



CLEANING UP: Residents equipped with the tools they will be using to clean up Mzamomhle.

Picture: Lerato Pholo

Residents roll up sleeves

By Lerato Pholo

MANY parts of the country, particularly townships and informal settlements, are strewn with litter and refuse, but some residents are rolling up their sleeves to improve the areas in which they live.

On Tuesday (August 18) the residents of Mzamomhle in Gonubie worked tirelessly to ensure that the area where they live was clean and hygienically safe for all those who live there.

The initiative was in conjunction with the Buffalo City Municipality and the department of water affairs. Organiser of the clean-up and founder of NGO Mustard Seed Community Services, Ntomboyise Poswa, said 10 people from the community

were also trained on health, hygiene and leadership skills.

"Today residents were educated on hygiene and health; they were also advised on how to keep the area they live in clean. The 10 people that have been trained will make sure that the clean-up is an ongoing thing. We are going to remove illegal dumping sites as well. Residents have been told about the dangers of dumping rubbish illegally," explained Ntomboyise.

Young and old residents sat attentively and listened as officials from the different departments educated them on keeping the environment they live in clean.

They were also reminded that some of them have children and they are prone to catching diseases when they

play in unhygienic areas.

"The illegal dumping sites are a major problem because they are very unhygienic. I think it is a good thing they (residents) are rolling up their sleeves and getting their hands dirty. We will do our outmost to ensure that this is an ongoing thing, it mustn't end today," said councillor for the area Vuyisile Gxwala.

One resident, Mckekeleli Molose acknowledged that Mzamomhle is very dirty and residents are the ones to blame.

"We live in a filthy place and we are to blame, it is also our responsibility as residents to clean up this place. Now people will think twice before throwing their rubbish carelessly in the streets," said Mckekeleli.

Learner:

- Read through the information given.
- The facilitator will guide and assist you to understand the concept of economic growth.
- Explain the connection between economic growth and standard of living.
- Discuss and explain the concept of economic growth and development.
- Identify the impact of development on communities and society.
- Group assessment - using the Group skills assessment rubric.

Economic growth means that a country is in a prosperity phase and everybody is optimistic. The producers believe that they can increase their production and employ more workers. The business owners believe that they are going to sell more products, enlarge their businesses and make a profit. Because more jobs are created, households have more money to spend.

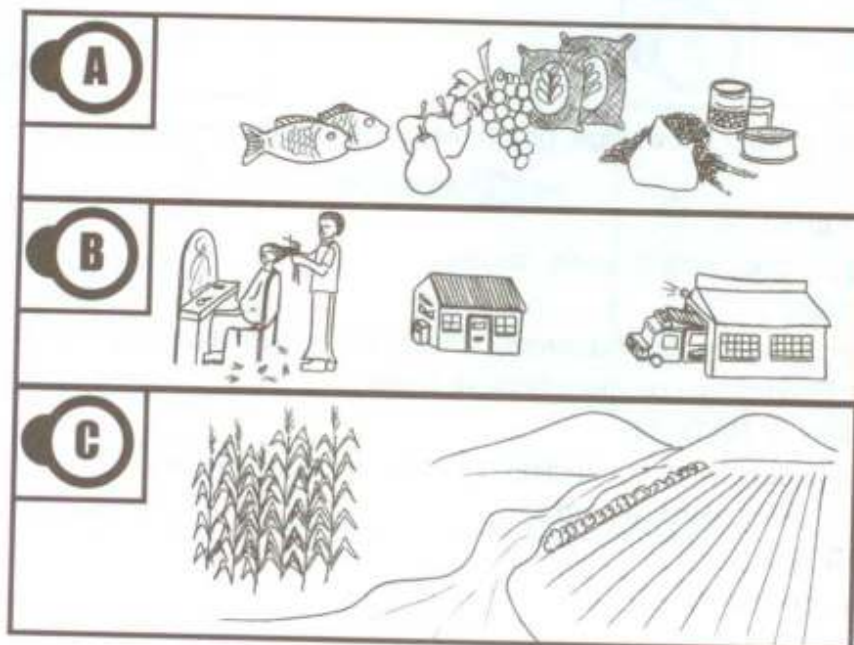
Economic growth is characterised by an increase in the variety and quantity of goods and services produced by the workers of a country. Such an increase results in more money becoming available for everybody. Employees can receive better salaries and can afford better machinery to improve the quality of goods. There is thus an increase in income because more factors of production are being used. There is also an increase in national income.

