

Life Orientation

TODAY

Grade 7

Learner's Book



MASKEW MILLER
LONGMAN

G. Euvrard • H. Findlay • C. Normand

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Key concepts

Development of the self in society

- Self-image
(Unit 1 – p. 2 to p. 5)
- Changes in boys and girls
(Unit 4 – p. 10 to p. 11)
- The effects of peer pressure
(Unit 6 – p. 20 to p. 25)

World of work

- Reading and studying
(Unit 8 – p. 30 to p. 31)
- Improve your memory
(Unit 9 – p. 32 to p. 33)

Physical Education

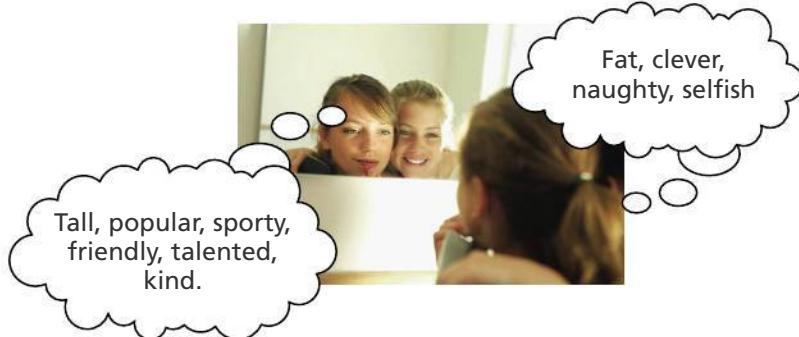
- Get fit this term
(Unit 2 – p. 6 to p. 7)
- Safety issues in fitness
(Unit 3 – p. 8 to p. 9)
- Let's get active
(Unit 5 – p. 16 to p. 19)
- Getting fit with ease
(Unit 7 – p. 26 to p. 29)
- Our last training
(Unit 10 – p. 34 to p. 35)
- Fitness test
(Unit 11 – p. 36 to p. 37)

Unit 1 Self-image

key word

self-image your way of describing yourself; how you see yourself

Self-image is like a picture of how you see yourself; it is your way of describing who and what you are.



Identify and reflect on positive personal qualities

The way you see yourself can be quite different from how others see you. Your relationship with yourself will determine how you see yourself.

The worst loneliness is to not be comfortable with yourself.

Mark Twain

Activity 1 Your personal qualities

1. Copy the chart below into your exercise book.
2. Use the chart to rate yourself. Then use it to see how others rate you. Use three different colours: one colour to rate how *you* see yourself, a second colour to show how a *family member* sees you, and a third colour to rate how a *close friend* sees you.
3. Once you have completed your chart, answer these questions.
 - a) Do you have a mostly positive or negative view of yourself?
 - b) How is your view of yourself different from others' view of you?
 - c) Have you described the real you, or the person you would like to be?
 - d) Which of your qualities have been helpful or unhelpful in your life?
 - e) What can you do to change the qualities that have been unhelpful?

	1 = always	2 = most of the time	3 = sometimes	4 = seldom	5 = never	
Hardworking						Lazy
Reliable						Unreliable
Cheerful						Grumpy
Organised						Disorganised
Helpful						Unhelpful
Honest						Dishonest
Forgiving						Unforgiving

Relationship with self, family and friends

The type of relationship you have with yourself, with family and with friends will affect your self-image. These relationships will also have an effect on how you see and understand your personal qualities.

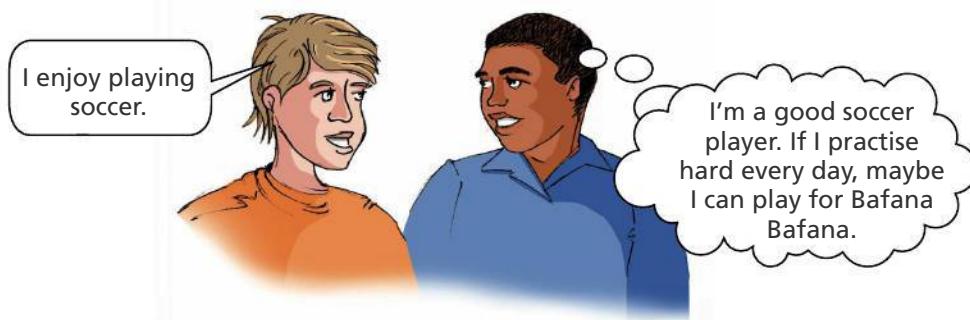
If your friends are positive about you and value you, you will experience yourself as valuable too. What did the chart in Activity 1 tell you about your relationships with your friends? For instance, did your friend rate you as helpful and forgiving? These are important qualities in building a friendship. Being a good friend is not just about being popular and smart, but about being there for each other.

In the same way, you will feel good about yourself if your family values you and is proud of you. What did the chart in Activity 1 tell you about your relationships with your family? For instance, did your family member rate you as reliable and organised? These are important qualities in being a good family member. Being part of a family is about doing your part, and about deserving your family's respect and admiration by how you behave.

The way you see yourself develops over time. As you mature and build good relationships with family and friends, your self-image will become stronger and more positive.

Personal interests, abilities and potential

Your personal **interests** are those things that you enjoy doing. Your personal **abilities** are your skills, talents, the things that you do well at. Your personal **potential** is all the things you *could* do well at if you work hard. Knowing your interests, abilities and potential can help you to develop a positive self-image.



key words

interests things you enjoy doing

abilities your skills or talents

potential what you could do if you use your interests and abilities

Activity 2 Make a self-image collage

Make a collage that shows how you see yourself. Focus on your strengths, abilities and talents. Also show your interests, likes and dislikes. You can draw or cut out words and pictures from magazines, newspapers or wrapping paper. Use interesting items like fabric, sweet wrappings, labels or things from nature.



How to improve your self-image

Respect for self

Your self-image is important because it affects how you act with others and what you do with your life. Your self-image affects your physical, mental, social, emotional and spiritual well-being. It can be positive, giving you confidence; or it can be negative, making you doubt yourself and feel unsure of what you can do.

Your self-image can change. Everyone can learn to have a healthier and more realistic view of themselves. A healthy self-image starts with learning to accept and love yourself.

Activity 3 Draw up a plan to improve your self-image

1. Read the article below.
2. What five things can you do to improve your self-image?

Steps to improving self-image

Stop thinking negative thoughts about yourself. If you're used to focusing on your shortcomings, start thinking about positive aspects of yourself. Each day, write down three things about yourself that make you happy.

View mistakes as learning opportunities. Accept that you will make mistakes. Mistakes are part of learning. Remind yourself that everyone excels at different things.

Try new things. Experiment with different activities that will help you discover your talents. Then take pride in new skills you develop.

Recognise what you can change and what you can't. If there is something about yourself that you can change, then start today. If it's something you can't change (like your height), then work towards loving yourself the way you are.

Set goals. Think about what you'd like to accomplish, then make a plan for how to do it. Stick with your plan and keep track of your progress.

Take pride in your opinions and ideas. Don't be afraid to voice them.

Make a contribution. Making a difference can do wonders for your self-image. Volunteer your time in some way, like helping clean up your neighbourhood.

Exercise! You'll relieve stress, and be healthier and happier.

Have fun. Enjoy spending time with the people you care about and doing the things you love. Relax and have a good time – and avoid putting your life on hold.

Strategies to enhance others' self-image

Everyone deserves to have a healthy, positive self-image. We can help each other to have a good self-image. Trying to understand others – no matter what their culture, gender, race, religion, nationality, age or disability – will help us to **respect** them. The people in our country live in many different communities; this is why we say there is a lot of **diversity** in our society. Our country has made it a law that everyone needs to be respected and treated equally, no matter what their cultural background is.

key words

respect have a good opinion of someone's character or ideas
diversity different types of cultures

Activity 4 Write a letter about diversity

1. Read the case study.
2. Write a letter to the children at Ayanna's new school. Include in your letter:
 - a) What you understand by diversity and respect for others.
 - b) Why you think diversity and respect for others are important.
 - c) Suggest five positive things the children can do to build up Ayanna's self-image; for example, they could invite her to join them at break.

Case study: A foreigner at school

Ayanna and her family come from Somalia, a country far away. She does not speak any South African languages. At school, nobody talks to her, the children avoid her and tease her about her clothes. She is always alone at break time. This is very different from how it was in Somalia; there, she was popular and did well at school.



In her new school, everyone runs inside when the bell rings but Ayanna does not know where to go or what she is supposed to do. Ayanna feels lonely, sad and a little scared.

Unit 2 Get fit this term

What is fitness?

Physical fitness helps us feel our best, look our best, and do our best.

The table shows some of the benefits of fitness.

Stamina	Strong muscles	Muscular endurance	Flexibility
			
Healthy lungs to breathe deeply and a strong heart to pump blood around our bodies.	Muscles that lift and push and pull.	Legs and arms that keep on going.	Joints that move easily, and muscles that can be used in different ways.

Aerobic exercise

key word

aerobic exercise that makes your heart beat faster

One of the best ways to get fit is to do **aerobic** exercise. Aerobic exercise is all about making our hearts beat faster and keeping them beating at that rate for a certain amount of time. We have to do a lot of movement to make our hearts beat like this. When we move a lot, we also make our muscles stronger and able to work for longer.

Aerobic exercise is any exercise that:

- uses the big muscles in the body
- you do without stop-starts
- has its own rhythm.

Popular aerobic activities are dancing, walking, running, swimming, cycling and working in the fields or garden.



Measure your heartbeat

As we get fitter, our heartbeats get slower. You will measure your heartbeat now, before you start your fitness programme. At the end of the term, you will measure your heartbeat again to see how much fitter you have become. Measuring your heartbeat is also called taking your **pulse**. There are two places on your body to easily measure your heartbeat.

key word

pulse the beating of your heart



1. Turn the palm of your right hand to face upwards.
2. Press fingers two and three of your left hand into the wrist.
1. Press fingers two and three of your right hand gently into the soft spot about 5 cm below your ear, behind your jaw.

Activity 5 Measure your heartbeat

1. Take your pulse using one of the methods above.
2. Count your pulse for 30 seconds. Multiply this number by two to see how many times your heart beats per minute. For example, if your pulse for 30 seconds is 35, then $35 \times 2 = 70$. Your resting pulse is 70.
3. Now run on the spot for one minute.
4. Stop running and take your heartbeat immediately. Write it down.
5. Carry on running for another minute. Take your heartbeat again.
6. Do the same after two minutes and three minutes of running.
7. What do you notice about your heartbeat during exercise and after exercise?

