lose her job, her husband suffered a nervous breakdown due to the perpetual harassment during the boycott. To gain some respite, she moved to Detroit in 1957 and continued to support the civil rights movement by working to house the homeless.

(Extract from *Sunday Times*, October 30 2005: 35)



Background information for MOVEMENT ACTIVITIES:

A basic outdoor circuit can be put together quite effectively with a pile of old tyres, cooldrink bottles, solid branches, poles, tree stumps and wooden markers. The teacher's task is to ensure that a sufficient variety of exercises are included to address the various muscle groups in the body. The circuit and nature and layout of equipment should be of a permanent nature to allow learners to participate in the exercises in their own time.

The circuit should consist of at least ten stations that are placed at least 25m apart so that the circumference of the circuit is 250m. Where possible, items found in nature should be used to create the equipment required for each station. Learners can assist with this in their own time. Allow each group to start exercising at a different station.

EXAMPLE OF TEN STATIONS FOR AN OUDOOR CIRCUIT

- Hurdling (over objects raised at least 50cm from the ground)
- Pull-ups (using object raised at least 50cm from the ground) – lie on back and grasp object with hands, pulling self up while keeping body in straight line and only heels remaining on ground
- Leopard crawl on hands and feet (under objects raised at least 50 cm from the ground)
- Leaping from one tyre to the next on alternating legs
- Bunny hops (over an object raised at least 50cm from the ground)
- Hop back and forth around two markers alternating legs on each new turn
- Sit-ups hooking feet under those of a partner
- Side steps from one side to the other while weaving in and out of markers
- Arm dips (using an object raised at least 30 cm from the ground)
- Burpees: from standing position bend down and place hands shoulder width apart just in front of feet, taking weight on hands extend legs with feet in air to behind body landing on toes, repeat action bring feet back to starting position, take weight on feet and push body upwards into a jumping action (end jumping up at target suspended overhead stretching one hand towards it – alternate hand on each jump)



Possible extensions:

ACTIVITIES ON *How issues have been dealt with*

- Learners study the activities of organisations such as the Truth and Reconciliation Commission and discuss the effects that their activities have had on society.
- Learners design a board game to teach younger learners about diversity, unity and human rights.

MOVEMENT ACTIVITIES

- Allow learners to use the circuit in their own time after school hours.
- Allow learners to develop and participate in additional stations they feel should be added to the outdoor circuit.

Resources needed:

- Newspaper articles on discrimination and human rights violations
- Extracts from the biographies of human rights campaigners
- Pamphlets on the activities of various organisations
- Task cards which give the name and instructions or diagrams for the exercise at each station

Teacher reflection:

LESSON PLAN 6		Duration: Term 3, Weeks 4-9 (11-12 hours)
Context: Enhancing the world we live in		
Learning Outcomes and Assessment Standards:		
LO2: The learner is able to demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practise responsible citizenship, and enhance social justice and sustainable living.	LO3: The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.	
AS1 Identifies social and environmental issues, and participates in a group project to address a contemporary social and environmental issue, <i>e.g. abuse, depletion of resources.</i>	AS4 Plans and participates in a self-designed environmentally responsible outdoors recreational group activity, analysing value of own participation in such an activity.	
Content: Environmental, community and societal issues; Human rights; Project plans; Outdoor stunts; Value of recreation		
SUB-CONTEXT: Acting on issues (7-8 hours) NOTE: The five activities contained in this Lesson Plan make up the formal group project task which counts 50 marks.		MOVEMENT ACTIVITIES (4-5 hours) – Outdoor Stunts
<p>1. <u>Identify the issue to be addressed</u> (Brainstorming: 1 hour) (5 marks) Learners work in project groups (maximum of four members) and brainstorm a list of social and environmental issues in the immediate community – groups should identify as many issues as possible. Groups weigh up all the issues on their lists and decide on an issue to address for their group project, motivating their particular choice and hand this in as their concept paper for teacher review.</p> <p>2. <u>Develop a draft project plan</u> (Action plan: 2-3 hours) Project groups develop draft implementation plans for addressing the issue identified in Activity 1. The following components must feature in the plan:</p> <ul style="list-style-type: none"> • Statement of purpose • Activities • Timeframe • Division of labour • Budget (if necessary) • Resources • Progress <p>3. <u>Review and finalise implementation plan</u> (Peer review: 1-2 hours) (15 marks) Project groups present their implementation plans to peer group(s) for review, then discuss and revise their plans accordingly. Plans are handed to teacher who assesses each plan on structure (e.g. what has been included, what is missing, overall format and usefulness) and content (feasibility of timeframe, appropriate division of labour, etc.).</p> <p>4. <u>Implement project plan</u> (Group project: after hours in own time) (group work – 10 + individual work – 10 = 20 marks) Project groups implement their plan over a period of 6-10 weeks spending two hours a week in their own time addressing their identified issue. Groups should record weekly progress on their planning template in their workbooks. The teacher can arrange interviews with groups to monitor progress or clarify issues if necessary during the implementation phase.</p>		<p>1. <u>Obstacles</u> (±45 minutes) Introduce learners to the use of the human body as an obstacle or piece of equipment. Learners warm up and stretch. Fours: Learners experiment with ways in which to move over, under, through and around the body or body parts of others who take up different positions as individuals or in twos and threes. First engage in movements that require no support or assistance from group members and then use group member(s) to support or assist the execution of the movement, for example hurdle over group members placed in different positions without making contact and then leapfrog over group members placing hands on group member for support during leap. Each group creates a continuous sequence of 8-10 over, under, through and around movements incorporating all four group members and presents to peer group.</p> <p>2. <u>I like the way you move</u> (±45 minutes) Introduce learners to the use of shape, levels, pathways and actions while moving. Learners warm up and stretch. Fours: Experiment with variety of body shapes, levels, pathways and actions while leaping, rolling, turning and taking weight on hand(s) and other body parts. Learners challenge one other to go further and be more creative, daring and different. Each group creates a continuous sequence of 8-10 movements using shape, levels, pathways and actions incorporating all four group members and presents to peer group.</p> <p>3. <u>Manipulating body weight</u> (±45 minutes) Introduce learners to the actions of lifting, carrying, lowering, counterbalancing, swinging and spinning the body weight of others. Learners warm up and stretch. Fours: Experiment with lifting, carrying, lowering, counterbalancing, swinging and spinning the body weight of others. Each group creates a continuous sequence of 8-10 movements using lifting, carrying and lowering actions incorporating all four group members and presents to peer group.</p> <p>4. <u>Wrestlemania</u> (±45 minutes) Introduce learners to the concept of balance and how it is influenced by the size of the base used in different body positions and movements. Learners warm up and stretch.</p>

<p>5. <u>Impact report</u> (Group project: after hours in own time) (10 marks)</p> <p>Each group submits a report on their project by the agreed upon due date. The report should include the following components:</p> <ul style="list-style-type: none"> • Implementation plan and accompanying progress notes • Impact report – analysis of the impact their project had on the social or environmental issue targeted by the group 	<p>Fours: Experiment with different size bases during movements and positioning, testing how easy or difficult it is to push or lift group members off balance or ground using different body parts while group members are engaged in different movements and positions.</p> <p>Each group picks 4-5 different positions and carries out group analysis on use of base size and resistance offered by each.</p> <p>5. <u>Projectiles</u> (±45 minutes)</p> <p>Introduce learners to using movement to initiate or launch the movements of others. Learners warm up and stretch.</p> <p>Fours: Experiment with initiating the movement of a stationary group member, for example spinning and launching a stationary group member and then a moving group member into the air lifting for distance and then height.</p> <p>Each group chooses and practises two launches for height and two for distance and then competes against a peer group to see who can project a member higher and further. All four group members must be involved in the movement.</p> <p>6. <u>Pyramids in fours</u> (±45 minutes)</p> <p>Introduce learners to the building of pyramids and the different figures that can be created. Learners warm up and stretch.</p> <p>Fours: Experiment with the creation of different figures making sure at least one group member and then two are off the ground at a time. Start with figures that are close to the ground and build up to those that are as high as possible. Learners can incorporate the movements experienced in Activities 1-5 in the building and dismantling processes.</p> <p>Each group creates a continuous sequence of 4-5 figures incorporating all four group members and presents to peer group.</p> <p>Wrap up with discussion on the value of participation in recreation activities.</p> <p>7. <u>Pyramids in eights</u> (±45 minutes)</p> <p>Learners warm up and stretch.</p> <p>Eights: Experiment with the creation of different figures making sure at least four group members are off the ground at a time. Start with figures that are close to the ground and build up to those that are as high as possible. Learners can incorporate the movements experienced in Activities 1-5 in the building and dismantling processes.</p> <p>Each group creates a continuous sequence of 4-5 figures incorporating all eight group members and presents to peer group.</p> <p>Wrap up with discussion on the value of participation in recreation activities.</p> <p>NOTE: Learners should complete an "Aptitude for stunts" rating scale prior to and after engaging in the seven activities and record their reflections on what they have learnt and what skills they have developed by the end of Activity 7. This must be submitted for assessment.</p> <p>Learner participation and involvement can be assessed using an observation checklist which contains relevant criteria.</p> <p>Use the rating scales, reflections and checklists results generated in Lesson Plans 4-6 to calculate a mark for Practical Assessment Task 2: Recreation (50 marks).</p>
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Background information for activities on *Acting on issues*:

Activities 1-5

GROUP PROJECT

This activity helps learners analyse the environmental and social needs of the community and do something practical about them. Group size should not exceed four members and all members must play an active role in the project – members will be assessed on both group work and individual work (See Activity 4).

Components of Project Implementation Plan

In creating an overall project implementation plan, learners should include the following components:

- **Statement of purpose:** An indication of what the group hopes to achieve
- **A planning template** which includes the following:
 - **Activities:** A list of what needs to be done
 - **Timeframe:** An indication of dates by which certain things would be done
 - **Division of labour:** An indication of who in the group is responsible for doing each task, or a description of each group member's role and duties
 - **Budget (if necessary):** A plan for how and when the group will spend the required predetermined amount of money for the project. Note: Learners will need to generate these funds on their own initiative prior to implementing their project plan.
 - **Resources:** A checklist of required resources, the dates they are needed and who will be responsible for each one.
 - **Progress:** Learners reflect against plan during implementation phase and record progress made or lack thereof giving reasons against each activity

Teachers should review group plans and provide each group with feedback on the plan prior to implementation. Learners should be encouraged to consult the teacher during the implementation phase too. First and last drafts of the plan can be used for reflection and assessment.

Assessment of group project

Assess the process -- how well the project was planned, how well it was carried out, how well the group worked together and how much of an impact the project had. Learners are assessed on their whole group's progress and on what they identified as their personal contribution to the project. Additionally, groups can be evaluated on their ability to stick to their original timeframe and overall project plan or their ability to thoughtfully adapt and justify revisions to their plans.

Criteria for assessment

- Project has social or environmental value for immediate community
- Sustainability of project and/or its impact on the community
- Project should run a minimum of ten weeks with learners spending two hours a week on the intervention action

Background information for MOVEMENT ACTIVITIES:

Activities 1-6

SUGGESTED STRUCTURE OF EACH ACTIVITY

The following basic framework is suggested for a 45-minute outdoor stunts session. It is only a guideline and teachers are encouraged to be flexible.