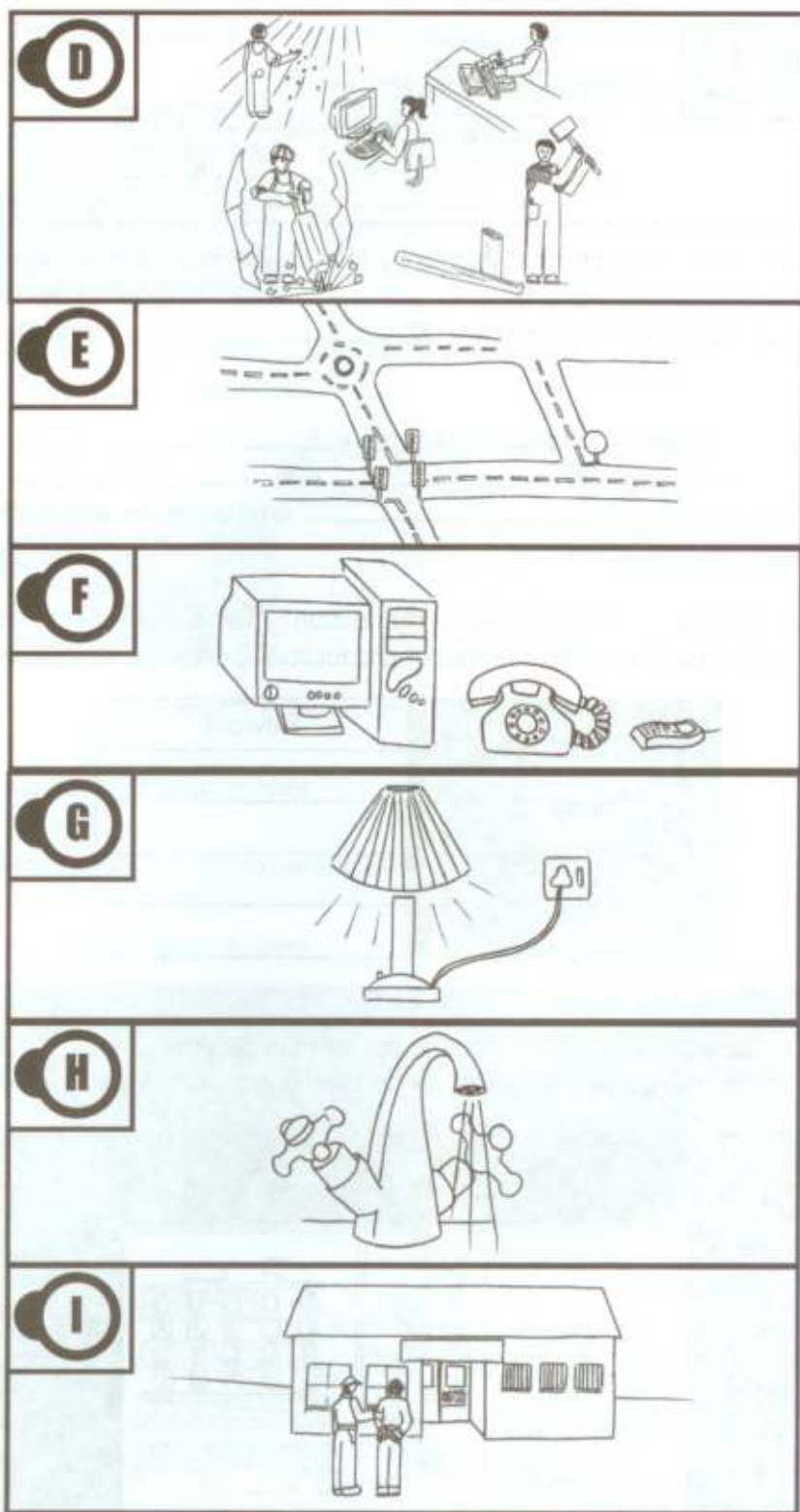
Start

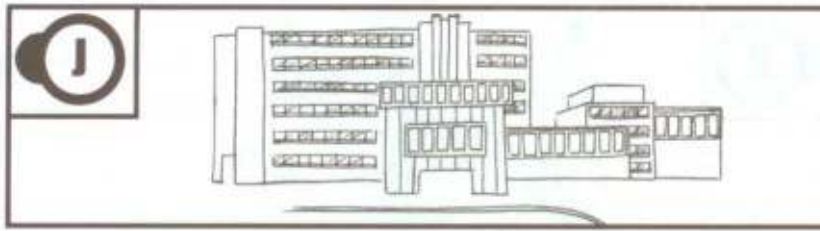
Worksheet 1: What is economic growth?

1. What is "Economic growth?"

- Look at the following pictures and complete the paragraph:







Economic growth is the ability of a country to produce more and more **A.** _____ and **B.** _____. In order to do this, a country must have resources such as **C.** _____ and **D.** _____.

A country also needs a good infrastructure i.e. **E.** _____, **F.** _____, **G.** _____, **H.** _____ etc. It also need a **I.** _____ environment and an efficient **J.** _____.

2. What is the reward of the factors of production? Increased National income is the total reward of all the factors of production. Complete the column.

Factors of production	Reward
Raw materials	
Labour	
Capital	
Entrepreneur	

Learner:

- Read the case studies below and discuss them in groups.
- The facilitator will guide and assist you to do the capability tasks that follow.

Case study:

Peter Steward is the owner of Peter's Shoe factory.



How do lifestyles change over time?

Is life easier now than it was for people long ago?

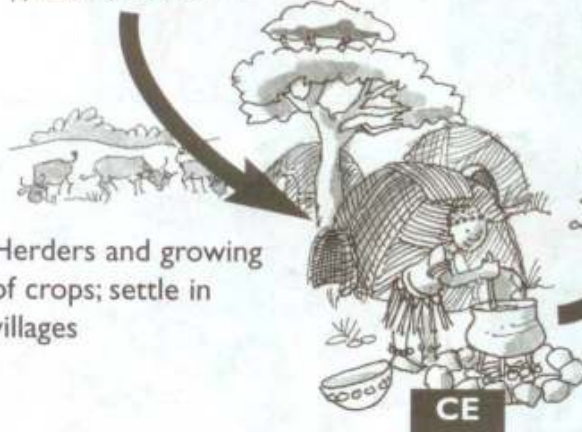
Hunters and gatherers; few people; no permanent homes



Trade with East Africa and Europe; Europeans settle in Southern Africa



Herders and growing of crops; settle in villages



People start trading and bartering; use wood for cooking and light



Activity 3



Look carefully at the time line and discuss the changes from a self-sufficient society to a modern society. What is the same? What is different?