Safety

Remember to bring your shorts, t-shirt or tracksuit for next week. But beware – loose clothing can make you trip and fall.

Unit 3 Safety issues in fitness

key word

apparatus

equipment used to do exercise



You will get fit this term and have a lot of fun, but safety must come first at all times. Let's look at what **SAFETY FIRST** stands for.

Stretch – warm up before exercising and cool down afterwards.

Apparatus and clothing – make sure they cannot hurt you.

Follow instructions – listen carefully to what your teacher tells you. This will help avoid unnecessary accidents and injuries.

Earrings and jewellery – take these off before playing; they can catch and tear.

Temperature – don't exercise if you have a raised temperature from being ill (a fever). A temperature means that your body is using its strength to fight a virus. You can damage your heart if you expect your body to work even harder.

Yeeeeooowww! – watch out for broken glass and sharp stones on the fields.

First Aid – have a basic first aid kit in case someone gets hurt.

In between – keep a safe distance, about two steps, between yourselves. You shouldn't be able to touch each other's fingertips.

Relax – just enjoy the game or exercise, don't get uptight and start fighting.

Save each other – from falling or getting hurt.

Tap – drink water when you're thirsty, especially after Physical Education or if you have sweated a lot.

Warming up and cooling down

To avoid getting hurt, warm up and stretch before you exercise. Activity 6 and Activity 7 show you how to do this.

Warming up before you exercise:

- Makes you breathe more and get more oxygen into your lungs.
- Makes your heart pump more blood and oxygen to the muscles.
- Makes more fluid go into your joints, which helps them move.
- Raises your heart beat and pulse.

Cooling down after you exercise allows your body to slow down before it suddenly stops. Activity 7 and Activity 8 show you how to do this.

Activity 6 Get your body going

- Walk on the spot, moving your arms around in any way that feels comfortable. Do this for two minutes.



- Now run on the spot for two minutes. Keep moving your arms around.
- Is your heart beating faster? Do you feel warmer? You are ready to stretch and exercise.



Activity 7 Stretch

- Stretch **before** exercise, but only once you have warmed up your muscles in Activity 6.
- Stretch **after** exercise, after you have cooled down and are breathing normally.



The monkey stretch

- Stand with your feet apart, with knees slightly bent.
- Reach for the ground with your left hand and lift your right elbow.
- Hold this position for five seconds and then slowly stand up again.
- Breathe normally.
- Do the same with your right hand and left elbow.

The meerkat stretch

- Stand with your feet slightly apart and knees slightly bent.
- Place your hands on your lower back.
- Now move your elbows towards each other and up.
- Breathe normally.
- Stay in this position for a few seconds, then relax.

The weeping willow tree

- Bend forwards so that your arms hang down toward the ground.
- Now bend your knees so that your fingers touch the ground.
- Breathe normally.
- Keeping your fingers touching the ground, slowly begin to straighten your legs.
- When your leg muscles start to hurt, stop, and bend your knees again.

Activity 8 Slow your body down

- After exercise, your temperature will be raised and your heart will beat faster.
- Walk or jog slowly around the field for 5 minutes or until you feel your body slowing down.

Unit 4 Changes in boys and girls

key words

puberty the process of physical changes by which a child's body matures into an adult body

gender construct the way we understand a man's role and a woman's role in our community

hormones chemicals produced by your body

oestrogen an important hormone in the female body, which leads to sexual development, including the physical changes that come with puberty

testosterone an important hormone in the male body, which leads to sexual development, including the physical changes that come with puberty

Puberty and gender constructs

As we get older, we grow and develop. At this stage of your life, you are experiencing many changes – in your body, your feelings and how you think. This is called **puberty**, when boys become men and girls become women. Everyone goes through it.

In every community, there are beliefs on how men and women should behave and how they are different. These are called **gender constructs**. As you become a man or a woman during puberty, you may notice how people's attitudes change.

Physical and emotional changes

As you go through puberty, you change physically and emotionally. Physically, all children become taller, stronger, heavier and more hairy. Your body odour also changes and you could get pimples. Teenagers often have changing energy levels, sometimes feeling very energetic and at other times being very tired and just wanting to sleep.

The emotional changes during puberty are often more stressful than the physical ones. Here are some of the normal emotional changes.

- You may feel worried about your changing body and about being different from others.
- You start thinking differently and becoming a bit more independent of your parents. Friends may play a more important part in your life now.
- Your community may have certain expectations about how you should behave as a boy becoming a man or a girl becoming a woman.
- Most teenagers experience confusing feelings and mood changes.

These physical and emotional changes happen because of **hormone** changes in your body. Some of the changes that happen during puberty are different for boys and girls. For girls, the hormone that starts puberty is **oestrogen**; in boys, it is **testosterone**.



What happens to girls?

- Your body becomes curvier and your hip bones widen.
- You put on some weight, mostly on the hips.
- Breasts start to develop.
- Menstruation (periods) starts.
- You may get some white or see-through jelly from your vagina before your period. (This is your body's way of cleaning itself.)

What happens to boys?

- Your testes and penis enlarge.
- Your voice becomes deeper and your Adam's apple gets bigger.
- You start growing hair on your face.
- Your muscles become bigger and stronger and your shoulders get wider.
- You start to get erections.
- You may have wet dreams; sperm is released while you are sleeping.

Activity 9 Understand emotional and physical changes

1. Read the diary entry below. It is by a boy who is confused about puberty.
2. Write a letter to this boy. Pretend you are his older brother. Explain to him what is happening to him physically and emotionally. Make him understand that this is a normal process that all people go through. Be sure that he will not feel embarrassed.

Dear diary

Life seemed so simple before. Then it all started going funny. I think it all began with just one pimple. Then there were suddenly lots! About that time, my voice started changing as well. I started feeling a bit strange when I was around girls. There was one who made me even more nervous than the others. I still can't believe it about myself, but I actually had the guts to ask her out on a date. She looked so beautiful, her hair so pretty, her eyes lighting up like the lights in the city. When I held her hand, it sweated a little. Then she blushed, and started to giggle. After all of this, I did not know how to say goodnight. Some of my friends are talking about kissing and stuff, but I could not even think about trying. It all seems so complex. I want to wait till I'm older; I don't want to worry about sex now already. Does this make me a nerd? Why is everything feeling so different from a year ago?

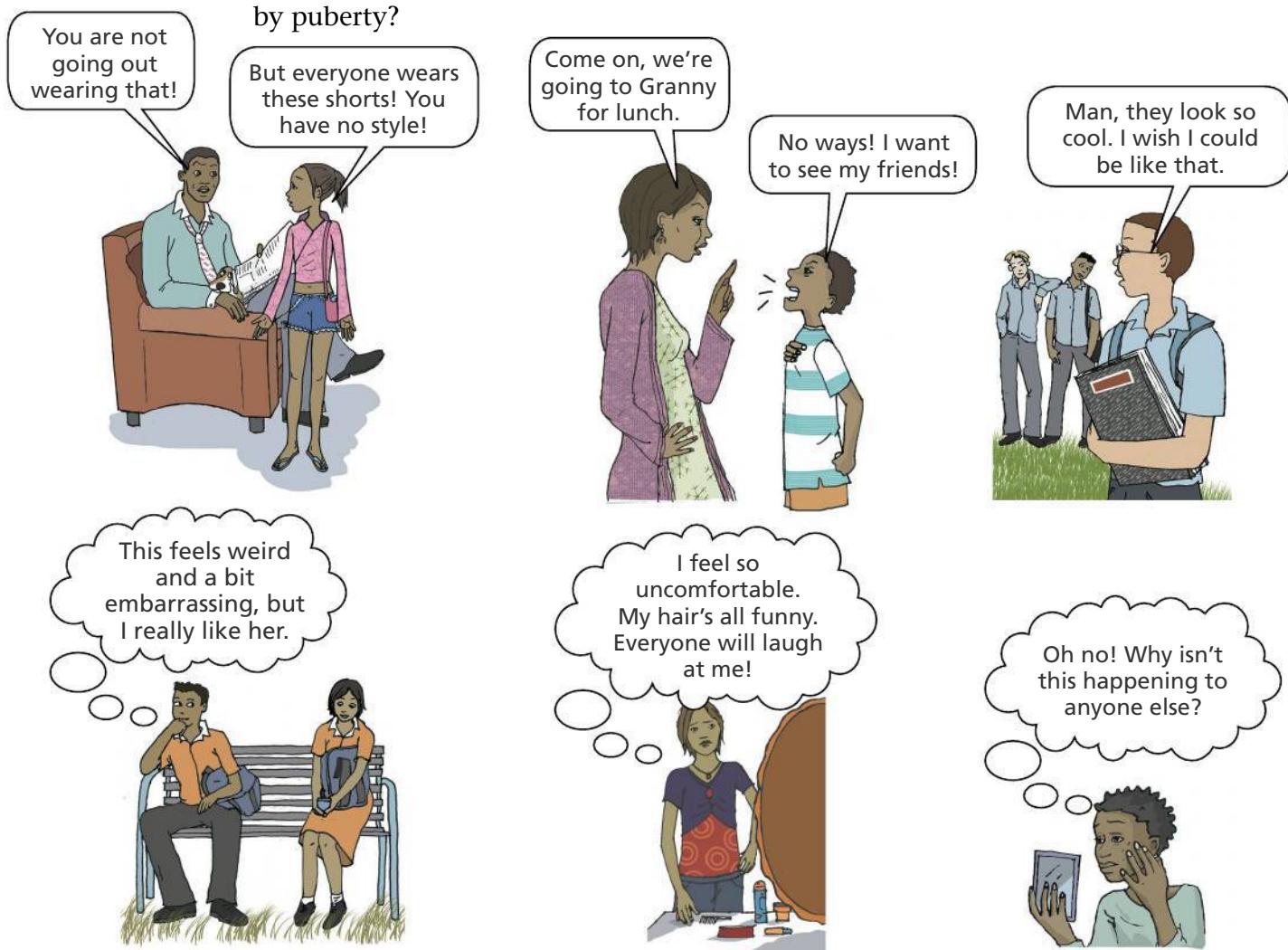
How puberty affects our relationships

The hormones that cause the physical and emotional changes of puberty also cause changes in your relationships with family, friends and yourself. Puberty is a complicated time for everyone. The adults in your life may also be confused by the changes in your behaviour. Some of you may have heard adults say things like this:

- “Teenagers are so selfish, they only think of themselves.”
- “Young people today just want to spend time with their friends; they don’t care about their family.”
- “My son won’t talk to me about what he does with his friends.”
- “My daughter has a bad attitude; she does not listen to my advice anymore.”