A. WARM-UP OR INTRODUCTORY ACTIVITY (3-5 minutes)

The activity should prepare the body for what is to come - could involve moving the body about vigorously; stretching; experimenting with different movements or revising previous movements. This section is important for communicating expectations by naming the expected outcomes for the session.

B. SKILLS DEVELOPMENT (10-15 minutes)

Group skills could be developed by allowing free experimentation of movement. Repetition of skills should be allowed to refine the skills. During this time learners should be encouraged to think and work creatively.

C. SKILLS APPLICATION (15-20 minutes)

Group skill work, creativity and group sequences can now be applied or performed for self, group or peer assessment.

D. WARM-DOWN OR CONCLUDING ACTIVITY (3-5 minutes)

A session should be ended in an orderly manner and bring the class together in either a final activity, the collection of equipment, the review of a specific skill, movement or behaviour and/or a reflection of the expected outcomes for the session.



Activity 6

BENEFITS OF PARTICIPATION IN RECREATION ACTIVITIES

- Boost self-image
 - Successful experience transfers into workplace and family situation – success breeds success
- Broaden interests
 - Training ground to discover and develop new skills
- Meet people
 - Develop network of friends
 - Provides support mechanism to fall back on in times of stress or in answer to the demands in life – job, divorce, death, etc.
- Healthy use of leisure time
 - Boosts physical and mental health
 - Encourages constructive use of time instead of experimenting with and abusing substances

Possible extensions:

ACTIVITIES ON *Acting on issues*

- Learners can extend period of group project and participate beyond the ten-week period.
- Groups can be challenged to address another issue after they have completed the first one successfully.
- Encourage learners to get involved in existing community projects and to participate in these on a regular basis.

MOVEMENT ACTIVITIES

- Learners can engage in climbing activities if there are objects such as trees, walls, fences or steep inclines in the vicinity that can accommodate their body weight.
- Learners can engage in tumbling or rolling activities if there are slopes in the vicinity.

Resources needed:

- Planning templates for group projects
- Even playing area covered in grass, free of glass and stones

Teacher reflection:

LESSON PLAN 7		Duration: Term 3, Week 1 and Term 4, Weeks 1-3 (7-8 hours)
Context: Enhancing personal health and potential		
Learning Outcomes and Assessment Standards:		
LO1: The learner is able to achieve and maintain personal well-being.	LO3: The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.	
AS2 Explains different life roles, how they change and affect relationships. AS3 Explains changes associated with growing towards adulthood and describes values and strategies to make responsible decisions regarding sexuality and lifestyle choices in order to optimise personal potential.	AS1 Participates in programmes to promote well-being and describes the relationship between physical fitness and physical-, mental- and socio-emotional health.	
Content: Human development in the five developmental domains; Changing roles of men and women; Principles and structure of exercise programme; Walking or running exercise programme; Health-related components of fitness		
SUB-CONTEXT: Changes associated with growth (4-5 hours)		MOVEMENT ACTIVITIES (3-4 hours)
<p>1. <u>Setting the scene</u> (Discussion) While human physical growth is easy to see, the other forms of growth – social, emotional and mental – are not always that visible. Physical growth is accompanied by changes in one's body and changes in one's social, emotional, movement and mental capacities. While individuals may experience the period of adolescence as awkward, this does not mean that adolescence needs to be a bad experience. Read the text provided on the following page to the class. Groups discuss the 'fun' side and 'not-so-fun' side of adolescence and what they are currently experiencing in their own developmental domains. Learners compare their current level of physical, social, emotional, movement and mental development with that when they were babies – What changes have taken place? Can they pinpoint different stages in their physical, social, emotional, movement and mental development from birth to starting school to starting high school? In what ways do they still expect to change beyond the age of 21? Learners use a simple timeline to record their responses and then share responses with the class.</p> <p>2. <u>The facts about physical growth</u> (Teacher presentation) Make a presentation on the physical changes in both genders using relevant and accurate diagrams or posters of:</p> <ul style="list-style-type: none"> • Reproductive organs • Sexual organs: names and functions • Hormonal changes • Increased growth rates and bodily proportions • Primary changes in the body: menstruation and ovulation; sperm production and ejaculation – what it is, why it happens, how it happens, when it happens • Skin problems • Changing body needs <p>Learners take notes using a table with appropriate headings to record the changes in both genders during the presentation. Wrap up with a quiz. NOTE: Due to the sensitive nature of the content you may split the two genders into separate groups for the presentation.</p>		<p>1. <u>Setting the scene</u> (+45 minutes) Physical fitness is the ability of the human body to function effectively and efficiently. An exercise programme should be planned on the following principles for it to be of benefit:</p> <ul style="list-style-type: none"> • Frequency: regularly – at least 3 times a week • Duration: 15-20 minutes per session • Intensity: 60-80% of maximal heart rate at a sustained pace for at least 15 minutes <p>An exercise session should be structured to include the following components – explain each briefly:</p> <ul style="list-style-type: none"> • Warm-up, can include stretching (2-3 minutes) • Exertion (15-20 minutes) • Warm-down, can include stretching (2-3 minutes) <p>Show learners how to measure heart rate and ask them to record their resting rate after lying prone for two minutes and immediately after the exertion phase of the session – this will give an indication of the intensity. Engage learners in the suggested walking or running exercise programme.</p> <p>HOME EXERCISE PROGRAMME: Learners participate in a walking or running exercise programme at least three times a week in their own time until the end of this Lesson Plan and keep record of the frequency, duration and intensity of the exercise sessions. They will be required to submit an exercise logbook at the end of Lesson Plan 9 to indicate participation in a home exercise programme. Learners who have access to a bicycle or swimming pool can engage in cycling or swimming instead of walking or running.</p> <p>2. <u>Aerobic versus anaerobic exercise</u> (+45 minutes) Aerobic exercise is exercise which allows the body to sustain performance over long periods of time – oxygen needs of muscles met during the exercise, for example walking at a moderate pace. Anaerobic exercise allows the body to perform over short periods of time – oxygen needs of the muscles are not met during the exercise, for example 100m sprints. Point out how the type of exercise involved in aerobic and anaerobic exercise impacts on one's health or fitness. Based on the comparison between the two types of exercise, it would appear that aerobic exercise is more beneficial for one's health.</p>

<p>3. <u>Exploring changes in social, emotional, movement and mental development (Word collage)</u></p> <p>Small groups compile a word collage that focuses on the changes in social, emotional, movement and mental development during adolescence to adulthood, highlighting how this development will assist them in their lives after school. The learners should use words and phrases to depict the changes and organise the information in a meaningful manner. Groups share their information with other groups to see if they have a similar understanding of the types of development that take place in each domain.</p> <p>Engage learners in a discussion on the needs and responsibilities related to each domain of development at this specific stage in their lives.</p> <p>Wrap up with a short discussion on the factors that influence a person's development in the different developmental domains. Touch on the role of the media in this respect.</p> <p>4. <u>Battle of the sexes (Debate)</u></p> <p>Engage class in a debate which addresses:</p> <ul style="list-style-type: none"> • The changing roles of men and women in modern-day family life, the workplace and society • The impact the changing roles have on the social, mental and emotional development of both genders • The impact of the changing roles on relationships between men and women <p>Wrap up with a snap survey on the percentage of learners in the class who support changing roles and record responses per gender.</p>	<p>Learners make suggestions of aerobic-type exercise programmes.</p> <p>Engage learners in the suggested walking or running programme.</p> <p>3. <u>Health-related components of fitness (+45 minutes)</u></p> <p>Health-related fitness is the ability of the body to reduce the possibility of heart disease. Briefly explain each of the health-related fitness components (five in total):</p> <ul style="list-style-type: none"> • Body composition • Cardiovascular fitness • Muscular strength • Endurance • Flexibility <p>Engage learners in the suggested walking or running programme.</p> <p>4. <u>Impact of an aerobic exercise programme on health (+45 minutes)</u></p> <p>Present the health-related benefits of an aerobic exercise programme by indicating the rating of different types of aerobic exercise in relation to each of the health-related components of fitness. These ratings are critical when deciding on the type of exercise programme to pursue as it would be pointless to follow a programme that has little benefit and expect noticeable results. Engage learners in the suggested walking or running programme.</p> <p>5. <u>Measurement of the health-related components (+45 minutes)</u></p> <p>Explain how one can measure each of the health-related components of fitness to keep track of one's progress in each. Engage learners in the suggested walking or running programme.</p>
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Background information for activities on *Changes associated with growth:*

Activity 1: Setting the scene

ADOLESCENCE CAN BE FUN

Adolescence is that time of your life when you get to explore and discover new things, hang out with friends and discover your own identity and uniqueness. It can also be a pretty confusing time. Big changes are taking place – your body and feelings are developing and will continue to do so for a couple more years. What makes this period of your life harder is that you are no longer considered a child but neither are you considered an adult – you're sort of stuck between the two worlds with no one to talk to. When you try to ask questions about the changes you are experiencing you're told to wait till you are older. Your friends are experiencing exactly what you are, so they don't have any advice to give.

Body-wise you are pressured to look good – this is the recurring message published in all magazines and TV adverts. Some people feel uncomfortable about their bodies during this stage. Many girls will experience that their bodies become more curved and rounded – in places they don't necessarily like. Boys on the other hand will experience the firming up of muscles and the appearance of facial hair. You tend to measure your appearance and whether it is up to standard by things such as pimples that suddenly appear from nowhere overnight.

Many adolescents admit to feeling at odds with themselves and the world around them. You consider parental advice being told what to do instead of what it is – good, sound advice. It is usual for you to get irritable very easily and feel that no one understands you as your hormones start to come alive. However, it is important not to let your hormones get the better of you. This is your first taste of what it is to be an adult man or woman.

Background information for MOVEMENT ACTIVITIES:

Activity 1: Setting the scene

Principles of exercise:

- Frequency (how often): indicated by the number of exercise sessions one completes in a week; most beneficial if exercise 3-6 times a week
- Intensity (how hard): exertion of body beyond normal daily level, for example between 60-80% of maximal heart rate
- Duration (how long): exercise should be done for an extended period of time, for example at least 15 minutes per session

Structure of exercise session:

- Warm-up: Move at a gentle, but constant pace for 2 minutes, picking up the pace in the second minute; then engage in a gentle stretching routine which includes the major muscle groups
- Exertion: Move at a moderate to brisk pace for 10-15 minutes
- Warm-down: Move at a gentle pace for 2 minutes, slowing down the pace in the second minute – may engage in stretching routine if one was not completed during the warm-up

Why should one warm up and warm down?

- Warm-up: To prepare the muscles and heart for the exercise to follow; can include stretching – reduces the chance of injury and improves performance
- Warm-down: To bring the body back to resting state after exercise, can include stretching – reduces the chance of stiffness and muscle soreness

How to measure heart rate:

- 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.
- Count the number of pulses in 15 seconds and multiply the number by 4. This is the one-minute pulse rate.