Word box

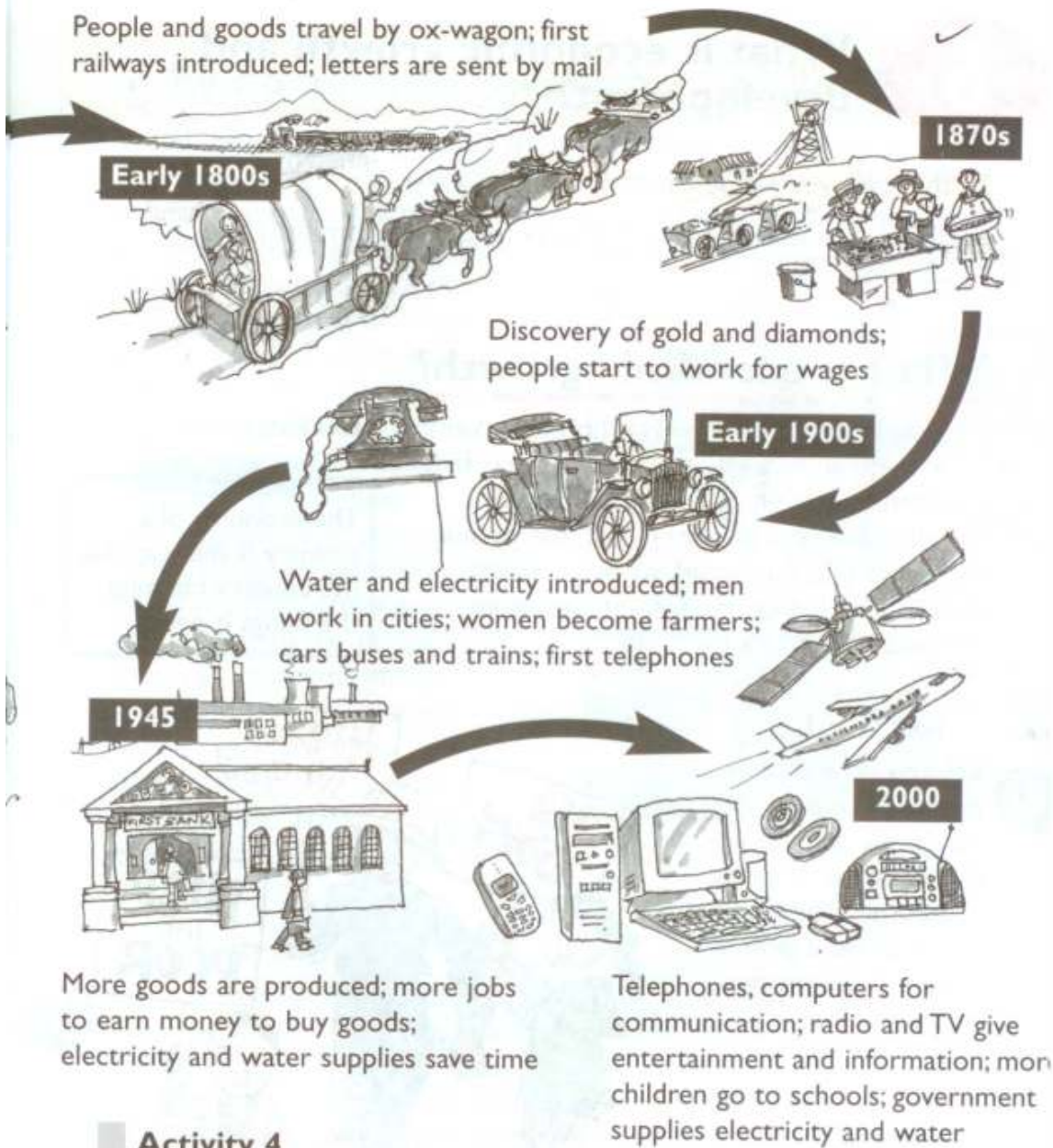
Lifestyle: the way someone lives

Consume: to use resources/things

Consumer: a person who uses/buys resources or things

Self-sufficient: when you/your community produces all the goods and services that you need

Modern: a way of doing things and living by using everything that is available now



Activity 4

Write about what was easier and more difficult in self-sufficient societies and modern societies. Think about things like transport, food, clothing, work and education.

Complete the activity on page 64 to check how much you have learned in this unit.

What did you learn in this unit?

Comparing self-sufficient societies and modern societies

The way that people live has changed a lot as societies have developed from self-sufficient to modern societies. The main changes are:

- lifestyle
- standard of living
- use of goods.

Lifestyle is the way that people live and the things that they do to live and to relax.



✓ Look at the pictures of the two families preparing food.



A Stone Age family 2 000 years ago.