Activity 10 Talk about changing relationships

Discuss the relationships shown in the pictures. How have they been changed by puberty?



Respect yourself and others

In order to get through puberty without too much stress, we need to treat ourselves and others with respect. This makes our world a better place to live, whether it's at home, at school, or in our communities.

Respect works both ways; if you want people to respect you, you need to show respect to others. If we respect ourselves, it is easier to respect others. It's simple – all we need to do is treat others the way we would like to be treated.

How to show respect for others

- Don't insult people or make fun of them.
 - Listen when other people speak.
 - Value other people's opinions.
 - Be considerate of people's likes and dislikes.
 - Don't mock or tease people.
 - Don't talk about people behind their backs.
 - Be aware of other people's feelings.
 - Don't pressure someone to do something he or she doesn't want to do.
-

Activity 11 Respect yourself

As a class, discuss how we can show respect for ourselves during puberty.

Think about:

- what we wear
 - how we act with friends
 - how we treat our family
 - how we behave at school
 - how we talk to people
 - what we do when we feel pressured to act in a certain way
 - how we think about the changes our bodies are going through.
-

Activity 12 Surviving puberty pamphlet

Design a pamphlet explaining all the changes a teenager goes through.

In the pamphlet, give advice on how to deal with puberty.

"You yourself, as much as anybody in the entire universe, deserve your love and affection."
– Buddha

Appreciate and accept yourself and others

We are all different, and each of us brings something different to the world. Each of us, in our special way, has a place in this world and deserves to feel recognised.

Acceptance of self means accepting yourself the way you are. This includes the things about yourself that you don't like. Nobody is good at everything. Everybody has faults or weaknesses that they can't change. When you accept yourself, you know what your strengths and weaknesses are, and you realise that your weaknesses are part of who you are.

Accepting others means doing the same about other people: loving or liking them in spite of recognising their faults or weaknesses. It also means accepting if people are different from you – they might dress, speak or look different from the way you do. Accepting others means that you realise that such differences exist, and that your way of doing things is not necessarily better than that of others.

key word

appreciate to be grateful for

When you **appreciate** yourself, you like and value things about yourself. Appreciating others means recognising their good qualities and talents without being jealous. People often judge others unkindly to help them feel better about themselves.

Activity 13 Develop an attitude of appreciation

1. Read what the young people in the illustrations are saying. What is their attitude about themselves and others?
2. Work in groups of five learners. Write down one thing about each of the other people in your group that you appreciate. It can be anything you admire or value about the other person. Take turns to read out the qualities you wrote down. Let the others guess who each statement describes. What have you learnt about each other that you have never realised before?



Activity 14 Interpret a case study about self-acceptance

Read the case study, then answer these questions.

1. Why is Amrita sometimes embarrassed about her looks?
2. How does Amrita make herself feel better when she is having a bad day?
3. What does Amrita realise about her friends?
4. What have you learnt from Amrita's story?

Case study: Amrita's story

Sometimes when I look in the mirror, I am disappointed by the colour of my skin because I think that our society finds blonde-haired, blue-eyed girls more beautiful. Sometimes I tell the people at **Starbucks** that my name is Amy so that they won't have to ask me 10 times how to spell my hard-to-pronounce, foreign name. Sometimes I **cringe** at my relatives' thick Indian accents. Sometimes, I make sure to invite my friends over before my mom cooks dinner so that the house doesn't smell like spices and curries.

Even in such a diverse place as the California Bay area, a person can feel out of place and different from her **peers**. It helps me when I'm having a bad day, however, to remind myself that the people in my life who I love actually **embrace** all these things – my skin colour, my name, my family members' accents and the scent of my home. These things make up a large part of my identity. I would never have guessed that my best friends would think that the food that stinks up my entire house smells delicious! They actually **applauded** my relatives for speaking English with excellent grammar, rather than **scoffing** at their unusual accents.

When I tell people stories about the meaning of my name, the numerous Indian holidays and festivals, or the mythical Hindu tales, they are **engrossed** and fascinated. This makes me even more proud of my background. More importantly, I remember that all of the things I can be embarrassed by are the **superficial** aspects of my life and that it's more **significant** to show others that I have a kind heart and bright mind rather than a certain name or skin colour.

By Amrita Dixit

key words

Starbucks	an American coffee company that has many branches
cringe	to feel very embarrassed
peers	people of the same age and social group
embrace	to accept wholeheartedly
applauded	praised
scoffing	mocking or teasing
engrossed	very interested
superficial	shallow or unimportant
significant	important or meaningful



Unit 5 Let's get active

The exercises on page 9 show you how to warm up and cool down.

Remember to start each activity with a warm up. You can walk or run on the spot. You can also jog around the field to loosen up all your joints and muscles, and to get your lungs and heart more active.

After exercise, your body needs to slow down before it suddenly stops. You can cool down by jogging or walking around the field, and by stretching.



"I never struggled with injury problems because of my preparation – in particular my stretching."
– Edwin Moses, Olympic gold medallist and world record holder in athletics.

Get it right

Activity 15 Do star jumps



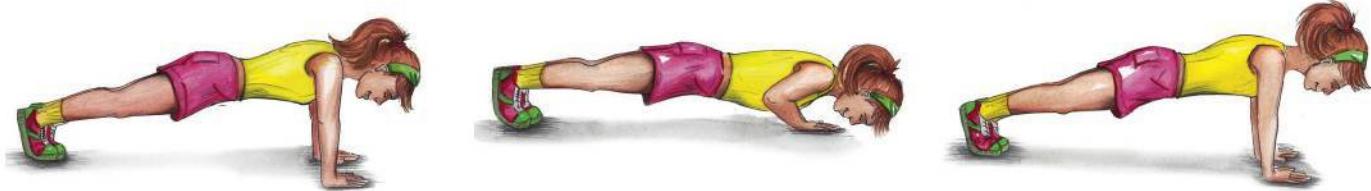
1. Stand straight up, with your arms at your sides.
2. Jump outwards, with your arms straight out.
3. Jump back to the starting position.
4. Now get a rhythm of jump out, jump back, jump out, jump back, and so on.
5. Do this for one minute.

Safety First

Stand at least two steps away from anyone else.

Activity 16 Do push-ups

This is a good exercise for your arms and shoulders.



1. Balance yourself on your feet and straight arms, facing down. Your body must be straight.
2. Keeping your body straight, slowly bend your arms until your chest just touches the ground.
3. Then push up with your arms until they are straight again.
4. Try to get into a rhythm of down, up, down, up, and so on.
5. If you find this too difficult, you can start with your knees and feet on the ground.

Activity 17 Do sit-ups

This is a very good exercise for your stomach muscles and your back.



1. Lie on your back, with your knees bent and your hands behind your head.
2. Now sit up. Keep your legs still and your feet flat. Your hands must stay behind your head.
3. Return to the starting position.
4. Do as many sit-ups as you can until your stomach or back gets tired.

Safety First

Avoid getting hurt.

Warm up before each of these activities. Raise your heartbeat and loosen up, then stretch.

Cool down after each activity. Lower your heartbeat then stretch.

(Use the exercises on page 9.)

How many can we do?

Today, you will measure how fit you are. At the end of the term, you will again measure your fitness to see how your fitness has improved.

Activity 18 Counting our movements

1. Star jumps – when your teacher says *go*, start doing star jumps. Count each one and only stop when your teacher says *stop* after two minutes. How many did you do? Write the number in your book.
2. Have a three-minute rest.
3. Push-ups – when your teacher says *go*, do as many push-ups as you can until your teacher says *stop*. Write this number down in your book.
4. Have a three-minute rest.
5. Sit-ups – when your teacher says *go*, count how many sit-ups you can do before you are stopped after two minutes. Write this down in your book.
6. Have a five-minute rest.

Activity 19 Run laps

1. Today we will run. Your teacher will set out the lap (about 300 m).
2. When your teacher says *go*, start running around the field without cutting any corners. If you get tired, you can walk, but don't stop. Count your laps.
3. When your teacher says *stop* after ten minutes, write in your book how many laps you have run in ten minutes.



Activity 20 Taking our heartbeats

1. Take your heartbeat while you are still resting, and write it down in your book.
2. Jog one lap around the field.
3. Take your heartbeat as soon as you stop. Write it down.
4. Take your heartbeat again after three minutes, and write it down.



Dance our way to fitness

Dancing is very good aerobic exercise. Do you remember what aerobic exercise is? Does dancing make your heart beat faster?

People all over the world love to dance. The people in the pictures are dancing traditional dances from the countries they live in. What dances do you know?

The whole world loves to dance!



The Spanish



The Zulus



The Irish



The Hawaiians

Safety First

Do not exercise if you have a raised body temperature from being ill (a fever).

Activity 21 | Let's dance

1. For this activity, your teacher will have asked you to prepare some music and a dance of about three to five minutes long. Set up the music that you have brought.
2. One of the learners must go to the front of the class and show you all how to dance.
3. Follow the leader! Do exactly what the leader is doing.
4. When somebody else is ready to be the leader, put up your hand and go to the front of the class. It is now your turn to show the class how to dance.
5. Dancing is very good exercise, so have a rest and then dance some more.
6. Keep changing leaders and dancing until there are no more leaders, or until the hour for the lesson is almost over.
7. You will be tired and sweaty after all your dancing. Take a gentle walk twice around the field to cool down.