Activity 2: Aerobic versus anaerobic exercise

Aerobic versus anaerobic exercise:

- While both aerobic and anaerobic exercise helps one achieve cardiovascular fitness, aerobic exercise is the better option when wanting to develop the other health-related components of fitness as it is engaged in over extended periods of time. This is beneficial for muscular endurance and body composition.
- Furthermore, the type of aerobic activity engaged in is also vital to developing one's fitness. While bowling is an aerobic activity, it does not place the heart under continuous stress over a sustained period of time. To be effective, aerobic exercise needs to be engaged in over an extended period of time without rest intervals. Examples of such activities are handball, basketball or squash where the heart is exposed to moderate bursts of exercise interspersed with continuous movement over a period of at least 15 minutes without rest.

Aerobic-type exercise programmes:

- Walking, running, cycling, rowing, swimming, hiking, etc.
- Rhythmic exercise routines such as aerobics, kickboxing routines (Taebo), etc.
- Games such as handball, basketball, squash, etc.



Activity 3: Health-related components of fitness

Health-related components of fitness = lessen risk of heart disease:

- Body composition: Percentage of fat making up the body
- 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
- **Strength:** Ability to exert force or lift heavy weights

Activity 4: Impact of an aerobic exercise programme on health

How each type of exercise impacts on the health-related components of fitness

Exercise type	Body composition	Cardiovascular fitness	Flexibility	Muscular endurance	Strength
Walking	2	2	1	1	1
Running	3	3	1	1	1
Swimming	2	2	2	2	2
Cycling	3	3	1	2	2
Hiking	2	2	1	2	2
Rhythmic aerobics or kickboxing routine	3	3	3	2	2

Scale: 3 = very good; 2 = good; 1 = minimum

Activity 5: Measurement of the health-related components

The following table provides examples of how to measure the health-related components of fitness in an elementary non-scientific manner that does not require expensive equipment:

ITEM	HEALTH COMPONENT
1. Run in place Run in place for one minute (80 steps per minute). Rest for one minute and count the heart rate for thirty seconds. A heart rate of 75 or lower passes.	Cardiovascular fitness
2. Wall touch Sit on the floor with your feet against a wall. Keep the feet together and the knees straight. Bend forward at the hips. Reach forward and touch your fingertips to the wall. Bend forward slowly, do not bounce.	Flexibility
3. The pinch Have a partner pinch a fold of skin on the back of your upper arm halfway between the tip of the elbow and the tip of the shoulder. Use a block of wood 10mm in width to measure the skinfold width. The width should not be greater than 10mm.	Body composition (body fatness)
4. High leg press up Start in the push-up position with knees resting on a bench. Keep the body straight, press off the floor until the arms are fully extended. Execute one press up.	Strength
5. Two-minute hop With the hands behind the head, jump up and down switching feet in the air each time so that one foot always lands in front of the line and the other behind the line. Repeat as many times as possible in two minutes. One hundred and fifty jumps over line passes.	Muscular endurance and cardiovascular fitness

Example of a stretching routine

Use the following routine to stretch. When stretching remember:

- Do not bounce.
- Hold each stretch for 20 counts.
- Move slowly into stretch.
- Stretch to feel strain and not pain.
- Breathe deeply.
- Repeat each stretch 2 - 3 times.

ARMS AND SHOULDERS (a) Standing erect, bend right arm behind back and reach up, bend left arm above head and grasp right hand. Gently pull and hold for 15 seconds. Change hands. (b) Stand erect and bend right elbow above head and reach down back. Raise left arm and press right elbow with left hand. Hold for 15 seconds and repeat other arm.	CALF, ACHILLES AND ANKLES (a) Stand near a wall or post, lean on it with your forearms and rest your head on your hands. Bend one leg and put your other leg straight behind. Move your hips forward, keeping your back flat. Keep the heel of the back leg on the ground with your toes pointing straight ahead. Hold for 15 seconds. Stretch other leg. (b) Stand as above, but with back knee bent. This time lower your hips downward. Keep your heel on the ground. Hold for 15 seconds. Repeat on other leg.
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<p>QUADRICEPS Lying face down reach behind with right hand and hold left leg just above ankle for 15 seconds. Repeat with other leg.</p>	<p>HAMSTRINGS Lean forward as far as possible, keeping your back straight. Stretch away with your hands until you feel a pleasant stretch in your hamstring. Hold for 15 seconds.</p>
<p>INNER THIGH STRETCH Sitting down, put soles of your feet together and hold onto your toes. Gently pull yourself forward bending from the hips until you feel your groin stretch. You may also feel a stretch in the back. Hold for 15 seconds. Do not make initial movement for stretch from head and shoulders. Move from the hips. Head should be erect facing forward.</p>	<p>BACK (a) Lower back: Lying on back, grasp right leg below the knee and pull to chest, hold for 15 seconds and repeat other leg. (b) Upper back: Clasp hands and press inwards. Reach up as high as possible.</p>

Suggested walking or running programme for Activities 1-5

- Warm-up: Learners walk or run at a gentle, but constant pace for 2 minutes, picking up the pace in the second minute; guide learners through a gentle stretching routine which includes the major muscle groups.
- Participation: Allow learners to walk or run at a moderate to brisk pace for 10-15 minutes.
- Warm-down: Learners walk or run at a gentle pace for 2 minutes, slowing down the pace in the second minute.

Possible extensions:

ACTIVITIES ON *Changes associated with growth*

- Let learners research and report back to the class on the following:
 - How different cultural groups mark the change in life roles from childhood to adulthood
 - Rites of passage, including traditional initiation rituals and ceremonies

MOVEMENT ACTIVITIES

- Allow fitter learners to exercise 5 minutes longer than the others and allow those who battle to rest when they feel the need to.
- Let learners make use of strap-on and handheld weights to add to the intensity of the exercise programme.
- Handheld weights can be improvised through the use of basic items such as cooldrink tins and plastic 500ml cooldrink bottles filled with sand and sealed (different sets of weights can be made to cater for individual levels of fitness).
- Strap-on weights can be improvised through the use of basic items such as plastic bags, sand, broad tape and broad strips of cloth (shape sand in flat rectangular shape inside bag, then seal bag well and tie onto wrists and ankles with strips of cloth).

Resources needed:

- Relevant diagrams or posters dealing with the facts of physical growth
- Improvised weights for those learners needing to increase the intensity of the walking or running programme:
 - Cooldrink tins and plastic 500ml cooldrink bottles filled with sand and sealed
 - Plastic bags, sand, broad tape and broad strips of cloth
 - Even playing area, free of glass and stones

Teacher reflection:

LESSON PLAN 8		Duration: Term 4, Weeks 4-6 (5-6 hours)
Context: Enhancing personal health and potential		
Learning Outcomes and Assessment Standards:		
LO1: The learner is able to achieve and maintain personal well-being.	LO3: The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.	
AS2 Explains different life roles, how they change and affect relationships.	AS1 Participates in programmes to promote well-being and describes the relationship between physical fitness and physical-, mental- and socio-emotional health.	
Content: Life roles; Rhythmical exercise programme; Benefits of exercise		
SUB-CONTEXT: Life roles and responsibilities (3-4 hours)		MOVEMENT ACTIVITIES (2-3 hours)
<p>1. <u>Setting the scene</u> (Discussion)</p> <p>Read the case study provided on the next page to the class and ask them to identify the different roles that Lerato has to play in his life and list the responsibilities linked to each role. How many of the roles can the class identify with?</p> <p>The life roles of an adolescent and an adult differ in many respects and so do their responsibilities. Small groups tabulate the differences between the two and list the responsibilities attached to each role.</p> <p>Point out that different cultures view the different life roles differently and attach different traditions to the transition from adolescence to adulthood. In western culture, 18 is the legal age for driving and is considered the start of adult life, while in other cultures an adolescent first needs to undergo an initiation ceremony or rite of passage to prove that he or she is ready for adult life.</p> <p>HOME TASK:</p> <p>Learners look for information and interview parents, teachers and others in the community about the various life roles and indigenous rites of passage in the different South African cultures in preparation for Activity 5.</p> <p>2. <u>Evolving nature of life roles</u> (Timeline)</p> <p>We do not stay babies for life. We grow up and as we grow we take on different life roles. Small groups list all the possible life roles that one is expected to fulfil from birth to retirement age, place the different roles in chronological order on a timeline and then indicate the responsibilities associated with each role alongside the timeline. Learners should leave space on one side of the timeline to be completed in Activity 4. Learners compare life roles and responsibilities across groups and finally discuss the changing nature of life roles by analysing the responsibilities associated with each and describing how one role evolves to the next.</p> <p>3. <u>Life roles thrust on one</u> (Case study)</p> <p>Some life roles are forced on one at a younger age than is expected. Learners identify these roles and their related responsibilities. Provide learners with a relevant case study and discussion questions (see example on next page) and they advise the individual how to cope with the situation.</p> <p>4. <u>Impact of life roles on relationships</u> (Extension of timeline from Activity 2)</p> <p>Learners reflect on what they discovered in the case study dealt</p>		<p>1. <u>Physical and movement benefits of exercise (+45 minutes)</u></p> <p>A rhythmical exercise programme involves the performance of movements in rhythmical pattern while repeating each exercise a number of times (e.g. aerobics, kickboxing routine). Hold a class discussion on the physical and movement benefits of participating regularly in an exercise programme. Learners start a mind map with the physical and movement benefits of exercise and the consequences for the physical and movement domains of not participating. They will add the mental, emotional and social domains in the activities that follow.</p> <p>The structure of a rhythmical exercise programme is identical to that for the walking or running programme previously engaged in.</p> <p>Learners measure and record their resting rate after lying prone for two minutes.</p> <p>Engage learners in the suggested aerobics or kickboxing exercise programme.</p> <p>HOME EXERCISE PROGRAMME:</p> <p>Learners participate in a rhythmical aerobics or kickboxing exercise programme at least three times a week in their own time until the end of this Lesson Plan and keep record of the frequency, duration and intensity of the exercise sessions. They will be required to submit an exercise logbook at the end of Lesson Plan 9 to indicate participation in a home exercise programme. Learners who have access to a gym or fitness club can engage in the aerobic-type exercise programmes offered by the club, for example step class or spinning.</p> <p>2. <u>Mental benefits of exercise (+45 minutes)</u></p> <p>Hold a class discussion on the mental benefits of participating regularly in an exercise programme. Learners continue with the mind map to which they add the mental benefits of exercise and the consequences for the mental domain of not participating at all.</p> <p>Engage learners in the suggested aerobics or kickboxing exercise programme.</p> <p>3. <u>Emotional benefits of exercise (+45 minutes)</u></p> <p>Class discussion on the emotional benefits of participating regularly in an exercise programme. Learners continue with the mind map to which they add the emotional benefits of exercise and the consequences for the emotional domain of not participating.</p> <p>Engage learners in the suggested aerobics or kickboxing exercise programme.</p>

<p>with in Activity 3 about life roles and their effect on relationships. Refer to the timeline developed in Activity 2. Learners analyse relationships with peers, the significant other in one's life and parents during each of the life roles by expanding on the nature of the relationship and what role dependence plays in each relationship. They can note their analysis on the timeline.</p> <p>5. <u>Cultural perspectives on life roles and rites of passage (Wagon wheel)</u></p> <p>Learners present findings on life roles and indigenous rites of passage in small groups and record the perspectives of the different South African cultures on life roles and rites of passage on a wagon wheel with relevant labels and text, placing the perspective of the different cultures in a separate section.</p>	<p>4. <u>Social benefits of exercise (+45 minutes)</u></p> <p>Hold a class discussion on the social benefits of participating regularly in an exercise programme. Learners continue with the mind map to which they add the social benefits of exercise and the consequences for the social domain of not participating. Engage learners in the suggested aerobics or kickboxing exercise programme.</p> <p>Learners study the completed mind map and reflect whether the information contained in it will influence them to participate in an exercise programme. They need to motivate their response.</p>
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Background information for activities on *Life roles and responsibilities*:

Activity 1: Setting the scene AND Activity 3: Life roles thrust on one

CASE STUDY:

Lerato is a 15-year-old Grade 10 learner. His mother works seven days a week. His father left home when he was three. Lerato's grandmother, who lives with them, is seriously ill and physically weak so needs constant assistance and supervision. His mother cannot stay home or she will lose her job and then they will have no money for rent and food.