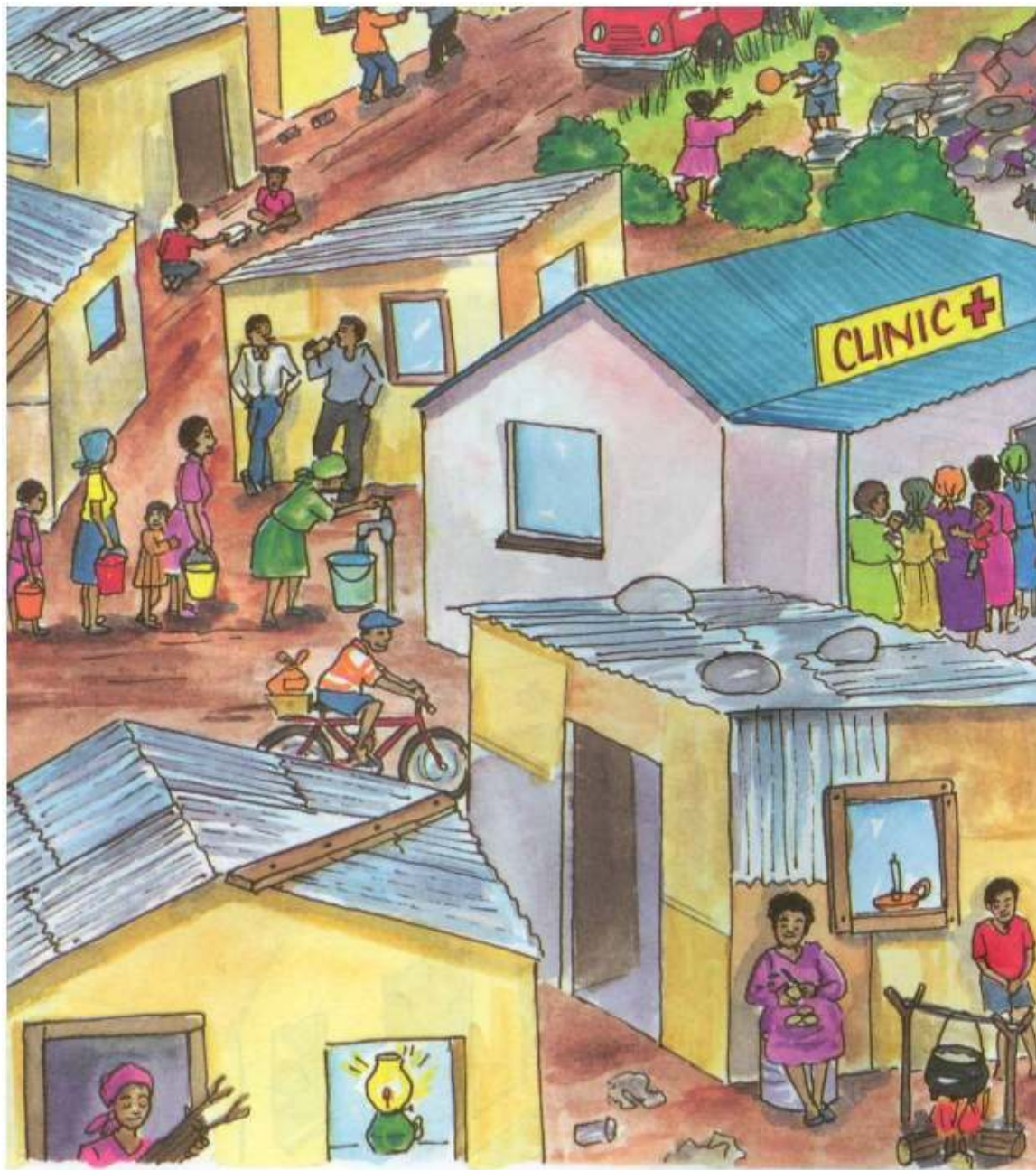
A family today.

Activity 4 Compare two families

Work in groups.

- 1 a Which family is part of a self-sufficient society?
b Which family is part of a modern society?
- 2 Compare the lifestyles of these two families. Think about:
 - how they get their food
 - how they prepare their food
 - how they cook their food
 - how they store food
 - what they do for entertainment or relaxation.
- 3 Compare the standard of living of these two families. Which family has the higher standard of living? Explain your answer.
- 4 a Which family consumes the most goods?
b What goods or materials does the stone age family consume?
Where do they get these things?
c What goods or materials does the modern family consume?
Where do they get these things?
- 5 Which family lives in a more sustainable way? Explain your answer.

LO2: The learner will be able to demonstrate an understanding of sustainable growth, reconstruction and development and to reflect critically on related processes
AS: Describe the changes in lifestyles, living standards, and patterns of consumption from self-sufficient to modern societies

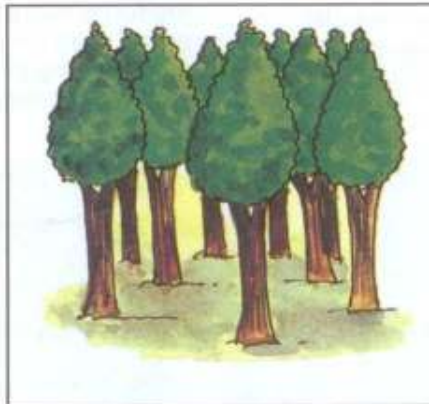




Horticulturalists develop seedlings in nurseries for the tree farms.



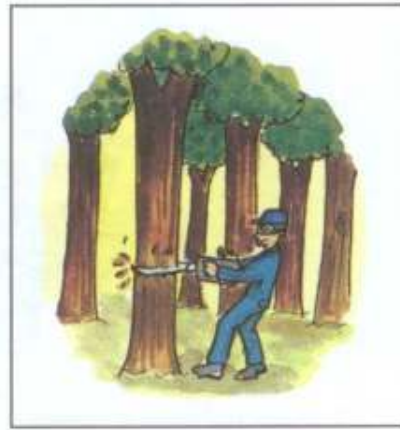
Forestry companies employ foresters to water and weed the tree farms.



Trees provide the wood that is the raw material of the forestry industry.



Forestry companies employ forestry workers to clear the land and plant the tree seedlings.



Forestry companies employ workers to cut down the fully grown trees.

The secondary economic sector

Look at the following diagram. It shows many different activities and businesses in the secondary economic sector of forestry.



Wood pulp is an example of a secondary product because the raw material (wood) has gone through the milling process. A sawmill is an example of a secondary industry.