Unit 6 The effects of peer pressure

key word

peer pressure

feeling that you have to change your behaviour, attitudes or values to fit in and feel accepted

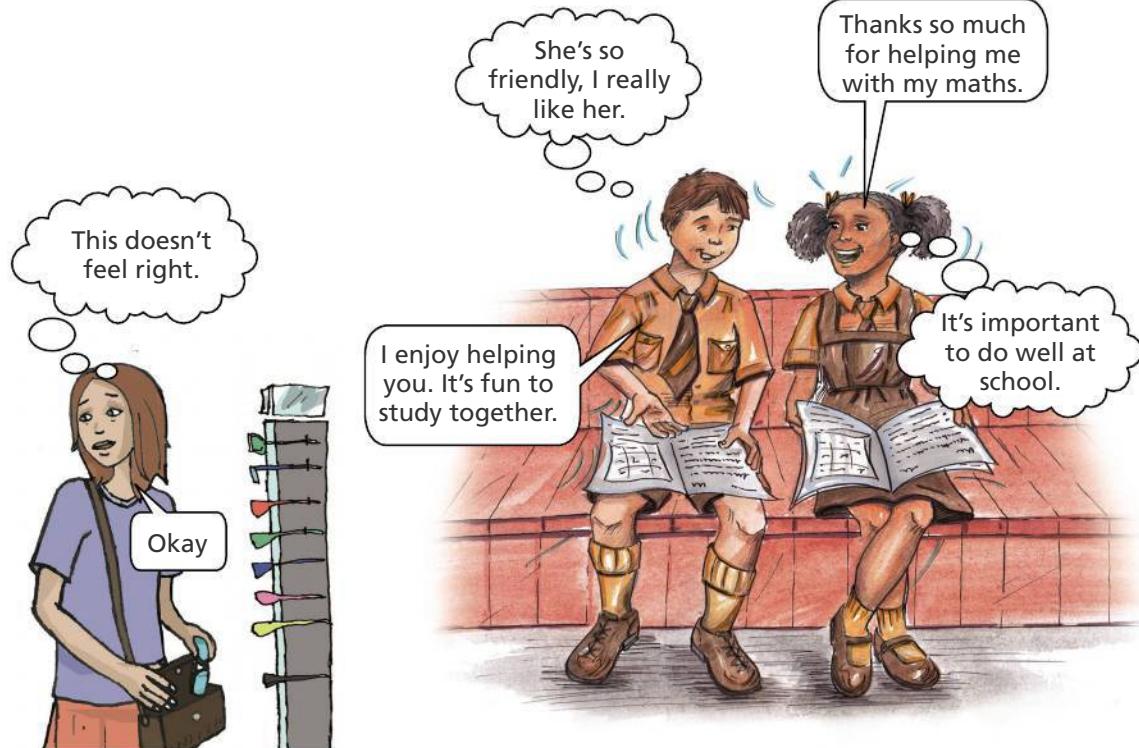
Peer pressure is when a person feels that they have to change their behaviour, attitudes or values so that they fit in and feel accepted. Most people want to fit in and be part of a group. People often give in to peer pressure because they don't want to seem "un-cool" or they don't know how to get out of a situation.

How peer pressure can influence an individual

Our peers influence us. Sometimes, this is a positive influence, for example encouraging us to study or take part in sport. Other peers can have a negative influence, for example encouraging us to drink, smoke, have sex, bully others or disrespect our elders.

Activity 22 The influences of peer pressure

1. In groups, look at the drawings below. Discuss whether each scenario is a positive or a negative form of peer pressure.
2. In each picture, how do the people who are being pressured feel?



Scenario 1

Scenario 2

We now understand that peer pressure can have a positive influence like encouraging us to study, take part in sport or become involved in helping our community. However, it can also have negative influence like encouraging us to drink, smoke, have sex, bully others, disrespect our elders.

We give in to peer pressure because we:

- want to fit in and be part of the group
- want our peers to like us
- do not want others' to think we are un-cool
- are curious
- believe that everyone else is doing it
- do not know how to get out of the situation.

Activity 23 | How peer pressure affects teenagers

Read the article below and answer the following questions.

1. Why is Mandy under constant pressure?
2. What does she say she and other young people are under pressure to do?
3. What do you understand to be the results of being pressured to have sex?
4. Name five reasons why young people give in to peer pressure?

Peer pressure slows down battle against AIDS

In South Africa, there are six million people who are HIV-positive. There has been some progress in the battle against this alarming figure. However, the message on how to prevent infection is not getting through to teenagers fast enough.

Nearly 14 per cent of pregnant teenage girls in South Africa are testing positive for HIV, according to official figures, which highlights how teenagers' behaviour is a challenge AIDS education campaigns still need to overcome.

A recent survey released publicly by the Medical Research Council states that only 31 per cent of sexually active South African

students regularly used condoms. Considering that these students are young people who have received education on HIV and AIDS, the figure is alarming.

South African teenagers seem to indulge in risky sexual behaviour, making the country's fight against AIDS even harder. And peer pressure clearly has a huge role to play in young people's decisions about sex, judging on what young people say themselves.

Mandy, 14, says there is constant pressure to fit in. "Being a virgin makes you the odd one out," she said, describing the peer pressure she faces. "It is common to take pictures of yourself posing sexy

or better yet have a sex video and post them on Facebook or circulate them . . . then you're really cool."

Her words are confirmed by Musa, 16. "Everybody in the movies takes sexual risks. Why can't we? Having sexual adventures is something we all enjoy; why think too deeply about it? There are so many girls out there who are willing."

It seems that what is often sexy to adolescents is the idea of risk itself. This, along with the need to be popular and liked by peers, make it very difficult for safe sex campaigns to succeed. Add to that the idea that "everyone is doing it, why not me?" and the fight becomes an even more uphill battle.

Appropriate responses to pressure

It is difficult to go against what the group is doing. Knowing how to be assertive and developing coping skills are some of the ways that we can manage peer pressure.

Assertiveness

An assertive person is someone who is confident and can stand up for their rights without being aggressive. Assertive behaviour can help people to keep control of a situation when they feel under pressure.

key words

passive give in easily, do not stand up for yourself

aggressive try to control others; rude, mocking or violent

mocking teasing in a nasty or scornful way

assertive stand up for yourself without being aggressive

Passive people

- Accept things the way they are.
- Give in easily to others.
- Go along with what others want.
- Do not stand up for themselves.
- Do not voice their opinions.
- Do not take action easily.

Aggressive people

- Try to control others.
- Can be rude, mocking or violent.
- Want their own way.
- Do not listen to other people's views.
- Attack other people's opinions.
- Lose their tempers easily.

Assertive people

- Stand up for their rights but also respect the rights of others.
- Express their views but also listen to the other person's views.
- Are calm and polite even if they don't agree.
- They respond by looking relaxed, have a friendly face and make eye contact.

Activity 24 Which response is this?

Situation: A person in your grade asks to borrow money. This has happened before and they never pay you back.

Here are three different responses. Decide if each one is passive, aggressive or assertive.

1. Look them in the eye and explain that you cannot lend them money and maybe they should ask someone else.
2. You get angry and shout at them, telling them to go away and never ask you for anything again.
3. You give them the money as you feel too embarrassed to mention the money they owe you.

Coping skills: being assertive

Being assertive is the best way to cope with difficult situations. The following coping skills are examples of how to manage difficult situations in assertive ways. It also shows your confidence and ability to assert yourself.

If you are in a situation where you are feeling pressured, there are a few skills that you can practise that can help you.

1. You can make a joke. A joke can help change the atmosphere.
2. You can give a reason why you cannot do what they are asking you to do.
3. Just say no in an assertive way. Be firm and polite to show you are not interested.
4. You can suggest something else to do instead.
5. You can ignore what the person has said. Talk about something else.
6. You may have to repeat yourself. Carry on saying no. Do not give in.
7. Get away from the situation. If you don't like what is happening, leave.
8. Make an agreement with friends to stick together and support each other.
If you know your friends will support you, you will have confidence to deal with peer pressure.
9. Be clear on what you believe is right and wrong. This can give you confidence and help you to say no to peer pressure.
10. Talk to an adult you can trust or a friend who can give you advice on how to assert yourself.

Activity 25 Deal with difficult situations

1. Study the situation in the picture. Decide how you would assert yourself.
2. Work with a partner to role play your coping skills. Take turns to show your different ways of asserting yourself.



Disagree in constructive ways

key words

constructive helpful or useful

respectful behaviour that is polite, thoughtful and considerate of other people's rights

We have the right to disagree or say no; but we can do so in a **constructive** way. It is important that we learn to disagree in a **respectful** way. This can help to keep relationships positive. One way is to use the **R-E-S-P-E-C-T** method when disagreeing with someone.

Respect – don't ignore or disrespect the person's ideas or views. It is important to show respect.

Errors – admit your mistakes and be honest about the things you may have done wrong.

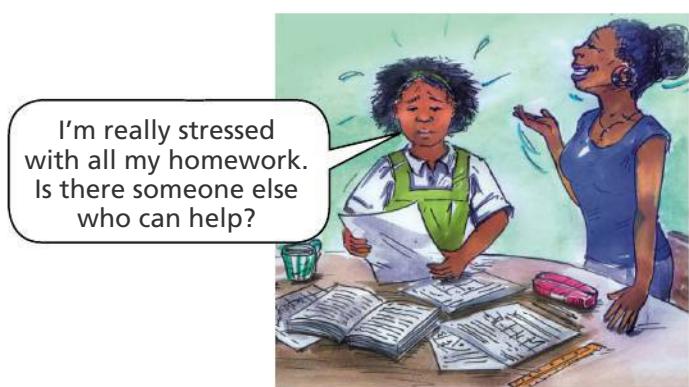
Similarities – try to find something that you can both agree on.

Personal – don't take things personally. Remember: you are disagreeing with an idea, not the person.

Ears – listen to what the other person is saying and try to understand their point of view.

Calm – stay calm and don't allow yourself to get angry and shout.

Talk – use "I" statements to explain what you feel, what you think and what you need.



Activity 26 Practising R-E-S-P-E-C-T

1. Work with a partner to role play the following situation. Each person must have a chance to practise using the **R-E-S-P-E-C-T** method.
You and your friend are celebrating your birthdays on the same day and you have decided to have your party together. You cannot agree on anything – where to have the party, how many people to invite, or the type of food. This is a disaster. What happens?
2. You will give each other a score for the role play, using this rubric.

Done...	Brilliantly 80–100	Excellently 70–79	Well 60–69	OK 50–59	Not great 40–49	Quite badly 30–39	Terribly 0–29
Does not ignore other person's ideas or views.							
Admits mistakes and is honest.							
Tries to find something you both can agree on.							
Does not take things personally.							
Listens to what the other person is saying.							
Stays calm.							
Uses "I" statements to explain themselves.							

Where to find help

There are times when we find ourselves in difficult situations and we need help. There is no shame in asking for help or advice. Apart from your friends and trustworthy adults, there are several helplines you can call for free advice and counselling. You can find their contact details in the telephone directory, on the Internet or at your local library. You can also ask your teacher.