As there is no one else in the house, Lerato has to stay home and look after his grandmother. As he is at home everyday, he is expected to cook and clean too.

Lerato hardly attends school but keeps himself up to date by finding out what is happening in class and doing the work on his own. His school is threatening to expel him but his mother is too tired to do something about the situation.

QUESTIONS FOR DISCUSSION IN ACTIVITY 3:

- What different life roles are Lerato expected to fill in his home? Is this reasonable? Explain.
- What advice would you give Lerato about school?
- How can Lerato attend school and at the same time ensure that his grandmother is cared for?
- How should Lerato deal with his mother's lack of interest?
- In what way is the demand of playing life roles associated with adulthood impacting on Lerato's relationship with his mother?

Background information for MOVEMENT ACTIVITIES:

Activity 1: Physical and movement benefits of exercise

Physical and movement benefits of participating regularly in an exercise programme:

BENEFITS OF REGULAR PARTICIPATION	
1. PHYSICAL	2. MOVEMENT
<p>Improved cardiovascular fitness</p> <ul style="list-style-type: none"> • Stronger heart muscle • Greater work efficiency • Reduced blood fat • Increased oxygen carrying capacity of the blood <p>Less body fat</p> <ul style="list-style-type: none"> • Less susceptible to disease • Improved appearance <p>Improved strength and endurance</p> <ul style="list-style-type: none"> • Greater work efficiency <p>Improved flexibility</p> <ul style="list-style-type: none"> • Less chance of injury <p>Other benefits</p> <ul style="list-style-type: none"> • Quicker recovery after physical exertion 	<p>Improved co-ordination</p> <p>Improved muscular control</p>

Structure of rhythmical exercise session:

- Warm-up: Move at a gentle, but constant pace for 2 minutes, picking up the pace in the second minute; then engage in a gentle stretching routine which includes the major muscle groups – see Lesson Plan 7 for a suggested stretching routine.
- Exertion: Move at a moderate to brisk pace for 10-15 minutes.
- Warm-down: Move at a gentle pace for 2 minutes, slowing down the pace in the second minute – may engage in stretching routine if one was not completed during the warm-up.

Activity 2: Mental benefits of exercise

Mental benefits of participating regularly in an exercise programme:

BENEFITS OF REGULAR PARTICIPATION

Reduced mental tension

- Improved sleeping habits
- Improved ability to study

Activity 3: Emotional benefits of exercise

Emotional benefits of participating regularly in an exercise programme:

BENEFITS OF REGULAR PARTICIPATION

Experience success

- Improved self-concept
- Recognition and acceptance of personal limitations

Activity 4: Social benefits of exercise

Social benefits of participating regularly in an exercise programme:

BENEFITS OF REGULAR PARTICIPATION

Opportunity to socialise with others

- Improved quality of life



Suggested rhythmic aerobic or kickboxing exercise programme for Activities 1-4

- Warm-up: Guide learners through a gentle stretching routine which includes the major muscle groups.
- Exertion: Guide learners through rhythmic aerobics or kickboxing routine, starting at a gentle pace of moving on the spot for 2 minutes, then continuing at a moderate to brisk pace for 10-15 minutes.
- Warm-down: Guide learners through a 2-minute warm-down, moving at a gentle pace and then lead a gentle stretching routine.

Suggested routine for the EXERTION phase:

10 minutes: jog on spot, lunges, knee lifts, twists, sidestep, other dance steps, twists, skipping, hopping, arm exercises including boxing actions

5 minutes: sit-ups; leg lifts in various directions; kicking actions

NOTE: The above movements should all be executed at constant rhythm in sets of 8 repetitions of each movement which are repeated once one has completed the final movement in the routine. It is advisable to choose pieces of music with a 4-count fixed rhythm of a moderate pace that helps one to exercise at a sustained rhythm. A tambourine, drum, shaker or vocal accompaniment and/or singing by the learners is a good substitute for music.

Possible extensions:

ACTIVITIES ON *Life roles and responsibilities*

- Allow learners to make posters on different life roles or rites of passage using relevant text and diagrams.

MOVEMENT ACTIVITIES

- Allow fitter learners to exercise 5 minutes longer than the others and allow those who battle to rest when they feel the need to.
- Let learners make use of strap-on and handheld weights to add to the intensity of the exercise programme.
- Let learners who have experience of aerobic or kickboxing routines lead the class.

Resources needed:

- Case studies on life roles
- Literature on life roles and indigenous rites of passage
- Cassette player and music cassette or CD player and CD or a tambourine, drum or shaker
- Weights as improvised in Lesson Plan 7

Teacher reflection:

LESSON PLAN 9		Duration: Term 4, Weeks 7-9 (5-6 hours)
Context: Enhancing personal health and potential		
Learning Outcomes and Assessment Standards:		
LO1: The learner is able to achieve and maintain personal well-being.	LO3: The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.	
AS3 Explains changes associated with growing towards adulthood and describes values and strategies to make responsible decisions regarding sexuality and lifestyle choices in order to optimise personal potential.	AS1 Participates in programmes to promote well-being and describes the relationship between physical fitness and physical-, mental- and socio-emotional health.	
Content: Decision-making; Healthy lifestyle choices; Aerobic-type game exercise programme; Individual exercise preferences		
SUB-CONTEXT: Making informed decisions (3-4 hours) <u>NOTE:</u> Activity 4 is a suggested test for the Programme of Assessment and counts 50 marks		MOVEMENT ACTIVITIES (2-3 hours)
<p>1. <u>Setting the scene</u> (Discussion) Quiz learners on the use of information in making decisions, for example, what information would they require when deciding what clothes to wear on an outing. However, knowing the facts is not always what makes a decision a good one as the consequences related to a decision play a critical role too. Provide groups with a real-life scenario (see next page – letters published in DRUM, TRUE LOVE, YOU or HUISGENOOT magazine) and ask them to indicate what information is required to help one make a better decision in the given situation. Small groups discuss the value of considering consequences when making decisions and the role that factors such as pressure (peer, family, etc.) and values play in their decision-making process. Thereafter, individuals identify and share which particular pressures and values inform their own decision-making processes.</p> <p>2. <u>Model for making informed decisions</u> (Note-taking) Small groups share the steps used to make decisions. Compare processes and suggest a model or strategy which will assist one to make a decision. Share model with peer group. Present model for decision making to the learners – see next page. Learners take notes.</p> <p>3. <u>Helping teenagers in need</u> (Letter of advice) Individuals in small groups study scenarios relevant to their world (e.g. dating, eating problems – letters published in DRUM, TRUE LOVE, YOU or HUISGENOOT magazine) and map out the decision they would make in a particular scenario highlighting the consequences, what influenced the decision and why they made the particular decision. Share responses with the group and review before writing a letter in response.</p> <p>4. <u>Decisions for a brighter future</u> (Mind map test – 50) Present four variations of a situation (e.g. IF YOU LOVE ME ... – see next page) and individual learners map out on a mind map:</p> <ul style="list-style-type: none"> • The actions, emotions and decisions of the boy and the girl in each situation • The impact each situation will have on the reputation of the 		<p>1. <u>Aerobic-type game exercise programme (+45 minutes)</u> An aerobic-type game involves participating in a game at an elevated heart rate over a sustained period of time for the duration of the activity (e.g. handball or basketball). Discuss the types of games and/or sport that can be considered aerobic in nature. The structure of an aerobic-type game exercise programme is identical to that for the walking or running programme in Lesson Plan 7 and the Rhythmic exercise programme in Lesson Plan 8. Learners measure and record their resting rate after lying prone for two minutes. Engage learners in the suggested game as an exercise session, in other words continuous invasion – see notes for this game on the next page.</p> <p>HOME EXERCISE PROGRAMME: Learners participate in an exercise programme at least three times a week in their own time until the end of this Lesson Plan and keep record of the frequency, duration and intensity of the exercise sessions. They will be required to submit an exercise logbook at the end of this Lesson Plan to indicate participation in a home exercise programme over Lesson Plans 7-9, in other words every week of Term 4. Learners may engage in aerobic-type exercise programmes (see Lesson Plans 7 and 8) or aerobic-type games such as touch rugby, basketball or handball.</p> <p>2. <u>Exercise patterns of class</u> (±45 minutes) Conduct a snap survey on the physical activity level of the class (see Survey Sheet). Present the class statistics and lead a discussion on personal responsibility for improving exercise patterns. Engage learners in the game of continuous invasion as an exercise session.</p> <p>3. <u>Different people = different exercise programmes</u> (±45 minutes) People do not only exercise for health and physical fitness, but also for enjoyment, relaxation, accomplishment, socialising, competition and appearance. Ask learners to reflect on the type of exercise programmes used in the three Lesson Plans and</p>