Paper is another example of a secondary product because the raw material (wood pulp) has gone through the paper-making process. A paper mill is an example of a secondary industry.

Secondary economic activities based on forestry



Furniture-making is another secondary activity. Carpenters make furniture out of wood.



Wood is used in the building industry.

The tertiary economic sector

The pictures on pages 16 and 17 show some of the different activities and businesses in the tertiary economic sector. These businesses provide services for selling, distributing, financing and insuring products from the forestry industry.



Tertiary economic activities

LO1: The economic cycle AS2: The economic sectors

Look at the diagram on pages 16 and 17 and answer the questions.

1. List all the activities and businesses involved in the tertiary sector of the forestry industry.

Tertiary activities based on forestry



The decorating industry uses products such as turpentine and wallpaper glue which are both made when wood is pulped.



Environmentalists have to do environmental impact assessments of tree farms and check that water and nature conservation policies are being followed.



There are many different tertiary industries that use paper, such as bank note and newspaper printers, and magazine and book publishers.



Supermarkets and shops, where finished products are sold, are examples of tertiary industries.

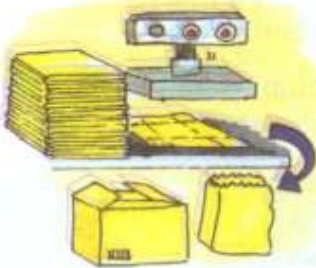


Tree farms are used by tourists. Tour companies are another tertiary activity.

2. Draw your own diagram of all the tertiary activities and businesses that you can think of that are involved with the primary industry that you chose in Activity 9.
3. Choose a spokesperson to explain your group's diagram to the rest of the class.

Think about

- Did I do anything to earn money this week?
- Did I do anything out of love this week?
- What have I learned this week?
- Do I understand what the different sectors are in the economy?



The packaging industry uses cardboard boxes and other packaging material that is made from paper.



Wood pulp is used to make viscose material which is used in the textile and clothing industries.



Transport is an example of a tertiary industry because it provides a service (for example, taking the wood from the plantation to the sawmill). The transport used at every stage of production is a tertiary industry.



Banks provide the finance to support the forestry industry and insurance companies insure forestry companies against disasters.

6. Case studies

You are now going to meet two boys from different communities. One is from a rural community and the other from an urban community.



Hello, my name is Jabu and I am thirteen years old. I live with my grandparents in a village in a rural area of KwaZulu-Natal. My family owns some goats and we have a small vegetable patch. My sister and I look after the goats and fetch water for the household from the river 2 km away every day. At night my grandmother cooks our food on the fire outside. We usually eat mealie meal and vegetables. Our hut is one room where we all sleep together. It has a thatch roof that leaks when it rains. My older brother passes on his clothes to me when they do not fit him anymore. Sometimes, I walk to school 5 km away but most days I stay at home to help my grandparents. My parents work in the city. They visit and send money when they can.



Hello, my name is Thapelo and I am thirteen years old. I live in a small house in a suburb of Johannesburg with my parents. I have my own bedroom. My mother is a typist and my father works in the post office. I catch the bus to school everyday which is four blocks away. My parents go to work by taxi. We buy our clothes at the nearest shopping centre. Every night my mother cooks us a delicious supper of meat, pap and vegetables on our electric stove in the kitchen. After supper, I do my homework, watch some television, have a shower and go to bed.

Activity 1.5 Let's do a comparative study

1. Although Jabu and Thapelo are the same age, their lives are very different. Both of them have their basic needs satisfied. Write a paragraph explaining the differences and similarities between the two boys. Describe the communities they belong to.
2. What do you think are the wants of Jabu and Thapelo? How do they differ?

3. The tertiary sector

The tertiary sector consists of four groups of enterprises.

1. Wholesale and retail trade, catering and accommodation:

- *Wholesalers* are businesses who buy final goods from producers and sell them to retailers. Some also sell to consumers. Makro Stores is an example.
- *Retailers* sell final goods to consumers. Spar is a retailer and so is a spaza shop.
- *Caterers* sell food to consumers. Restaurants, like Wimpy and Kentucky Fried Chicken are examples.
- *Accommodation* is sold by hotels and bed-and-breakfast businesses. It includes a bed to sleep in.

Note: These services involve physical things.

2. Transport, storage and communication:

- *Transport* includes businesses that move goods and people from one place to another. For example by means of trucks, trains and taxis.
- *Storage* is provided particularly for bulky goods. For example, maize, fuel and water.
- *Communication* includes services such as radio, TV, newspapers, telephones and computers. Public sector enterprises (SABC and Telkom) and private sector enterprises (Times Media and Vodacom) are involved.

Note: These services involve physical things.

3. Financial intermediation, insurance, real estate and business services:

- *Financial intermediation* refers to the services rendered (provided) by banking businesses. They stand in between savers and borrowers.
- *Insurance businesses* sell policies that protect people from losses caused by risks such as fires, theft and death.
- *Real estate businesses* provide services for sellers and buyers of fixed property, such as houses and offices.
- *Business services* are services rendered by professional people such as economists, lawyers and bookkeepers.

Note: Most of these services are professional services. They are provided by people with advanced education and training.

4. Community, social and personal services:

- *Community services* are provided mainly by the public sector (government) and include protection (for example by the police and defence services), sanitation (toilets) and water.
- *Social services* are also mainly provided by the government and include medical services (hospitals and clinics) and education (schools and universities). Entertainment is provided by public and private enterprises.
- *Personal services*, such as repairs (plumbing, electrical and mechanical), dry cleaning and hairdressing are sold by private enterprises.

Note: Some of these services are physical and some are professional.