Look for these organisations

LifeLine Southern Africa
loveLife
Childline South Africa
Narcotics Anonymous SA
SA Depression and Anxiety Group
FAMSA (Family and Marriage Association of SA)

Unit 7 Getting fit with ease

Activity 27 Design your home fitness programme

1. Choose a friend to be your fitness partner. You need to exercise together three times a week, after school.
2. In your own time, plan your fitness programme. Decide when and where you will meet for your exercise sessions and what exercises you will do. Each exercise session should include an aerobic activity, for example walking, running, dancing or working in the garden. It should also include exercises that strengthen muscles.
3. Start off slowly, and do your exercise for as long as is comfortable. Maybe this is only five minutes. Next time, make it six minutes, then seven, and so on. Your goal is to do at least 40 minutes of aerobic exercise, three times a week. If you do this, you will get fit and stay fit.

Take it easy

Activity 28 Go for an enjoyable walk

1. Take a walk for 30 minutes with a friend. Do not run.
2. Notice what is happening around you. Talk to your friend about what you see, what you hear, and what you feel. What colours can you see? Can you hear any birds or animals? Can you feel the wind or sun on your skin?
3. Breathe in deeply and enjoy being in your body.

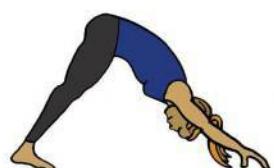
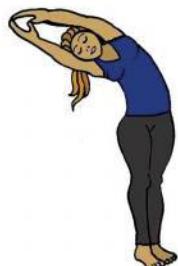


Safety First

Face the oncoming traffic if you are running or walking in the road.

Activity 29 Breathe deeply

1. Start on your hands and knees.
2. Breathe in as you slowly push your head and bottom up, stretching your spine.
3. Breathe out as you lift your back up and make it round. Hang your head down.
4. Do this five times, breathing slowly in and out.
5. Now stand up straight, shoulders back, neck long, belly-button in and up.
6. Breathe in as you lift your arms, palms out, to touch above your head.
7. Breathe out as you slowly bring your arms down to your sides again.
8. Do this five times, feeling yourself go up and go down.
9. Join your hands and fingers, and hold above your head.
10. Breathe out slowly as you bend your body to the left.
11. Breathe in as slowly as you come back to straight.
12. Do the same on the right.
13. Do this five times, slowly feeling the stretch.
14. Keeping your back and legs straight, slowly bend forward at the hips so that your fingers touch your toes.
15. Put your hands on your knees, and breathe in as you lift your head as high as you can, keeping your back straight.
16. Breathe out as you hang your head and upper body.
17. Do this five times.
18. Bend your knees and squat on your haunches with your hands on the ground.
19. Push your left leg back and lift your head. Hold this position for ten seconds.
20. Now do this with your right leg, and hold this position for ten seconds.
21. Push your left leg back so that both feet are together and your legs straight, with your back and arms straight too. You will look like the roof of a hut.
22. Try to gently lower your heels to the ground, but stop when it starts hurting.
23. Push yourself back into a standing position, with your legs straight and your back hanging straight down.
24. Put your hands on your hips and breathe in deeply as you slowly bring your back and head up.



Safety First

Avoid getting hurt.

Warm up before each of these activities. Raise your heartbeat and loosen up, then stretch.

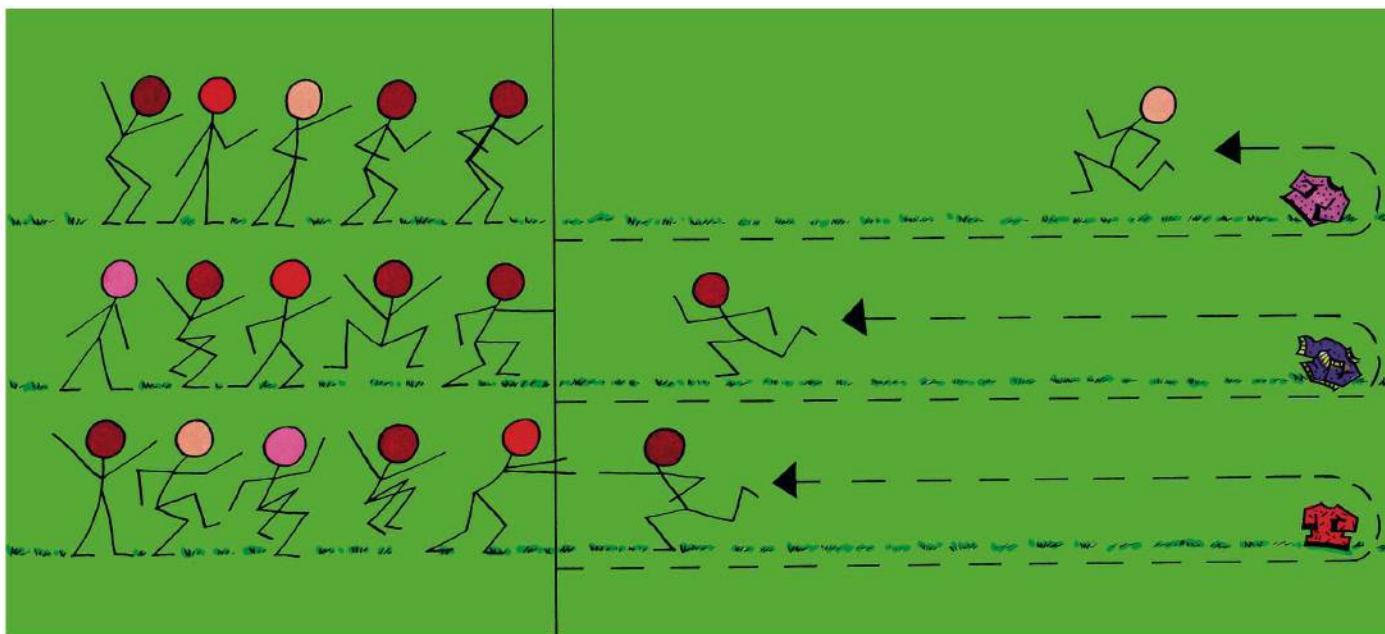
Cool down after each activity. Lower your heartbeat then stretch.

(Use the exercises on page 9.)

Get fit and have fun

Activity 30 Run a relay race

1. The class must be divided into teams of six. Each team must have the same number of fast runners and slow runners. If a team doesn't have six runners, then someone must run twice so that each team runs six times.
2. Each team must stand one behind the other, with the front person behind the starting line. Teams must be 5 m away from each other.
3. There will be a marker about 25 m away from the starting line.
4. When your teacher tells you to start, the front person in each team must run around the marker and back to their team.
5. The next runner must wait behind the starting line until they are touched by the first runner, and then they run around the marker and back.
6. The team which finishes first, wins.



Activity 31 Follow the leader

1. Choose one of your classmates to lead you in your exercises today.
2. The leader will stand in front of the class and show you what to do.
The leader can do any fun exercises!
3. Everybody must do what the leader is doing.
4. Anyone can have a turn to be the leader.

Are we getting fitter?

Activity 32 How far today?

1. Do you remember how many laps you ran or walked in your Physical Education class four weeks ago?
2. This time, run with a friend. Tell your friend how many laps you want to do today.
3. When your teacher says *go*, run around the field for ten minutes.
4. If you get too tired to keep on running, then start walking. But don't stop until your teacher says *stop* after ten minutes.
5. How many laps did you do today? Write it in your notebook. Have you run more or less than in Week 4?

Safety First

Avoid getting hurt.

Warm up before each of these activities. Raise your heartbeat and loosen up, then stretch.

Cool down after each activity. Lower your heartbeat then stretch.

(Use the exercises on page 9.)

Activity 33 How many today?

1. When your teacher says *go*, see how many sit-ups you can do in two minutes. Is it more than four weeks ago?
2. Now do the same with push-ups.
3. How many star jumps can you do in two minutes?

Fitness reminder

- Are you doing your home fitness programme three times a week?
- What is working well?
- What difficulties are you having?



Doing sit ups.



Doing push-ups.



Doing star jumps.

Unit 8 Reading and studying

Care for your eyes

Read and study in good light. Natural light is best. Blink often and look away from your work.

Reading for enjoyment and with understanding

The more you read, the better you will become at reading and the more you will enjoy it. The more you understand of what you read, the faster you will read. Reading and studying are closely linked. The more you understand of what you read, the more likely you are to remember it.

Improving your reading skills takes effort and time. Keep a dictionary handy so that you can look up the meanings of words. *Funda* is a South African word that means both read and learn. Using the **FUNDA** method will help you read and learn.

Activity 34 FUNDA this!

Study the **FUNDA** method on page 31, then practise it here. Work in pairs.

1. Read the case study about Louis Braille.
2. Fill in the missing words below.

- a) Louis Braille went blind at _____ years of age. Two years before that, he had an accident which damaged his _____ .
- b) He first went to school with other children who could see but then went to a school for the _____ .
- c) By the age of 15 he developed an _____ made up of _____ that could be felt with _____. Today this system of reading is called _____ and is used all over the world.

Case study: Louis Braille

Many years ago, a five-year-old boy in France, Louis Braille, became blind. It was the result of sticking a tool into his eyes when he was three years old. He first went to school with other children who could see. When he was ten, he went to a school for the blind. There were a few books with special letters available at the school, but those were not enough for Louis Braille. He wanted to read more. He started developing an alphabet made up of dots that he could feel with his fingers. His system was not accepted at first. The headteacher even banned the other children from using it but this only made them want to learn it in secret. By the time Louis was fifteen, his alphabet was used at his school. When Louis Braille grew up he became a teacher at the school in which he was a student. Today, his system is known as Braille and is used all over the world.

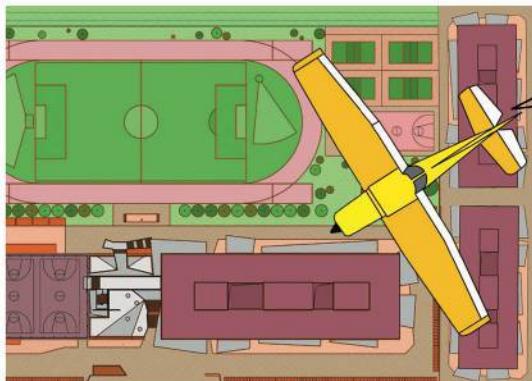
FUNDA

Fly over the work with your eyes as you scan for the important information. To do this, note the heading, any subheadings or words that stand out.

Reading the first line of each paragraph should also help.

What is the

Underlying message of the piece you are reading?