<p>boy and the girl</p> <ul style="list-style-type: none"> • The consequences of each situation – short-term and long-term (include emotional, social, etc.) • Which is the best situation and why <p>Learners reflect on a bad or poor decision they have made in their own lives and answer the following:</p> <ul style="list-style-type: none"> • What influenced you to make the decision? • If you had thought of the consequences beforehand, would you have made the same decision? • What advice would you give to a peer in a similar situation? <p>5. Healthy lifestyle choices (Motivational talk or role-play)</p> <p>The Youth Risk Behaviour Survey conducted in 2002, is the first official survey to address the risk behaviours of South African youth. The survey covered the following categories of risk behaviour:</p> <ul style="list-style-type: none"> • 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 <p>Small groups engage with the YRBS statistics (Annexure 4) to study the trend of each gender, compare the trends of the two genders and provide possible reasons for the differences between genders for one of the categories of risk behaviours – make sure to cover all six categories in the class. Groups brainstorm the consequences of the particular risk behaviours and how they will impact on the quality of one's life in both the short and long-term. Also suggest how they or the school can reduce the number of learners at their school that engage in this risk behaviour. Suggestions must be realistic and practically implementable.</p> <p>Groups of three prepare a motivational talk or role-play on why and how to avoid the particular risk behaviours and how to identify learners at risk. Present to class and peers assess impact of talk or role-play and give feedback. Allow class discussion on each category of risk behaviour.</p>	<p>record their responses:</p> <ul style="list-style-type: none"> • What type of exercise programme they prefer as individuals • Motivate their choice by fully highlighting the benefits of their choice <p>Engage learners in the game of continuous invasion as an exercise session.</p> <p>4. Commitment to an exercise programme (±45 minutes)</p> <p>Refer learners to statistics used in previous activity. Ask them for suggestions on how to change these statistics. Engage learners in the game of modified handball as an exercise session.</p> <p>Ask learners to reflect on the following and record responses:</p> <ul style="list-style-type: none"> • Has involvement in the exercise programmes in Lesson Plans 7-9 in any way affected their exercise patterns? • What have they learnt from the exercise programmes engaged in? <p>NOTE: Request learners to submit their exercise logbooks for assessment on a specific date in the last week of school before school closes at the end of Term 4.</p> <p>Use the records contained in the exercise logbook(s) submitted for Lesson Plans 7-9 along with observations of learner participation and performance during these Lesson Plans to calculate a mark for Practical Assessment Task 3: Exercise Programme (75 marks).</p>
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Background information for activities *Making informed decisions:*

Activity 1: Setting the scene

SCENARIO:

HE TELLS ME HE'S BAD FOR ME

I met a guy at a pub and we started speaking and dancing. We have a lot in common and he's very romantic. He took me home and phoned the next day. I've seen him a couple of times since then but he wouldn't phone afterwards and I wouldn't see him for two or three weeks. He doesn't want to give me his phone number either. He says he's confused. He tells me he's too bad for me and I wouldn't be able to handle him because I'm not old enough (he's 24, I'm 16). But he then confuses me more; because when we spend time together he doesn't mind.

I totally disagree with this age thing. I can't stop thinking about him and I'm heartbroken because I think I've been used and he doesn't care. Why is he keeping his distance? Should I wait for him or move on? He's so romantic, handsome, cute, intelligent and such a gentleman. I don't want to let him go.

Activity 2: Model for making informed decisions

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 decided 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.

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.



Activity 3: Helping teenagers in need

SCENARIOS:

GIRLFRIEND WON'T SLEEP WITH ME

I'm 17, my girlfriend is 16 and we've been going out for five months. I know she loves me but when I ask her to sleep with me she says she isn't ready but the time will come. She isn't the first girl to tell me she isn't ready for sex – both previous girlfriends said the same thing. I dumped the first one when I saw her attitude wasn't changing. I love my girlfriend and don't want to lose her, but should I break up with her over this? And if I do, how many girls am I going to end up dating to no avail?

LONELY, SO I STARTED DRINKING – NOW HE HATES ME

I'm 17. My boyfriend and I have been together for 17 months, four of which he spent in another city. I feel I gave up everything and everyone for him but he just walked away and left me. I started drinking socially just before he left and once he was away it became a daily habit. He's been back in town for a few months and we're still struggling to work things out. I love him but when I tell him he makes me feel like dirt. Should I move on?

MY EX OR MY BEST FRIEND

I'm 17. I dated my ex for two and a half years. We broke up when I moved away. I go home every second weekend but he said he couldn't have a long-distance relationship. I've tried to move on and have dated four guys in the six months since we split but I always end crying over my ex.

He says he hasn't dated anyone else (even though I once caught him with another girl and he seems to have kissed all my friends). He says he'd take me back in a minute but whenever I'm with him he behaves as if I'm not there.

I have a guy best friend who says he really likes me and would do anything for me – even move to Cape Town with me. I'm so tired of having my heart broken I've thought of taking up his offer but I'm afraid he'll turn against me if I do. I love him as a friend and what I really want is to be loved by the man who promised me he'd be there for ever. I'm so confused.

Activity 4: Test

IF YOU LOVE ME ...

Vusi and Thandi have been dating for two weeks when Vusi decides it is time to take their relationship to the next level. He confesses his love for Thandi and asks her to have sex with him. Thandi initially refuses and Vusi tells her that if she loves him she will have sex with him -

Situation 1 Thandi agrees to have sex with Vusi and falls pregnant.	Situation 2 Thandi agrees to have sex with Vusi and does not fall pregnant but Vusi drops her after a few weeks.
Situation 3 Thandi refuses to have sex with Vusi and he drops her.	Situation 4 Thandi refuses to have sex with Vusi and they continue to date.

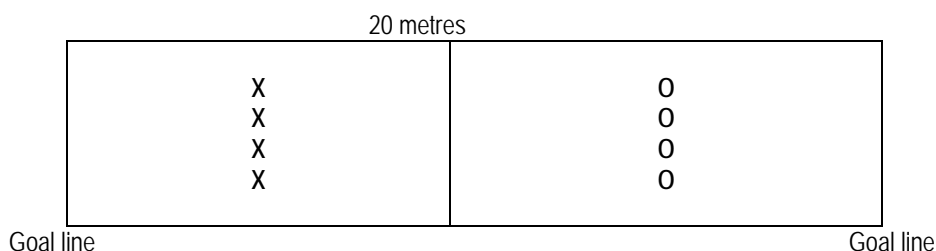
Background information for MOVEMENT ACTIVITIES:

Activity 1-4:

CONTINUOUS INVASION:

The game is characterised by continuous movement while throwing and catching a ball.

Movement skills: running, jumping, throwing, bouncing, dodging, defending and catching
Equipment: round ball that can be thrown and caught
ropes, beacons or markers to mark playing field lines
Field: 20m long x 10m wide
Teams: two teams of four players each
Field positions: there are no specified positions – any player can move anywhere and play from any place on field



THE GAME:

The aim of the game is to make a series of passes which end with a final pass to a team-mate who has moved into position behind the opposition's goal-line. Players can move three steps while holding the ball and possession changes hands whenever the ball is dropped or intercepted. When a point is scored (ball is passed over opponent's goal line, play continues with a free throw from the opposition on the goal line.

The game can also be played in a 4 versus 4 soccer or hockey version – this depends on the skill level of the learners.

Variations to ensure that learners concentrate on moving:

Take one player from scoring team and add to opposition's team every time a point is scored – this will even out the strength. Team may only score once all the players in the group have caught and passed the ball.

Reduce the number of players from 4 to 3 and then to 2 to increase the level of participation on each playing field.

Suggested game exercise programme for Activities 1-4

- **Warm-up:** Learners walk or run at a gentle, but constant pace for 2 minutes, picking up the pace in the second minute; Guide learners through a gentle stretching routine (see Lesson Plan 7) which includes the major muscle groups – can make use of a ball during warm-up.
- **Exertion:** Allow learners to play modified handball at a moderate to brisk pace for 10-15 minutes.
- **Warm-down:** Learners run at a gentle pace for 2 minutes, slowing down to a walking pace in the second minute – can make use of a ball during warm-down.

Activity 2: Exercise patterns of class

See SURVEY SHEET provided at the end of this Lesson Plan.

Possible extensions:

- Learners reflect on soap operas (e.g. *The Bold and the Beautiful*; *Backstage*; *Isidingo*; *7de Laan*) currently screened on TV and indicate what lifestyle choices are depicted in these. Small groups tabulate the different categories of lifestyle choices to say whether they represent healthy or unhealthy lifestyle choices. Discuss the impact of lifestyle behaviours seen on TV on own lifestyle.
- Question box: Allow Grade 8-12 learners to post questions relating to lifestyle choices and decisions anonymously and get Grade 10 learners to provide advice which is censored by the teacher on a bulletin board.
- The intensity of the continuous can be increased by:
 - Decreasing space in which learners move (large - small)
 - Increasing speed at which skill is performed (slow - fast)
 - Decreasing the number of players in a team (six - two)
 - Not allowing players to pass the ball straight back to the person who passed it to them
- Allow fitter learners to exercise 5 minutes longer than the others and allow those who battle to rest when they feel the need to.

Resources needed:

- The 1st *South African National Youth Risk Behaviour Survey 2002* (Department of Health, 2003)
- *DRUM*, *TRUE LOVE*, *YOU* or *HUISGENOOT* – letters from teenagers asking for advice
- Cooldrink tins and plastic 500ml cooldrink bottles filled with sand and sealed
- Even playing area, free of glass and stones

Teacher reflection:

Survey Sheet for Movement Activity 2

The table below provides an explanation for each of the levels of exercise:

Physical Activity level	Description	How often
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

(Source: YRBS, 2003)

The physical activity level of my class (Class survey)

Before studying the Youth Risk Behaviour results, look at the profile of the class when it comes to physical activity levels. Your teacher will conduct a survey on the physical activity level of your class. Study the three statements provided in the table below and give your own response to each when instructed to do so by your teacher. Create a table in your workbook in which is identical to the table provided. Once the survey has been completed, fill in the actual percentages for each of the possible responses under the guidance of your teacher.

Survey – Physical Activity Levels of my class

Statement	Possible Responses	% of Class		
		% of Males in class	% of Females in class	% of Total class
1. My physical activity level can be described as: (note that it is possible to give both A and B as a response)	A. Sufficiently vigorous			
	B. Sufficiently moderate			
	C. Insufficient or not at all			
2. The reason for my inactivity is: (note that you should only respond to this statement if your response to 1 is C)	A. Illness			
	B. No reason			
	C. Do not want to participate			
	D. Feel unsafe or scared			
	E. No equipment			
3. I spend three or more hours in front of a TV and/or computer screen per day:	A. Yes			
	B. No			

Study the differences in the percentages recorded for the males and females for each response and discuss the reasons for

ASSESSMENT IN LIFE ORIENTATION

All Grade 10 learners are expected to complete five internal tasks and two external Certificate Tasks – See Section 3 of the Subject Assessment Guidelines for Life Orientation.

Of the five internal tasks, two must be tests, one must be a Practical Assessment Task and the remaining two tasks can take on any form suitable to the teaching and assessment of Life Orientation. While there are numerous forms of assessment that can be used to assess Life Orientation, the two other tasks can be selected from the following list which provides a selection of forms that are best suited to the subject:

- Projects
- Research assignments
- Design and making
- Practical application, performance or demonstration
- Case studies

See Section 3 of the Subject Assessment Guidelines for Life Orientation for examples of tasks.

The Practical Assessment Task focuses solely on the movement outcome (Learning Outcome 3) and may be broken down into three or four smaller parts to accommodate the practical movement Assessment Standards contained in Learning Outcome 3. The Practical Assessment Task should be administered across all four school terms to ensure that learners engage in movement activities once a week.

The two external Certificate Tasks must be externally set and moderated, for example, First Aid Level 1 or learner driver's licence. No marks are allocated internally to the Certificate Tasks and learners have to meet the requirements of the assessing body or organisation to be awarded a certificate of competence.

At least one certificate task must be completed per semester and this can be done either in Life Orientation contact time or after school, depending on the nature and requirements of the particular certificate course being offered. The internal tasks should complement the external Certificate Tasks by supporting learners to achieve such a certificate where no course work is undertaken. For example, internal tasks can address the skills and knowledge that learners will need when sitting for a learner driver's licence. Internal tasks can also test the skills, knowledge and values learners have developed through course work to achieve the certificate, for example the application of First Aid skills and knowledge can be assessed in a community education project.