Where does money come from?



Shells as a monetary form

carry around. Gold was probably chosen as the means of exchange because it is shiny and doesn't corrode easily.

Often coins were marked with symbols of animals, gods or rulers that indicated different values. Archaeologists who study ancient civilisations have learnt a great deal about different cultures by

Even in these early days, people were making counterfeit coins from lead coated in gold. In order to prevent this kind of fraud, the goldsmiths would weigh them against a standard genuine coin. Goldsmiths also accepted deposits of gold from people. They promised to lock after the gold in exchange for a small fee. They then provided a written note promising to return the gold to the owner when it was required.

In time, the owners of the gold started to use the 'promissory note' itself to trade, leaving the gold with the goldsmith. The exchange of 'promissory notes' is probably what led to the use of paper money that we know today.

they could not always satisfy all their needs in one deal. And so, communities started to develop their own forms of what we now know as money. In the early days, many communities used shells as their money. So in our example, the wheat farmer would buy milk for 10 shells and as the dairy farmer did not need wheat at the time, he used the shells to buy apples instead.

As communities gradually settled in villages and towns, the exchange of goods and services increased and people used metals such as gold and silver as the means of exchange. Soon goldsmiths were able to process the raw product to make coins, which are easy to



Ancient Greek and Chinese coins

Can you imagine what life must have been like 40 000 years ago? People supported themselves by hunting animals and gathering edible plants and insects. Most of their time was spent meeting their needs for food, clothing and shelter. There was no need for money.

When people started to farm particular crops, the food they were able to produce did not satisfy all their needs. So the wheat farmers would exchange their products with those of the cattle farmers. This exchange of goods is called bartering. But there were problems with the system of bartering.

How do you decide what products have an equivalent value? Would a bucket of milk be equivalent to one bushel of wheat or two, or more? What did they do when the wheat farmer needed milk, but the dairy farmer didn't need wheat, and really needed apples? What if the dairy farmer had more milk than anyone could use or exchange at a particular time?

The farmers would need to work out a deal that they were both happy with, but



ACTIVITY

Have a closer look at the coins and notes we use in South Africa. What do they tell us about our cultural heritage?

In recent times, since the development of computers, plastic money has been upgraded to 'electronic money'. The new plastic cards are linked to people's bank accounts and allow them access electronically at the point of sale. Money is transferred from the buyer's account to the seller's account. A print-out is given as evidence that the transaction has taken place. Electronic transaction can also take place over the phone or via a connection to the internet.

After the cheque came 'plastic money'. The credit card allows people to make purchases at a range of shops. The shops keep a paper record of these transactions and claim the money from the banks each month. The credit card holder can pay the account in full or pay only a portion of it each month. The banks charge interest on accounts that are not paid in full.



Today, banks are able to lend large amounts of money to people so that they can afford to buy land, houses and cars, or to set up a new business. After paper money came cheques. Instead of withdrawing the money every time it is needed, a person can write out a cheque which promises that the bank will pay that amount of money to the buyer.

The use of paper money increased after the invention of the printing press. The need to exchange the paper for gold disappeared as people came to value the paper itself for what it could buy. This led to the need for banks to store and protect the paper money! Banks also offered loans to help people buy what they wanted. People would agree to pay the bank back the money they had borrowed, but with interest.

What do you notice about the changes in the prices of the goods from 2006 through to 200 ? [1]

Explain what inflation is by giving a definition of inflation [2]

Name TWO types of inflation [2]

Name and discuss TWO reasons for the changes in inflation rates [3x2=6]

Learning Outcome 1 The Economic Cycle








Assessment Standard 5: Explain what inflation is and discuss reasons for changes in inflation rates

Instructions

The information given below represents the prices of certain products for the years 2006 and 2007. You are to conduct an investigation to find out the prices of these goods in 2008. After you have completed the price table for 2008, you are to answer the questions that follow.

Resources: Textbook, supermarket pamphlets, newspaper, television

Integration:

APPROXIMATE FOOD PRICES	PRICE 2006		PRICE 2007	CHANGE	% DIFF.	Product	Price in 200
CHEESE - p/kg	R45.25		R47.99	R2.74	5.7%	Cheese	
ORANGE JUICE - p/litre	R8.20		R8.49	R0.29	3.5%	Orange Juice 1L	
BROWN BREAD	R3.77		R4.29	R0.52	12.2%	Brown Bread	
WHITE BREAD	R3.80		R4.39	R0.59	12.2%	White Bread	
FRESH MILK - p/litre	R4.33		R4.59	R0.26	5.7%	Fresh Milk 1L	
SUGAR - 2.5kg	R13.79		R14.99	R1.20	8.0%	Sugar 2,5 Kg	
TOMATOES per kg	R8.40		R8.99	R0.59	6.6%	Tomatoes Per Kg	

[7X2=14]

deflation
a decrease in prices

When the general price level decreases and prices fall, we say that **deflation** has occurred. A drop in the price of a single item, for example computers, is not called deflation. Deflation is only said to occur if there is a drop in the price of many goods and services leading to a fall in the average level of prices in the economy.

DID YOU KNOW?

Hyperinflation is an inflation rate of more than 100%. In 2003, Zimbabwe's inflation rate was more than 300%.



The price of Ricoffy in 1983.



The price of Ricoffy in 2004.