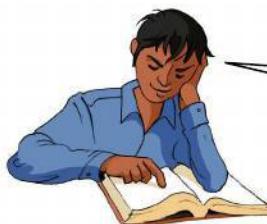


If you flew over your school in a plane, you would be able to see the shape of the buildings and the big things in the school grounds. This is what you are trying to do with your reading by getting an idea of the shape of the piece.



Always ask yourself this after flying over the piece. You will have some idea from your fly over but will be able to answer this question better after taking note of each word.

Note every word as you read the piece carefully.



Read slowly as you try to answer the question about the underlying message. In the flyover you only saw the shapes. Now you can see the detail. Look up any words you do not understand.

Discuss the piece with others or with yourself.



Use your own words to check that you understand what you read. If you can summarise it in your own words then you probably understand it.

Ask yourself if you know what the underlying message is and whether you understand the whole piece.



If there are any parts you do not understand go back to them.

Unit 9 Improve your memory

Remembering what you have heard or read is an important life skill. Listening and concentrating in class will help you remember what you learn in school.

Activity 35 Listen carefully

1. Get into pairs. One of you is A and the other is B.
2. Without letting B see, A makes a list of information that includes:

a single-digit number	a triple-digit number	a date
a boy's name	a girl's name	a colour
a kitchen item	the name of a movie	an item of clothing
3. A reads the list out to B.
4. B must try to remember all the information and repeat the nine items to A. How many items did B remember?
5. Repeat the exercise. A reads out a new list of items, and B can write them down.
6. How many items did B remember this time?
7. As a pair, think of ways which would help B remember all the things on the list.

Activity 36 Study more effectively

1. Look carefully at the picture below. The person in the picture is trying to learn for a test. Write down all the things that you think are wrong.



2. For each thing that is wrong, write down what would be right.
3. Brainstorm the things you need to study well.
4. Make a poster to show how best to study.

Be a brain boffin

Take care of your brain with the techniques shown in these pictures.

Remember: Don't pollute your brain with drugs and alcohol.



Your brain needs oxygen. Exercise every day.



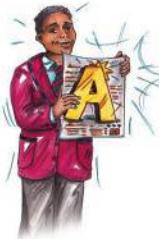
Breathe deeply for better thinking.



Your brain needs good food. Eat small amounts regularly.



Drink plenty of fresh water.



Imagine yourself succeeding.

Repetition

Repetition is the key factor of learning. Make short summaries and mind maps of your work so you can go over it quickly and easily. If you use small cards for your summaries, you could carry them in your pocket and revise whenever you have a few spare moments.

key word

repetition go over or repeat something many times

Activity 37 Make cue cards

1. Look at the two summaries below. Copy them into your exercise book and fill in the missing information.
2. Use one of these methods to make a set of cards to help you learn for your next test.

MEMORY SKILLS

_____ and _____ will help you remember.

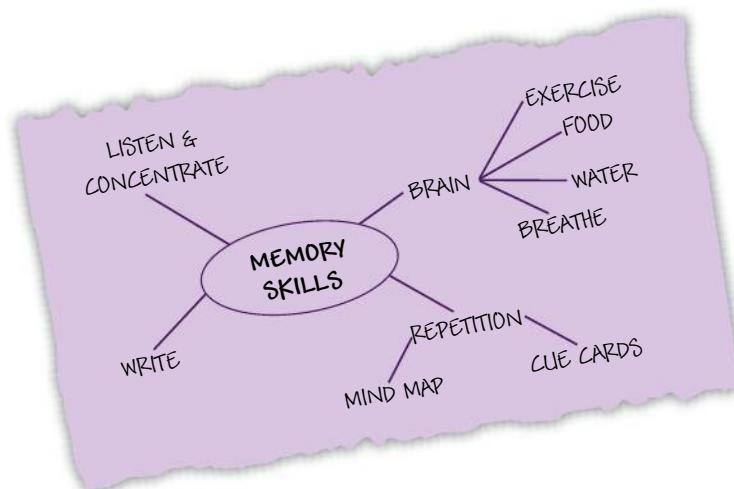
_____ things down.

Exercise gives your brain _____.

Your brain needs good _____ and fresh _____.

Imagine yourself _____.

Two types of repetition are _____ and _____.



Unit 10 Our last training

Safety First

Avoid getting hurt.

Warm up before each of these activities. Raise your heartbeat and loosen up, then stretch.

Cool down after each activity. Lower your heartbeat then stretch.

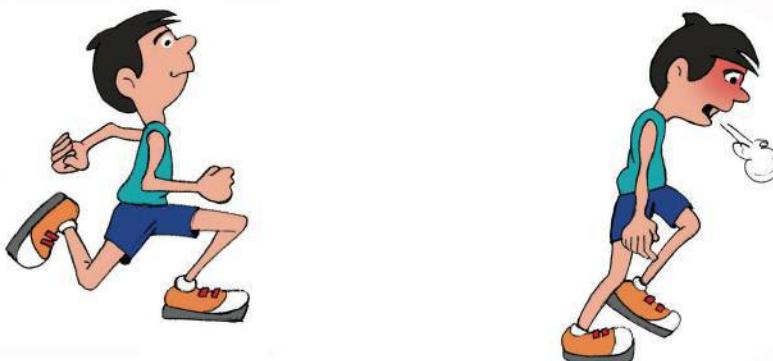
(Use the exercises on page 9.)

Working hard

This is your last Physical Education lesson before you measure your fitness next week. Work hard today and get yourself fit.

Activity 38 First we run

1. Try running with a friend today.
2. Is it easier to run when you are with a friend?
3. Is it better to start out slowly or fast?
4. Can you go further if you run slower and don't walk, or if you run fast and then walk when you get tired?



Activity 39 Can you do these well?

1. When your teacher says *go*, do as many sit-ups as you can in two minutes.
2. Now do the same with push-ups.
3. Repeat with star jumps.



Activity 40 We are monkeys

1. Divide yourself into teams of six learners.
2. Line up for a relay race.
3. This time run along on all fours (feet and hands) like monkeys.

**Activity 41 We have three legs**

1. Find a partner. Tie your right leg to your friend's left leg, using a sock around your ankles.
2. Practise walking together – middle legs first, then outside legs. You might want to say aloud, "Middle, outside, middle, outside ...".
3. Now try running together.
4. All line up on the side of the field. When your teacher says *go*, you all run to the other side of the field as fast as you can.



Unit 11 Our fitness measurement

Safety First

Avoid getting hurt.

Warm up before this activity. Raise your heartbeat and loosen up, then stretch.

Cool down after each activity. Lower your heartbeat then stretch.

(Use the exercises on page 9.)

How much fitter are we now?

Today you will see how much fitter you have become this term. Don't worry about anyone else. There will always be people who run faster than you do; there will always be people who are less fit than you are. What matters is whether you are fitter than you were at the beginning of this term.

Activity 42 Are our hearts stronger?

1. Have your pen and book with you so that you can write down your figures.
2. Take your heartbeat while you are still resting, and write it down.
3. Jog once around the field.
4. Take your heartbeat as soon as you stop. Write it down.
5. Take your heartbeat again after three minutes and write it down.
6. If your heartbeat is slower than it was at the beginning of the term, then you are fitter now.
Well done!



Activity 43 How many more can you do?

1. Run laps around the field for ten minutes.
2. Tell your teacher how many laps you did. How many more is it?
3. Do star jumps for two minutes. Write the number down in your book.
4. Have a three-minute rest.
5. Do push-ups for two minutes. Write the number down in your book.
6. Have a three-minute rest.
7. Do sit-ups for two minutes. Write the number down in your book.
8. Rest for five minutes.
9. How much fitter are you?

Activity 44 Read about a fitness hero

When you have finished your fitness test, read this story. Talk to a friend about what you have learnt from it.

Little man, big winner!

Josiah Thugwane's job was to clean out the kitchens and toilets on the gold mines near Johannesburg. He was a tiny man, only 1.63 m tall and he weighed only 45 kg. But his dreams were big, very big. He dreamed of winning the 42 km **marathon** at the most important sporting event in the world – the Olympic Games! There was only one way to do it. He had to get fit, very fit. He ran to work, he ran back from work. He ran during the weekends. He had to make sure that he could run fast, and for a long time. He also had to get fit "in his head". He had to be mentally tough.

There are many times during training that your body and your mind tell you to give up.

Very few people had heard of the little South African runner who lined up at the 1996 Olympic Games in America. But after a few hours, there were very few people who had not heard of Josiah Thugwane. He had won the race! When they put the gold medal around his neck, the band played NkosiSikelel' iAfrika, and every South African cried with joy.

A tiny man, but fit enough to be the **champion** of the world!



Josiah Thugwane

key words

marathon a long-distance running race of 42km
champion top performer and winner

Activity 45 Do you want to keep fit?

Discuss this term's fitness programme as a class.

1. Who has lower heartbeats?
2. Who ran more laps than they did the first time?
3. Who did more star jumps?
4. Who did more push-ups?
5. Who did more sit-ups?
6. Do you feel fitter? What does it feel like to be fitter? What is different?
7. What do you like most about being fit?
8. What did you like about Physical Education this term?
9. What didn't you like about the Physical Education periods this term?
10. How well did your home fitness programme work?
11. What advice would you give to anyone wanting to get fit?
12. Do you want to keep fit for the rest of the year? If you do, how are you going to keep fit?

Formal Assessment Task Term 1

Written task 1 Self-image

In Unit 1, you learnt about steps to improve your self-image. Write down any five of these steps. Then write two sentences about each step, explaining how to do it and how it can improve your self-image.

[10 marks]

Written task 2 Aerobic exercise

In Unit 2, you learnt about aerobic exercise. Complete these questions about it:

1. Aerobic exercise uses the _____ muscles in the body. (1)
2. One does aerobic exercise without _____. (1)
3. Aerobic exercise makes your _____. (1)
4. These two activities are examples of aerobic exercise:
_____ and _____. (2)

[5 marks]

Written task 3 Changes in boys and girls

In Unit 4, you learnt about the changes that happen to boys and girls when they become teenagers. List three of the changes that happen to boys, and three of the changes that happen to girls.

[6 marks]

Written task 4 Resisting pressure

In Unit 6, you learnt about different ways of responding to pressure. Read the examples below. In which category does each belong – passive, aggressive or assertive?