While the course material for Certificate Tasks is set by civic organisations, the Life Orientation teacher must meet with the service provider to agree on the content and the assessment process to be used in such tasks. The Life Orientation teacher must also monitor the activities of these courses while they are being presented to learners. A Certificate Task does not have to involve an accredited course but it must be a credible course offered by a formal structure or organisation to ensure accountability on the part of the service provider.

PROGRAMME OF ASSESSMENT	EXTERNAL ASSESSMENT
INTERNAL ASSESSMENT TASKS	EXTERNAL CERTIFICATE TASKS
100% (400 marks)	0% (0 marks)
<ul style="list-style-type: none">• 2 tests• 2 other tasks• 1 PAT (LO3 = movement)	<ul style="list-style-type: none">• 2 tasks

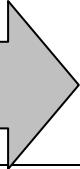
To be promoted at the end of Grade 10, a learner must:

- achieve a minimum of 40% for the five internal tasks and
- attempt at least two external Certificate Tasks

The mark allocation for the five internal tasks is as follows:

TASKS	MARKS
2 x tests (50 marks each)	100
2 x other tasks (50 marks each)	100
1 x Practical Assessment Task (PAT)	200
TOTAL	400

A typical Grade 10 Annual Assessment Plan which is reflected in the planning of this Teacher's Guide could look as follows:

TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Task 1: Test (50)	Task 2: Other (50)	Task 3: Test (50)	Task 4: Other (50)	200 marks (50%)
<div> <div>Task 5: PAT = LO3 (Movement Outcome) – 200 marks</div>  </div>				200 marks (50%)
CT: First Aid			CT: Study skills	0 marks (0%)
				400 marks

CT = Certificate Task

CORE ASSESSMENT STANDARDS FOR LIFE ORIENTATION

The core Assessment Standards for Grade 10 are indicated in **bold** text.

Learning Outcome 1

The learner is able to achieve and maintain personal well-being.

AS	GRADE 10
	We know this when the learner:
1	Applies various strategies to enhance self-awareness and self-esteem, while acknowledging and respecting the uniqueness of self and others.
2	Explains different life roles, how they change and affect relationships.
3	Explains changes associated with growing towards adulthood and describes values and strategies to make responsible decisions regarding sexuality and lifestyle choices in order to optimise personal potential.
4	Describes the concepts 'power' and 'power relations', and their effect on relationships between and amongst genders.

Learning Outcome 2

The learner is able to demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practise responsible citizenship, and enhance social justice and sustainable living.

AS	GRADE 10
	We know this when the learner:
1	Identifies social and environmental issues, and participates in a group project to address a contemporary social and environmental issue, e.g. abuse, depletion of resources.
2	Explains the value of diversity, and discusses contemporary contributions of individuals and groups in addressing discrimination and violations of human rights.
3	Participates in a democratic structure, knows the principles of such a structure, how it functions, and how it changes.
4	Displays an understanding of the major religions, ethical traditions and indigenous belief systems in South Africa, and explores how these contribute to a harmonious society.

Learning Outcome 3

The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.

AS	GRADE 10
	We know this when the learner:
1	Participates in programmes to promote well-being and describes the relationship between physical fitness and physical-, mental- and socio-emotional health.
2	Participates and practises skills in a variety of games and sport, and analyses the value of own participation in such activities.
3	Analyses the coverage of sport, sporting personalities and recreational activities by the media and suggests ways of redressing biases and unfair practices in the world of sport.
4	Plans and participates in a self-designed environmentally responsible outdoors recreational group activity, analysing value of own participation in such an activity.

Learning Outcome 4

The learner is able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, career fields and career pathing.

AS	GRADE 10
	We know this when the learner:
1	Demonstrates self-awareness, and explores socio-economic factors as considerations in own subject, careers and study choices.
2	Investigates the diversity of jobs according to economic sectors, and work settings and forms of activities in each of these sectors in relation to the self.
3	Displays an awareness of trends and demands in the job market, and the need for lifelong learning.
4	Explores a range of study skills and applies selected study method.

ANNEXURE 1: NOTES ON STUDYING

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)

1. STUDY TECHNIQUES

Exploration, Consolidation and Testing Technique (ECT)

The ECT process outlines steps that are generally regarded as important in any approach to studying. It consists of three phases: exploration, consolidation and testing.

1.1 Exploration

Exploration involves investigation and the acquisition of information. This should take about 60% of the time of study. It involves all the activities that are required to acquaint you with the work. During the exploration period you should prepare yourself as thoroughly as possible for the next phase of intensive study. You should work through the curriculum, do the assignments and projects, read up further, consult with teachers and peers and identify and solve problems together.

1.2 Consolidation

This phase involves the consolidation of all facts into a logical structure in memory from where it is recalled during examinations. This should take about 30 % of the time.

Consolidation of facts can be achieved by means of summaries. A summary is a personal rendering of text that has been studied. A summary is the final opportunity to separate important from less important facts. There are different ways of making summaries. Two common types are the linear or schematic type (left brain) and mind map type (right brain).

Process of using the linear or schematic type summary

- The central idea or topic is written on the top middle of the page.
- The next step is to classify facts into smaller more logical groups (sub-headings or major ideas). This classification must be logical and the central idea and the sub-divisions should relate.
- Thereafter, the major ideas are classified into smaller groups of facts that logically relate to one another. It is important that learners should determine the association between the various facts, so that they are able to recall them at a later stage.

Process of using mind map type summary

- The central idea is written in the centre of the page.
- The major supporting ideas and subordinate facts follow. Learners use colours to differentiate the central ideas and use association techniques to link facts to one another, for example drawings, arrows and circles around words.

For both the linear and mind map techniques, learners should be familiar with their work before they can make a successful summary. Once they have made a summary, they will need to create a condensed summary which includes the absolute essential facts that you will need as a point of departure for the examination. These will trigger a logical train of thought through which they will recall specific facts.

1.3 Testing phase

This is the last stage of the ECT studying process. This phase requires learners to formulate a series of possible questions that could be asked in the examination. These questions could be answered in writing and then checked against the notes or summaries or they could be answered verbally between learners.

2. STRATEGIC PLAN = 3 STEPS

STEP ONE: Formulate personal study mission

= make the vision concrete; broad description of the reasoning behind your studies

For example: *I will use all resources effectively, efficiently and responsibly to acquire a National Senior Certificate that will provide me access to the career path I wish to pursue.*

The mission should satisfy the vision and values identified in Activities 1 and 2. It is aimed at strengthening learner's overall motivation to perform at optimal level.

STEP TWO: Conduct SWOT analysis

= determine the environment within which you study to better understand the situation; puts one in a better position to plan

- Identify strengths and weaknesses = elements you have control over
- Identify opportunities and threats = elements that you do not have any control over

For example:

STRENGTHS Good concentration Perseverance Good reading techniques	WEAKNESSES Poor study techniques No study timetable Poor writing technique Exam stress No dedicated study place
OPPORTUNITIES Career-orientated subjects National Senior Certificate Access to higher education	THREATS Never know where to study – always noise in the house Uncertain about requirements for Higher Education May not have funds to study further

STEP THREE: Identify and state objectives

= provide pointers towards future tasks (objectives) and describe what will be done to achieve each objective (actions)

For example:

OBJECTIVES <ul style="list-style-type: none">• Acquire National Senior Certificate which allows entry to Higher Education programme	ACTION OBJECTIVES PLANNING <ul style="list-style-type: none">• Determine how much time is available for studying – draw up daily and weekly timetable to ensure that no time is wasted.• Allow rest periods to ensure optimal concentration.• Involve family member in planning process to ensure that they understand the implications. STUDYING <ul style="list-style-type: none">• Improve study techniques to ensure optimal recall.• Improve writing techniques to avoid waste of time.• Develop reading techniques to acquire more information.
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3. ACTION PLAN

An action plan is a long-term plan which covers the period of one academic year. The objective is to ensure that the due dates for all academic tasks, spanning the whole school year, are recorded and that studying and projects are completed in good time. This entails the drawing up of a year plan which covers all activities for your seven National Senior Certificate subjects.

STEP ONE: IDENTIFY AND RECORD ALL RELEVANT DATES

- Beginning and end dates of school terms
- All exam dates for individual subjects
- All test dates
- All assignment submission dates
- All extra classes, practical sessions or subject outings to be attended after school hours
- Any other dates relevant to subject activities

STEP TWO: DIVIDE YEAR ACCORDING TO TEST AND EXAM DATES

For example: Year will be divided into four parts taking the two test and two exam dates as the end of each part – see example provided below.

Part 1 to Test in Term 1 = 11 January – 17 March, test series starts on 18 March and term ends on 26 March

Part 2 to Exam in Term 2 = (27 Mar) 7 April – 9 June, midyear exams start on 10 June and term ends on 25 June

Part 3 to Test in Term 3 = (26 Jun) 14 July – 13 September, test series starts 14 September and term ends 23 September

Part 4 to Exam in Term 4 = (24 Sep) 5 October – 2 December, end-of-year exams start 15 November and term ends 3 December

STEP THREE: APPLY THE 60/30/10 'EXPLORE, CONSOLIDATE AND TEST' RULE

Apply the 60/30/10 ECT RULE to each part of the year – see notes for Activity 3 on ECT process

- 60% = explore
- 30% = consolidate
- 10% = test

The exploration phase will run concurrently for each of the National Curriculum Statement subjects and the consolidation phase can be divided to allow for the allocation of a block of time to each subject. During this time, intensive studying and memorisation is done. The work is revised during the testing phase.

STEP FOUR: PLAN FOR SUBMISSION OF ASSIGNMENTS

Allow sufficient time for the completion of an assignment, project or research report. Apply 60/30/10 rule:

- 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 assignment.
- 10% of time review:
 - Finalise assignment for submission.

STEP FIVE: DISTRIBUTE ECT TIME ACROSS SUBJECTS

Mark each phase of the ECT study process on the year plan so that you know exactly what to do during certain parts of the year. Divide the time allocated to each of the three ECT phases fairly among the six subjects, excluding Life Orientation where the tasks should all be treated as assignments in your timetable.

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
- Projects and assignments

STEP SIX: DEVELOP DAILY AND WEEKLY PLANNING SCHEDULES

Covert 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 your life, although you 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 our weekly schedule – review the weekly schedule at the beginning of each week (e.g. Sunday evening) so that you know exactly what you need to do each week.

Plan for each day:

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

4. OTHER STUDY SKILLS

4.1 Speed reading

Words are not read to be understood individually but rather in the context of the phrase or sentence in which they appear. Speed up reading by skipping unnecessary words and instead of reading word for word and moving eyes to stop and fixate on each word separately, focus on specific phrases or groups of words (3-5 at a time) in one fixation. Learners can be challenged to expand their focus and take in more than one line of text at a time in each fixation.