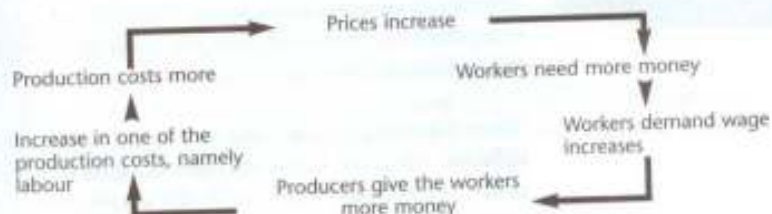
The reasons for inflation

Economists have identified many possible causes of inflation. Two of the most important causes of price increases are:

1. **Increases in the cost of production.** If the cost of the factors of production increases, then it becomes more expensive for producers to produce goods and services. This increase in the cost of production causes producers to increase the prices they charge for their goods and services. If many producers put their prices up, the average price level increases which leads to inflation. This type of inflation is often called **cost-push inflation** because increases in costs push prices up. When workers demand large wage increases, this can lead to cost-push inflation.
2. **Increases in the level of consumer spending.** If there is an increase in consumer spending, there will be an increase in the demand for goods and services. An increase in the demand for goods and services will lead to an increase in the general price level and hence to inflation. This type of inflation is often called **demand-pull inflation** because increased demand for goods and services pull the prices up.

cost-push inflation
inflation that is caused by increases in the cost of production

demand-pull inflation
inflation that results from an increase in demand for goods and services; the increase in demand is the result of an increase in consumer spending



The inflationary cycle.

6. Trade Unions

Workers' rights

In a mixed economic system, the government is also responsible for protecting the rights of the workers in the country. It is generally agreed that workers have the following rights:

- *The right to work.* Every person in a country should have the opportunity to earn a living by working. No one should be excluded from the economy. In order to make sure that this right is protected, the government of the country should ensure that there is work for everyone who is available to work and is seeking work.
- *The right to choose your work.* Everyone has the right to choose their trade, occupation or profession freely. No one should be prevented from entering a profession or trade because of their gender, race or religion.
- *The right to safe, hygienic and comfortable working conditions.* All people have the right to be protected from danger while they are at work. Employers have a responsibility to make sure that the work environment is healthy and free of danger.
- *The right to work that is freely chosen or accepted.* Every person has the right to decide for themselves what work they would like to do and who they would like to work for.
- *The right to be paid fairly.* Everyone has the right to earn a wage or salary that is equal to that earned by other people who do the same or similar work.
- *The right to work for a limited amount of time each day and to receive paid holidays.* People should not work too many hours each day. Laws are set to limit the amount of time that each individual should work in a given week. Everyone has the right to paid sick leave and holidays.
- *The right to be treated equally and fairly by the employer.* All people have the right to be treated the same as others and to be treated with respect by their bosses.

Market economies

A market or capitalist economy is a type of economic system where there is private ownership of the factors of production. Supply and demand regulate the economy with little government control. Businesses decide the type and quantity of goods to be made in response to demand from consumers. Consumers decide the type and quantity of goods to be bought. People are free to produce, buy and sell whatever they want as long as they have the money.

An increase in the price of one product encourages businesses to allocate resources to the production of that product. A decrease in the price of one product encourages consumers to switch to buying that product. A market economy produces whatever brings the highest price and produces it with the method that costs the least. People in a market economy want to make as much profit as possible.

In a market economy there tends to be a large gap between those with high incomes and those with low or no incomes. People with higher incomes are able to buy more goods and services than the poor. There is also a large range of goods to choose from in a market economy.



A market economy values individualism. It is up to each person in a market economy to make more money than other people. People choose what occupation they wish to follow and who they work for. People in a market economy will often choose an occupation based on where they can sell their labour for the best salary.

Some of the advantages of a market economy are that there is competition. Competition means that there is an increase in quality and money is spent on research and development. Some of the disadvantages are that only those with resources can participate. The United States of America is an example of a market economy.

Market economy

LO1: The economic cycle; AS3: Different economic systems

1. Read the information about market economies on page 18.
2. Copy the following table into your exercise book.
3. Complete the column in the table about market economies.

	Market economies	Planned economies	Mixed economies
Who decides what to produce?			
Who owns the factors of production?			
Can people choose what work they want to do?			
What does this system value?			
How are resources allocated?			
What are some advantages of this economic system?			
What are some disadvantages of this economic system?			
Which country is an example?			

Planned economies

A planned, command or socialist economy is a type of economic system where there is government ownership of the factors of production. The government owns most resources and decides on the type and quantity of goods to be made. The government sets output targets for each district and factory and allocates the necessary resources.

A planned economy is run by a very strict and strong central leadership group. The government is responsible for the production of goods and services. It is highly organised and the people in the economy are assigned specific tasks by the leadership. It is up to the central leaders to determine what is needed and how the resources will be used.

In a planned economy prices are fixed. There is no profit motive so the price equals the cost of production. People are not free to choose their occupations. People are trained according to the needs identified by the government. The government distributes consumer goods through state shops where there is no choice of goods. People often have to stand in long queues to get their basic necessities.



Some advantages of a planned economy are that everyone has an equal standard of living. Incomes are often more evenly spread out than in other types of economy. North Korea is an example of a planned economy.

activity
10
individual

Planned economy

LO1: The economic cycle; AS3: Different economic systems

1. Read the information about planned economies.
2. Write an explanation of why planned economies are also known as command economies.
3. Look at the photo of shoppers in North Korea. How does it reflect what you know about a planned economy?
4. Complete the column in the table from Activity 9 about planned economies.

- a right to enter into agency and closed shop agreements,
- a right to establish workplace forums,
- a right to conclude collective agreements,
- a right to enter an employer's premises (employer's permission is required to enter a private home) to recruit or meet members,
- a right to hold meetings with employees outside their working hours at the employer's premises, and
- a right to conduct elections or ballots among its members on union matters.