- a) Accept things the way they are.
- b) Be calm and polite, even while disagreeing.
- c) Do not listen to other people's views.
- d) Express your views but also listen to the other person's views.
- e) Give in easily to others.
- f) Go along with what others want.
- g) Mock other people's words or actions.
- h) Try to control others.

[8 marks]

Written task 5 Coping skills

In Unit 6, you learnt about how to cope when under pressure. Name and describe six of the coping skills you learnt about.

[12 marks]

Written task 6 Disagree constructively

In Unit 6, you learnt about different ways of “RESPECT” method. Apply the method to this scenario, making a point for each of the letters in the word *respect*.

You have been invited to a school dance by someone you really like. You know your parents will not like the idea. To make things worse your recent school report said that you needed to work harder as your marks were not as they should be. You approach one of your parents to ask their permission. What happens?

[14 marks]

Written task 7 Reading and studying

In Unit 8, you learnt about the FUNDA method of studying.

1. What does the word *funda* mean? (1)
2. Complete these sentence about the Funda method with the correct words:

F _____ over the work with your eyes as you scan for the important information.

What is the **U** _____ of the piece you are reading?

N _____ every word as you read the piece carefully.

D _____ the piece with others or with yourself.

A _____ if you understand the whole piece. (7)

3. Describe two things that you would do when you scan a piece of writing. (2)

[10 marks]

Written task 8 Taking care of your brain

To work well, your brain has to be treated well. Give five things that you should do to help your brain work at its best.

[5 marks]

TOTAL: 70 marks

Physical Education Task (PET) Term 1

This term you have worked hard to get fitter. You will be assessed on how often you have taken part in the PE lessons (20 marks) and on how well you have done the PE activities (10 marks).

How well have you participated?

Divide the number of PE lessons that you did by the number of PE lessons in the term, and multiply by 20 (the number of marks available).

For example:

$$\frac{6 \text{ (PE lessons you did)}}{8 \text{ (PE lessons this term)}} \times 20 = \frac{120}{8} = 15 \text{ marks}$$

(out of 20)

Limited	Adequate	Proficient	Excellent
Unless you have been sick or injured, you are not trying to take part.	You have taken part in half or less than half the lessons and need to join in more.	You are taking part in most lessons, and hopefully are enjoying them.	You are doing all or almost all the lessons. Well done!
0–4 marks 0–20%	5–10 marks 21–50%	11–15 marks 51–75%	16–20 marks 76–100%

Movement performance

Your teacher will watch you carefully twice during the term and mark you out of 5 each time for how well you do the PE activities.

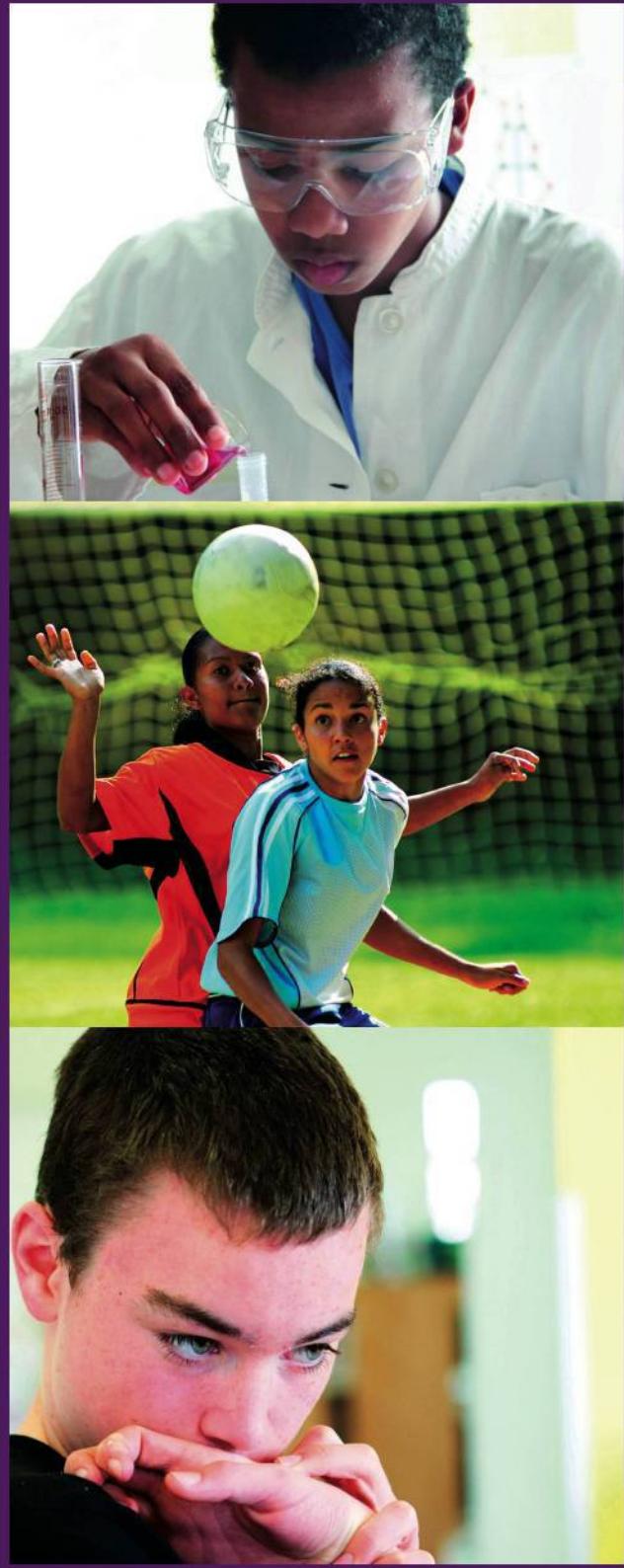
How well have you done the activities?

Limited	Adequate	Proficient	Excellent
You are not doing the exercises properly and are probably not fit.	You do only some exercises properly and need to get fitter.	You do most exercises well and are getting fitter.	You do the exercises very well and are much fitter now.
0–1 marks	2–3 marks	4 marks	5 marks
Assessment 1			
Assessment 2			

Your marks for your Term 1 PET

Calculate your marks and see what you have achieved out of 30:

Participation (out of 20)		Movement Performance (out of 10)		Total (out of 30)
	+		=	



Key concepts

Constitutional rights and responsibilities

- Human rights in the South African Constitution
(Unit 1 – p. 42 to p. 43)
- Fair play in sport
(Unit 2 – p. 44 to p. 45)
- Dealing with abuse
(Unit 5 – p. 50 to p. 55)

World of work

- Career Fields
(Unit 7 – p. 64 to p. 69)

Physical Education

- Our indigenous games
(Unit 3 – p. 46 to p. 47)
- Safety issues in games
(Unit 4 – p. 48 to p. 49)
- Playing invasion games
(Unit 6 – p. 56 to p. 63)
- Invasion games championship
(Unit 8 – p. 70 to p. 71)

Unit 1 Human rights in the South African Constitution

key word

constitution a group of laws that says how people should treat each other and how the government should treat its citizens

Application of human rights

Most countries have a constitution. A **constitution** is a group of laws that states:

- how people should treat each other
- how the government of the country should treat its citizens.

The South African Constitution lays the foundation for an open society in which every citizen is equally protected. It recognises the injustices of the past, and supports the values of dignity, equality and freedom for all.

One of the chapters in the South African Constitution is called the Bill of Rights. The human rights outlined in the Bill of Rights apply to all people in our country. The government itself, including the police force, have to respect and fulfil these rights.

The Constitutional Court is one of the many bodies created by the Constitution to defend the rights of citizens. Its judgements are higher than any other law or government action and are based on the rights outlined in the Constitution. The Constitutional Court has passed judgements on issues like the death penalty, the status of religious marriage and public smoking.



The constitutional court building is on Constitution Hill in Johannesburg.

Activity 1 Write the South African Constitution

1. In pairs, read the sentences on page 43 from the South African Constitution.
2. For each sentence, choose the correct words in brackets. Choose what is best for the people of South Africa.
3. In groups, discuss what each of the rights means in practical terms. Choose three rights and apply them to situations from real life. Present your example to the class.

Bill of Rights

1. Everyone is (unequal / equal) before the law.
2. No person may unfairly discriminate against another person on grounds of (culture / knowledge).
3. Everyone has the right to (life / a cell phone).
4. Every adult citizen has the right to (win / vote) in elections.
5. Everyone has the right to an environment (that is healthy / that produces gold).
6. Every child has the right to right to a (name / pocket money) from birth.
7. Every child has the right to be protected from (dogs / abuse).
8. Every (person / child) has the right to a (basic education / university education).

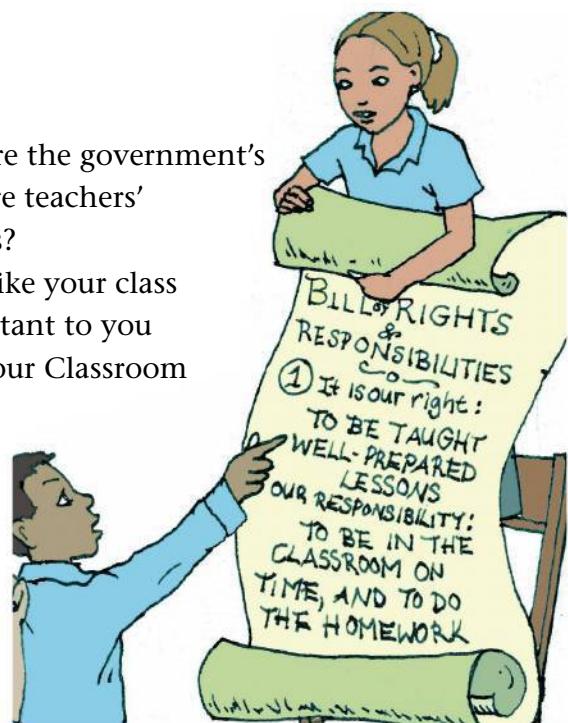
Application of responsibilities

Rights come with responsibilities. The government has a responsibility to respect and fulfil these rights. For example, they have a duty to address citizens' needs when it comes to education, health services, water and electricity.

As citizens, if we want to enjoy our rights, we have to be responsible and respect the rights of others. To get rights, we have to give rights! For example, everyone has the right to an environment that is not harmful to his or her health. To give each other that right, we must not smoke in public or cause pollution.