4.2 Association

Mental, picture, colour and number associations are useful when memorising information. For example, when asked to remember a list of ten items in a certain order, learners can use number associations to aid the recall process by linking a rhyming word to each of the numbers 1-10 and then making an association between the rhyming word and the item to be remembered.

ANNEXURE 2: EXAMPLE OF GAMES OR SPORT SKILLS CHECKLIST

The checklist provided is an example of the assessment tool that can be used to monitor learner progress and assess learner performance in the 1st part of the Practical Assessment Task (PAT) for movement. Learners should be informed of the criteria and how marks will be allocated for game or sport skills at the start of Lesson Plan 1. Once the learner has completed this part of the Practical Assessment Task, a copy of this checklist can be filed in each individual learner portfolio as evidence of the completion of the Practical Assessment Task. Similar checklists can be used for the 2nd and the 3rd parts of the Practical Assessment Task. It is suggested that the fitness Practical Assessment Task also count 75 marks and the recreation Practical Assessment Task count 50 marks so that all three parts of the Performance Assessment Task add up to a mark out of 200.

GRADE 10: GAMES OR SPORT SKILLS CHECKLIST

NAME OF LEARNER: _____

Skills checklist that can be used to observe and assess games or sport skills across Lesson Plans 1 to 3

ITEM		MARKS				DATES and COMMENTS
LESSON PLAN 7: Ball games with hands		A	B	C	D	
HANDLING	Hands – sending and receiving skills	0	3	6	10	
TACTIC	Attacking play – placement to support	0	1	3	5	
	Defending play – placement to block	0	1	3	5	
LESSON PLAN 8: Ball games with feet		A	B	C	D	
HANDLING	Feet – sending and receiving skills	0	3	6	10	
TACTIC	Attacking play – placement to support	0	1	3	5	
	Defending play – placement to block	0	1	3	5	
LESSON PLAN 9: Ball games with batting and fielding		A	B	C	D	
HANDLING	Batting skills	0	3	6	10	
	Fielding skills	0	3	6	10	
TACTIC	Batting – placement of ball in open space	0	1	3	5	
	Fielding – positioning puts batter under pressure	0	1	3	5	
LESSON PLANS 7-9: Participation		A	B	C	D	
Frequency of participation		0	1	3	5	
TOTAL out of 75						= _____ MARKS

ALLOCATION OF MARKS

The following table provides guidance on how to allocate marks-

CODE	DESCRIPTION OF PERFORMANCE
A	HANDLING: very clumsy and/or ineffective TACTIC: never in the right position and/or ineffective PARTICIPATION: did not participate in any activity
B	HANDLING: requires further practice and refinement TACTIC: requires further attention PARTICIPATION: participated in less than half of the activities
C	HANDLING: efficient, effective and appropriate TACTIC: efficient, effective and appropriate PARTICIPATION: participated in between 50-80% of the activities
D	HANDLING: exceptional technique TACTIC: exceptional foresight and positioning or placement PARTICIPATION: participated in all activities

ANNEXURE 3: INFORMATION ON SKILLS DEMAND

SOURCE 1: *HRD Review 2003 – Forecasting the demand for scarce skills, 2001-2006* (Ingrid Woolard, Philip Kneebone and Deborah Lee)

TREND IN PROFESSIONAL EMPLOYMENT

The demand for engineers, natural scientists and computer-related professionals will be strong (i.e. more than 2%), reflecting the increasing use of new and more sophisticated technology in all spheres of life. The fiscal restraint by government will limit increases in professional employment in the public sector with educators and lecturers showing no growth and medical practitioners and nurses showing only 1% growth each. The replacement demand will, however, remain strong in the education and medical sectors due to HIV/AIDS and other mortality rates and retirement figures.

EFFECT OF THE ECONOMY

The South African economy has evolved and export opportunities have increased dramatically since the 1980s. This, along with the advancements in technology and the need to stay internationally competitive, has affected the profile of the workforce required – increased demand for highly skilled workers and decrease in demand for unskilled labour. At present there is an oversupply of some skills and an undersupply of others. While 7,8 million people were unemployed in South Africa in 2002, there was a shortage of 350 000 to 500 000 people in the managerial and technical sectors.

QUALIFICATIONS AND EMPLOYMENT

In February 2002, 8% of the working age population was categorised as high-level human resources (i.e. in possession of degrees or post-secondary diplomas).

Group	Unemployment rate
In possession of degrees	5%
In possession of diplomas	17%
Completed Grade 11	46%
Completed Grade 12	32%

The table shows that people with degrees and diplomas have skills that are in oversupply.

LABOUR DEMAND

One needs to look at the outflow of skilled labour due to mortality rates, retirement and other reasons in conjunction with the expected employment rate to provide an accurate picture of the demand in a sector. Even in sectors where employment demands will decline, the existing stock of skills needs to be maintained.

Sectors expected to show fastest growth include transport, communications and finance, insurance and business services. All these sectors have embraced technological developments which has allowed for the provision of a new range of services in each. Growth in the government sector has been constrained by strict fiscal measures of the finance minister. However, it is expected that this situation will ease up. See TABLE 1 for sectoral growth rates.

REPLACEMENT DEMAND

One needs to consider replacement demands along with growth demands in a sector. It is expected that the replacement demand will exceed the creation of new positions due to the low rate of economic growth versus the high mortality rate in South Africa. Outflow statistics for retirement, emigration, interoccupation mobility and mortality must be factored into the equation. See TABLES 2 and 3.

FORECASTS

The demand for engineers should remain strong as technological advancements continue across the board. Similarly, the demand for natural scientists (physicists, chemists and geologists) should increase as more emphasis is placed on research and development. While IT companies are not currently expanding employment within the sector, the demand for IT professionals in other sectors will increase where sectors make use of and rely increasingly on computer systems. As the two largest professional occupations (educators and nurses) are concentrated in the public sector, the growth in each will be determined by the government's fiscal policy. The demand in these sectors will continue to grow due to the restricted employment rate and the outflow expected in these professions. The demand for managers will increase marginally to assist companies in their restructuring processes to survive the global economy. See TABLES 4 and 5.

TABLE 1: Sectoral growth rates, 2001-2006

Sector	Average annual growth rate (percentage)
Coal mining	0.1
Gold and uranium mining	0.7
Other mining	0.4
Food manufacturing	0.3
Beverage and tobacco products	-1.8
Textiles	-0.3
Clothing	-2.6
Leather and footwear	-1.7
Wood and wood products	4.4
Furniture	-0.1
Paper and paper products	1.1
Printing and publishing	0.3
Chemicals	0.7
Rubber and plastic products	2.4
Non-metallic mineral products	-0.6
Basic metals	1.9
Fabricated metal products	0.0
Machinery	0.4
Electrical machinery	2.9
Motor manufacturing	4.2
Other manufacturing	0.6
Electricity, gas and water	3.0
Building	0.6
Civil engineering	0.6
Retail and wholesale trade	1.7
Motor trade	1.5
Accommodation and catering	3.0
Transport	5.2
Communications	7.0
Banking	5.4
Insurance	5.4
Business services	5.4
Government	1.2
Local government	1.2
Community and social services	1.2
Recreational and cultural services	1.2

Source: Authors' estimates

TABLE 2: Number of workers retiring, 2001-2006

Occupation ¹	Number retiring, 2001-2006	Percentage retiring, 2001-2006	Average percentage retiring per year
Academics	3 314	8.9	1.7
Doctors	698	2.2	0.4
Nurses	12 025	8.3	1.6
Computer-related professionals	1 833	2.8	0.6
Scientists	228	5.4	1.1
Science technologists	242	5.3	1.0
Educators	7 281	2.2	0.4
Engineers	1 508	5.4	1.1
Engineer technologists	752	2.6	0.5
Managers	14 843	5.5	1.1

Source: Authors' estimates

TABLE 3: Mortality rates by occupation, 2001-2006

Occupation	Mortality numbers 2001-2006	Mortality percentages 2001-2006	Percentage average annual mortality rate
Academics	2 048	5.5	1.1
Doctors	1 995	6.2	1.2
Nurses	12 040	8.3	1.6
Computer-related professionals	3 205	4.9	1.0
Scientists	136	3.2	0.6
Science technologists	184	4.0	0.8
Educators	36 086	11.0	2.1
Engineers	1 234	4.5	0.9
Engineer technologists	1 798	6.2	1.2
Managers	16 288	6.1	1.2

Source: ASSA2000 (ASSA)

TABLE 4: Additional occupational demand for specific high-skill occupations, 2001-2006

High-skill occupations	Number in 2001	Percentage average annual change in number of positions 2001-2006	Total new positions arising, 2001-2006
Academics	37 237	0.5	914
Doctors	34 370	1.2	2 191
Nurses	155 516	1.2	9 934
Computer-related professionals	75 841	2.5	9 900
Scientists	4 647	1.6	388
Science technologists	4 729	0.5	126
Educators	354 469	1.4	26 417
Engineers	29 824	1.4	2 095
Engineering technologists	32 132	2.1	3 132
Managers	280 298	0.8	11 298

Source: Authors' calculations

TABLE 5: Number of people needed to meet new and replacement demand, 2001-2006

High-skills occupations	Number in 2001	Number of workers required to meet new and replacement demand over five years
Academics	37 237	6 651
Doctors	34 370	5 207
Nurses	155 516	35 461
Computer-related professionals	75 841	15 600
Scientists	4 647	795
Science technologists	4 729	599
Educators	354 469	73 077
Engineers	29 824	5 116
Engineering technologists	32 132	5 973
Managers	280 298	45 130

Source: Authors' calculations

Salespeople earn more as competition heats up

Salary survey tracks changes in skills most in demand, writes Gaenor Vaida

A TOUGHER, more competitive economy has boosted top-notch sales representatives onto the list of skilled people in demand.

This division of office employees enjoyed a 9.9% average increase in salaries, nearly double the 2006 expected inflation rate of 5%.

The 9.9% increase in salaries was one of the highest in the 2005 annual Kelly Salary Survey, which looks at a range of office positions and the salaries that companies are offering job candidates.

This year's survey, which covers the 12 months to June, found that, overall, average starting salaries rose by 6.57%.

The average gross salary for sales representatives is now R6 481 a month, although it varies between regions. The highest average was the R10 010 being offered in Johannesburg North (the Sandton/Midrand area) while the lowest was R5 527 in the Eastern Cape.

"Tracy Czakan, Kelly's MD, says: "The economic growth has not been as expected, but companies still expect sales to grow strongly and want salespeople to deliver."

"Business is even harder because companies not only have global com-



KELLY SALARY SURVEY 2005

Based on salaries being offered to job candidates in the 12 months to June

Category	% Increase	Average salary (R)
Sales representative	9.9	6 481
Executive secretary	8.52	9 887
Bookkeeper	6.01	8 226
Accounts clerk	5.42	6 096
Receptionist	4.97	4 338
Secretary	4.62	6 547
HR officer*	-	10 599
Office/admin manager*	-	7 688
Credit controller*	-	7 154

*This is the first year that these categories have been included in the survey so there are no comparative year-on-year figures available

Graphic: FIDMA KRISCH

Source: KELLY

petition but there is also greater choice for people.

"Therefore, the sales function has changed. It is no longer about driving to customers and delivering a catalogue.