The rights and responsibilities of trade unions

LO1: The economic cycle; AS4: Trade unions

1. Read the information about the rights and responsibilities of trade unions.
2. What rights do registered trade unions have in South Africa?
3. You know from your study of human rights in Life Orientation that with rights come responsibilities. What are the responsibilities of registered trade unions in South Africa?



Trade union case study

LO1: The economic cycle; AS4: Trade unions

Work in groups to read the following case study and discuss the questions.

1. How and when was COSATU formed?
2. What are COSATU's objectives?
3. What are COSATU's principles?
4. What is COSATU's political policy?
5. What is COSATU's socio-economic policy?
6. What are some of COSATU's campaigns?
7. What is the importance of May Day for trade unions?
8. How would you describe COSATU's role in South Africa?
9. What do you think COSATU's rights and responsibilities are?

Report back to the rest of the class.

Case study COSATU

The Congress of South African Trade Unions (COSATU) was launched in December 1985 after four years of unity talks between unions opposed to apartheid and committed to a non-racial, non-sexist and democratic South Africa. At the launch COSATU represented less than half a million workers organised in 33 unions. COSATU currently has more than two million workers, of whom at least 1.8 million are paid up.

The main broad strategic objectives of COSATU are:

- to improve the conditions of its members and of working people as a whole,

- to organise the unorganised, and
- to ensure worker participation in the struggle for peace and democracy.

COSATU is based on the following core principles:

- Non-racialism – COSATU believes that all workers, regardless of race, should organise and unite.
- Worker control – COSATU believes that workers must control the structures and committees of the federation. The COSATU leadership is drawn from the shopfloor.
- Paid-up membership – COSATU strives for self sufficiency through membership fees.
- International worker solidarity – COSATU maintains links with a range of national and international unions.

COSATU has a political policy: it believes in a democratic society free of racism, sexism and the exploitation of the working class. COSATU believes in a society where workers have full control over their lives. COSATU works with other democratic forces to do away with all forms of oppression and exploitation.

The socio-economic policy of COSATU is based on the need to eliminate economic inequities and poverty in society and in the workplace. COSATU wants to make sure that policies enhance job security and job creation rather than destroy jobs.

Some of the major campaigns of COSATU include:

Living wage campaign – This campaign tries to eliminate the wage gap between senior management and workers, men and women, and between skilled and unskilled workers.

May Day – On 1 May 1886, American workers organised by the International Workers of the World marched in support of an eight-hour day. This started an international tradition of observing a workers' holiday that continues to this day. By 1986, the tradition had been observed for 100 years. May Day is now a public holiday in South Africa.

Basic Conditions of Employment Act – This Act improves the lives of workers in areas such as working hours, maternity leave and child labour.



Peer assessment

Copy this assessment tool into your workbook. Assess your partner in his/her workbook by responding honestly.

Name of the learner who is being assessed: _____ Date: _____

Name of the learner doing the assessment: _____

- Your partner understood what he/she read.
- Your partner understood all the concepts used.
- Will your partner be able to memorise the rights of trade unions?
- Between us we could answer all the questions.







Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

If a total of 10 marks are awarded for this activity, how many of those marks should your partner get? _____

Mention any problems experienced by your partner: _____

Activity 2.3



<p>Sindi, what do you plan to do after work today?</p> <p>Our trade union is having a meeting. I'm going along. Aren't you coming too?</p> 	<p>No, I don't belong to a union. What good can a trade union do?</p> <p>Unions negotiate with the factory management on behalf of the workers about any problems we may have.</p> 
<p>But I can do that for myself!</p> <p>Maybe, but unions have greater bargaining power because, according to the law, they are allowed to call a strike if management refuses to address our grievances.</p> 	<p>I don't approve of strike action.</p> <p>Well, the unions can also take other steps.</p> 
<p>What else can they negotiate for? It seems to me that all they can do is to encourage people to strike and toyi-toyi!</p> <p>You're wrong! They can negotiate for many different things.</p> 	<p>Such as?</p> <p>They bargain for better salary increases, pay for overtime, contributions by management to our pension scheme, ...</p> 



The responsibilities of trade unions

In pairs, you now have to role-play the above script for the class. Decide which role each of you will play. Simply reading the text is not enough - you need to dramatise it! Remember that you are relaxing in a canteen. But before you start preparing for your role play, you have to complete the script by adding at least two more lines for each character.



Peer assessment

Copy this assessment tool into your workbook and complete it by responding honestly.

Name of the learner who is being assessed: _____ Date: _____

Name of the learner doing the assessment: _____

- Did you prepare by writing down what each of you had to say and do?
- Were the sentences that you added interesting?
- Did your partner fully understand your role play?
- Was your role play properly prepared?
- Did you use a variety of facial expressions?
- Did you speak loudly and clearly?
- Did you speak directly to the audience?
- Did the class enjoy your role play?

Yes	Almost	No

Explain what you could have done better:

Activity 2.4

Which of the following statements do you think reflect the **responsibilities of a trade union**? Copy only the correct responsibilities into your workbook.

	Responsibilities of trade unions:
A	They negotiate with employers on behalf of their members.
B	Only men may join trade unions.
C	Salary benefits are negotiated with management.
D	Trade unions work for all employees.
E	Management is allowed to choose union representatives to take part in decision-making.
F	Pension schemes are negotiated for employees.
G	Trade unions can only get what they want by toyt-toying.
H	Trade unions have to report to members annually to inform them of their activities and their financial situation.
I	Trade unions do not oppose unfair dismissals.
J	Membership fees must be paid by the employer.