"Selling is now an innate skill as not everyone has the ability to be a great salesperson.

"Salespeople now need to be creative, to be able to stand out from the crowd."

This year Kelly introduced three new categories due to client demand: human resource officer, office/administration manager and credit con-

troller. Office administrators had average starting salaries of R7 688 while credit controllers had average salaries of R7 154.

Kelly defined credit controllers as those who report to the credit or financial manager, supervise teams of collection clerks and prepare various weekly reports.

Office managers provide general administrative support.

Human resource officers had an average starting salary of R10 599 as these people take on more strategic roles in organisations.

Czakan says: "Previously, there

was a personnel manager who did the administration."

"Now the HR officer focuses on people, on their wellness, on communication with staff, on including staff to feel a part of the organisation. The HR officer has become a strategist at the highest level."

The survey also differentiated between receptionists, secretaries and executive secretaries.

Receptionists are defined as operating small and medium switchboards, receiving customers and visitors, and possibly carrying out duties such as typing, faxing and filing.

Their average starting salary is R4 838, while secretaries' average salary is R6 547.

Secretaries may work for a number of managers or a department and handle duties such as arranging meetings and travel, taking minutes and keeping appointment diaries.

Executive secretaries, meanwhile, have turned the business of being a secretary into a profession, says Czakan.

"More often than not, executive secretaries are degreed people who travel with their bosses to assist in meetings and presentations.

"More and more we are seeing specific skills required, such as acute PowerPoint skills so that they can change presentations on the spot."

"They are also dealing with critical information which has to be kept confidential."

Their average salary is R9 887, although Czakan says there are not many executive secretaries in the market as they tend to stay with their bosses as they move through the ranks.

The survey also breaks down regional pay increases across all categories.

For the second year, the biggest was in Johannesburg North, which had an average increase of 7.61% this year, and 8.24% last year. Coming in with the second-highest increase of 7.26% this year was Mpumalanga.

Czakan says: "Normally Mpumalanga and the Eastern Cape have increases in salaries of up to 2% lower than the other regions. The fact that both provinces have had solid increases (the Eastern Cape's increase was 6.14%) is indicative of the economic performance of the regions."

ANNEXURE 4: YOUTH RISK BEHAVIOUR STATISTICS

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

BACKGROUND

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 usually 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.

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

Number of learners who participated in the survey per grade

GRADE	NUMBER OF LEARNERS	% MALES	% FEMALES
8	2 926	48,0%	52,0%
9	3 618	47,5%	52,5%
10	2 433	47,7%	52,3%
11	1 722	41,2%	58,8%
TOTAL	10 699	46%	54%

It is important to initiate systematic monitoring of risk behaviours to develop a base for intervention. Such a database will also help track how the risk behaviours of our youth change over time.

The statistics provided on the six types of youth risk behaviours surveyed in the study are presented in the tables that follow. Injurious risk behaviour covers violence, traffic safety and suicide-related behaviours. Substance abuse questions looked at the use of tobacco, alcohol, dagga and other drugs. Sexual behaviour questions addressed the use of condoms and other forms of contraception and highlight the prevalence of pregnancies and sexually transmitted diseases. Nutrition and dietary behaviours items included undernutrition, overnutrition and the consumption of various healthy and unhealthy foods. Physical activity items tracked participation in activities and how much time is spent on TV and/or computers. Questions on hygiene-related behaviours focused on teeth brushing and hand washing habits.

Did you know?

- That 35% of learners had been driven by someone who had been drinking? Imagine the effects on the number of road accidents and incidence of violence if this number was reduced to 10%.
- That only 29% of learners who engaged in sexual activity used condoms, while only 12% of learners thought they could get HIV in their lifetime? Imagine the effects on the incidence of HIV/Aids if this number could be doubled.

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 in 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

Gr.	% Ever smoked			% Age of initiation < 10 years			% Current smokers			% Current frequent smokers		
	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

Gr.	% Ever used alcohol			% Age of initiation < 13 years*		
	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

Gr.	% Ever used dagga			% Age of initiation < 13 years		
	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

Gr.	% Ever used inhalants			% Ever used mandrax			% Ever used cocaine		
	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)

Gr.	% Ever used heroin			% Ever used club drugs			% Ever used -the-counter prescription drugs		
	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

Level of physical activity

	% 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

ANNEXURE 5: SOUTH AFRICAN HEROES – EXAMPLE OF CASE STUDY EXERCISE

INSTRUCTIONS

Study the information provided on Desmond Tutu, Mamphela Ramphele and Steve Biko and then answer the questions that follow:

CASE STUDIES

SOURCE: *Wikipedia*, the free encyclopaedia (<http://en.wikipedia.org/wiki/>)

1. DESMOND TUTU

Desmond Mpilo Tutu (born October 7, 1931) is a South African cleric and activist who rose to worldwide fame during the 1980s as an opponent of apartheid. Tutu was the first black South African Anglican Archbishop of Cape Town, South Africa and primate of the Church of the Province of Southern Africa. He was awarded the Nobel Peace Prize in 1984.

Background

Born in Klerksdorp, Transvaal, Tutu moved with his family to Johannesburg at age 12. Although he wanted to become a physician, his family could not afford the training and he followed his father's footsteps into teaching. Tutu studied at the Pretoria Bantu Normal College from 1951 through 1953. Tutu went on to teach at Johannesburg Bantu High School where he remained until 1957; he resigned following the passage of the Bantu Education Act, protesting the poor educational prospects for black South Africans. He continued his studies, this time in theology, and in 1960 was ordained as an Anglican priest. He became chaplain at the University of Fort Hare, a hotbed of dissent and one of the few quality universities for black students in the southern part of Africa.

Tutu left his post as chaplain and travelled to King's College, London, (1962–1966), where he received his Bachelor's and Master's degrees in Theology. He returned to South Africa and from 1967 until 1972 used his lectures to highlight the circumstances of the black population. He wrote a letter to Prime Minister Vorster, in which he described the situation in South Africa as a "powder barrel that can explode at any time." The letter was never answered.

In 1972, Tutu returned to the UK, where he was appointed vice-director of the Theological Education Fund of the World Council of Churches, at Bromley in Kent. He returned to South Africa in 1975 and was appointed Dean of St. Mary's Cathedral in Johannesburg — the first black person to hold that position.

In 1976, a student protest in Soweto, also known as the Soweto Riots, against the government's use of Afrikaans in black schools became a massive uprising against apartheid. From then on Tutu supported an economic boycott of his country. Desmond Tutu was Bishop of Lesotho from 1976 until 1978, when he became Secretary-General of the South African Council of Churches. From this position, he was able to continue his work against apartheid with agreement from nearly all churches. Tutu consistently advocated reconciliation between all parties involved in apartheid through his writings and lectures at home and abroad.

On October 16, 1984, Tutu was awarded the Nobel Peace Prize. The Nobel Committee cited his "role as a unifying leader figure in the campaign to resolve the problem of apartheid in South Africa."

Tutu became the first black person to lead the Anglican Church in South Africa on September 7, 1986. In 1989, Tutu was invited to Birmingham, England, as part of Citywide Christian Celebrations. Tutu and his wife visited a number of establishments including Nelson Mandela School in Sparkbrook.

After the fall of apartheid, he headed the Truth and Reconciliation Commission, for which he was awarded the Sydney Peace Prize in 1999. In 2004, Tutu returned to the UK as Visiting Professor in Post-Conflict Societies at King's College and gave the Commemoration Oration, as part of the College's 175th anniversary. He also visited the students' union nightclub, named "Tutu's" in his honour and featuring a rare bust of his likeness.

2. MAMPHELA RAMPHELE

Mamphela Aletta Ramphele (born 28 December, 1947) is a South African academic, businesswoman and medical doctor and was an anti-apartheid activist.

Life and career

Ramphele was born near Pietersburg (now Polokwane) in what is now Limpopo province. She completed her schooling at Setotolwane High School in 1966 and subsequently enrolled for pre-medical courses at the University of the North. In 1968, Ramphele was accepted into the University of Natal's Medical School (then the only university that allowed black students to enrol without prior permission from the government) where she qualified as a medical doctor in 1972.

While at university she became increasingly involved in student politics and anti-apartheid activism and was one of the founders of the Black Consciousness Movement, along with Steve Biko, with whom she later had a child. Due to her political activities, she was internally banished by the apartheid government to the town of Tzaneen from 1977 to 1984. Continuing her academic studies, Ramphela received a Ph.D. in Social Anthropology from the University of Cape Town, a Bachelor of Commerce degree in Administration from the University of South Africa as well as diplomas in Tropical Health & Hygiene and Public Health from the University of the Witwatersrand. Ramphela has also authored and edited a number of books.

Ramphela joined the University of Cape Town as a research fellow in 1986 and was appointed as one of its Deputy Vice-Chancellors in 1991. She was appointed to the post of Vice-Chancellor of the university in September 1996, thereby becoming the first black woman to hold such a position at a South African university. In 2000, Ramphela became one of the four Managing Directors of the World Bank. She is tasked with overseeing the strategic positioning and operations of the World Bank Institute as well as the Vice-Presidency of External Affairs. She is the first South African to hold this position.

Ramphela has served as a trustee of the Nelson Mandela Children's Fund, as the director of the Institute for a Democratic Alternative for South Africa (IDASA) and as a board member of the Anglo-American Corporation and Transnet. She was voted 55th in the Top 100 Great South Africans in 2004.

3. STEVE BIKO

Stephen Bantu Biko (December 18, 1946 – September 12, 1977) was a noted non-violent anti-apartheid activist in South Africa in the 1960s. He was a student at the University of Natal Medical School. Because he was dissatisfied with the National Union of South African Students, he helped found the South African Students' Organisation in 1968 and was elected its first president. In 1972, Biko became honorary president of the Black People's Convention. He was banned during the height of apartheid in March 1973, meaning that he was not allowed to speak to more than one person at a time and so could not make speeches in public. It was also forbidden to quote anything he said, including speeches or simple conversations, or to otherwise mention him.

On September 6, 1977, he was arrested at a police roadblock under the Terrorism Act No 83 of 1967. He suffered a major head injury while in police custody and was chained to a window grille for a full day. On September 11, police loaded him into the back of a car and began the 740-mile drive to Pretoria. He died shortly after the arrival in the Pretoria prison. Police claimed his death was the result of an extended hunger strike.

In 2004, he was voted 13th in the Top 100 great South Africans list.

QUESTIONS:

1. Why did these three act the way they did?
2. How would you have felt if you had been in their position? What would you have done?
3. Desmond Tutu was awarded a Nobel Prize for his efforts, but Steve Biko died at the age of 31. He did not live to see the birth of a free, democratic South Africa. Was his death worth it? Why?
4. What would have happened if these three individuals and others in a similar position had not done anything and gone about living their lives quietly?
5. What examples can you give of further discrimination or human rights violations that these three were exposed to because of their actions?
6. What strategies should the government or legal system put in place to ensure that social injustices do not occur?
7. What human rights violations are still happening in South Africa ten years on into our democracy?
8. What specific contribution has each of the three individuals made to addressing discrimination and human rights violations?