Activity 2 Design a Classroom Constitution

1. Being able to learn and be educated is a right. What are the government's responsibilities in realising this human right? What are teachers' responsibilities? What are the learners' responsibilities?
2. In groups of four or five, brainstorm how you would like your class to be. Think about what you believe in, what is important to you and what you want out of school. This will become your Classroom Constitution.
3. Use a large piece of paper and write a heading at the top: *Our Classroom Constitution*. In smaller print, underneath the heading write: *Bill of Rights and Responsibilities*.
4. List all the rights and responsibilities of the learners in your class. For each right, add the responsibility that follows. Look at the example in the picture.



Unit 2 Fair play in sport

Spirit of the game

To make sure that sport remains fun and does not turn into a fight, there are rules that the players must follow. When important games are played, a referee or umpire makes sure that it is played properly according to the rules. But there is more to sport than just rules – there is also the spirit of the game and the respect we show for each other.

Activity 3 Imagine playing without a referee or umpire

In pairs, discuss these questions. Discuss your answers as a class.

Imagine that you are playing a game of netball or soccer with your friends. There is no referee or umpire.

1. You break a rule (for example, touch the soccer ball with your hand) but nobody sees. Do you tell your friends, or do you keep quiet?
2. Your team scores the winning goal at netball, but your friends in the other team think you stepped outside the field of play just before passing and scoring. What do you do?
3. Your team is much better than the other team, and you are winning easily. Do you stop playing hard and give them a chance? Do you change players to make the teams more balanced? Or do you go on winning?

Values, trust and respect

Sometimes it is very important for your team, your school, and maybe your country, that you win a game. For some people, however, *how* you play the game is more important than whether you win or lose. The South African cricketer, Jonty Rhodes, became the world's greatest fielder, but he never gave up his belief that "The Lord doesn't like cheating". If he took a catch on the bounce, even if the umpire gave it out, he said "Not out" and called the batsman back. If he knew he was out when batting, even if the umpire said "Not out," he walked off the field. He played his hardest to win, but always remained honest.

"It was not just his unbelievable fielding or his wonderful batting that made him my hero. What I saw in him was the living example of honesty, unselfishness and team spirit, the example of true sportsmanship and humility."

C. Priyangwada Perera, one of Jonty's fans



Activity 4 Should we always be honest?

1. Read the case study below.
2. Without talking to anyone, write down your answers to the following questions. Give reasons for your answers.
 - a) Should Maradona have told the referee that he had used his hand?
 - b) Should he have admitted it afterwards?
 - c) What do you think Maradona meant by “the hand of God”?
 - d) What would you have done if you were Maradona?
 - e) Is there any difference between this and the situation in question 1 of the previous activity?
3. Your class members must vote for what they think are the right answers.

Case study: The hand of God?



It was the 1986 Soccer World Cup quarter-final between England and Argentina. This was their first soccer match since they had fought against each other in the Falklands War four years earlier.

After half-time, there was still no score. Then Diego Maradona – possibly the greatest footballer ever – tried to play the ball into the penalty area.

An English player reached the ball first and kicked it back to his goalkeeper. In a flash, Maradona rushed at the goalkeeper, reaching the ball just as the goalkeeper did. Maradona jumped up and seemed to knock the ball into the net with the back of his left hand instead of with his head. Television replays showed that it was a handball.

Although the English players protested, the referee awarded the goal to Argentina. Maradona accepted the goal and celebrated.

“It was the hand of God that sent it into the net,” Maradona said.

Unit 3 Indigenous invasion games

Indigenous games are games that our ancestors played. They are part of our cultural heritage.

Dibeke – a running ball game, also known as *snuka* and *shumpu*

Diketo – a co-ordination game, also called jacks and *ukugenda*

Kgati – a rope-jumping game, sometimes called *ugqaphu* and *ntimo*

Ncuva – a board game, also known as *tsoro* and *moruba*

Morabaraba – a board game, sometimes called *umlabalala*

Jukskei – a throwing and target game

Kho-kho – a running game

Iintonga – a stick-fighting game, also known as *induku* and *izinkuku*

Arigogo – a hitting ball game similar to rounders

Drie stokkies – a running and jumping game

Dibeke – a game of invasion

key words

- invasion** moving into another's space to take control
- attack** making the first move to win ground and to improve the team's position
- defence** trying to stop an attack, defending the team's position

Dibeke is an invasion game. These games involve **attack** and **defence** as each team tries to get into the other team's territory. Sports like soccer, netball and rugby are all games of invasion.

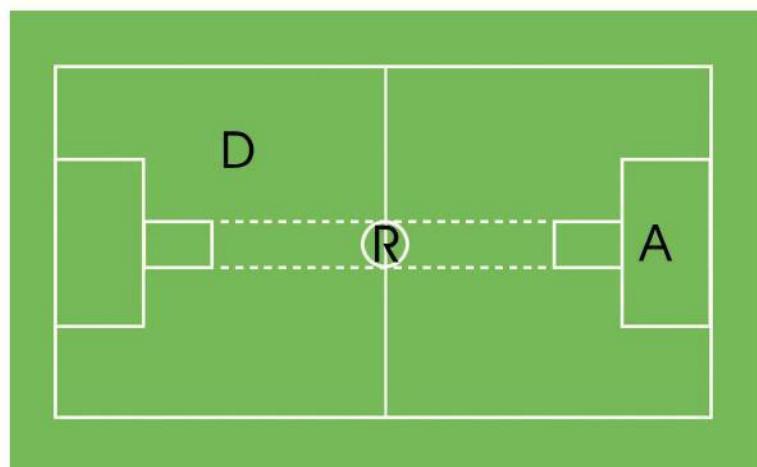
Dibeke is a mixture of soccer, cricket and "stingers". Sounds like fun! *Dibeke* was traditionally played on open ground, often next to a river.

The field and starting positions

1. Each team consists of twelve players – six boys and six girls.
2. The 12 attackers (A) stand in a straight line in their home box.
3. The 12 defenders (D) spread out in their half of the field.
4. One of the defenders (the roller R) stands holding the ball in the centre of the field.

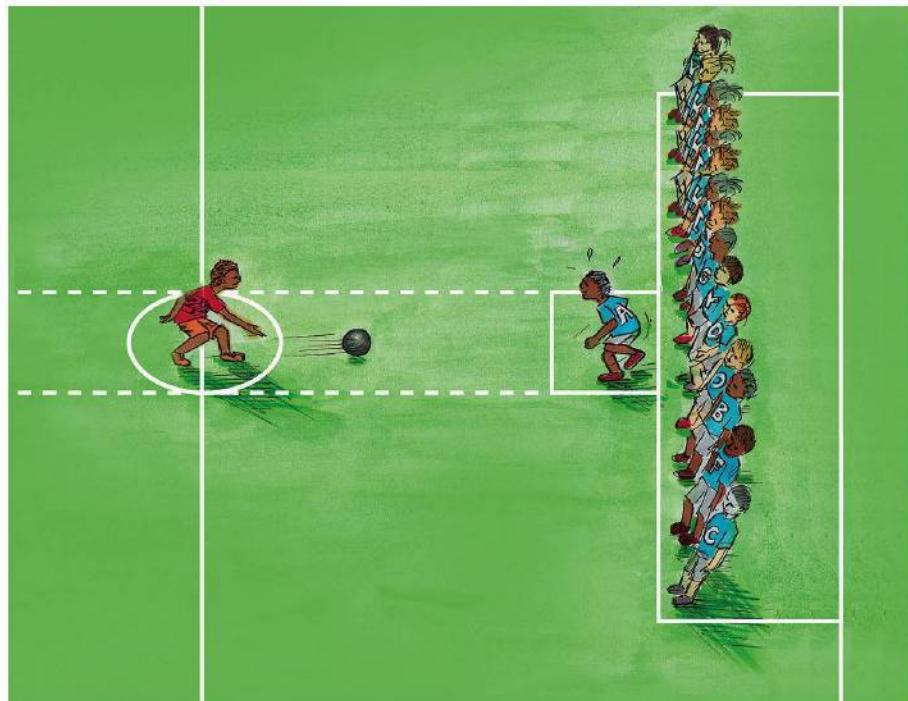
Aim of the game

1. For the attackers to score runs by kicking the ball and running.
2. For the defenders to hit the attackers with the ball so they are out.



Action

1. The roller calls out any attacker's name and rolls the ball along the ground to the kicking box.
2. The attacker whose name was called runs into the kicking box and kicks the ball into the defenders' half of the field.
3. The kicker then runs to the home box on the other side of the field.
4. The defenders pick up the ball and try to hit the kicker with it.

**Rules**

1. The kicker scores one run if she reaches the home box without being hit.
2. The kicker is out if she is hit by the ball before she has both feet in the home box on the other side of the field.
3. Any other attacker can also run when the kicker kicks the ball. If he reaches the other home box, he scores one run. But if he is hit by the ball, he is out.
4. Attackers in the home box on the other side of the field can run back when their kicker kicks the ball. They score one run if they reach the home box without being hit by the ball, but if they are hit, they are out.
5. If a kicked ball is caught before touching the ground, any attackers outside the home boxes are out.
6. Attackers can only run if the ball is kicked into the defenders' half of the field.
7. Once all the attackers are out, the defenders then get their turn to attack.

Scoring

- A run is scored each time an attacker has run from one home box to the other one without being hit by the ball.
- Runs can be scored at any time while the ball is in play.
- The team with the most runs, wins.

Activity 5 Try it out on the field

1. Set up the field as shown in the drawing.
2. Divide the class into teams of 12 players, six boys and six girls.
3. Decide who will be the attackers and who the defenders. Position yourselves on the field.
4. Slowly go through each step of the game. Ask questions and discuss each step so that you understand.

Safety First

Check that there is no broken glass or sharp stones on the field.

Unit 4 Safety issues in games

Safety rules when playing invasion games

Do you remember what **SAFETY FIRST** stands for? Remind yourself by reading over page 8 again.

Stretching

Dibeke, soccer, netball and other games of invasion are fast and energetic. If you don't warm up and stretch to cool down afterwards properly, you can tear a muscle. This takes a long time to heal.

Apparatus

Balls can pick up thorns which can hurt you. Check the balls regularly.

Follow instructions

Listen carefully to the instructions on the next page for your game of *dibeke*.

Earrings and jewellery

These can hook on to other people's clothing, or be grabbed by accident when you are playing these games. It is better to remove any jewellery before it rips your ear off!

Yeeeeooowww!

Check the field before every game. Pick up any glass or sharp stones.



Relax

It's just a game! If anyone starts to get angry, just say, "Calm down".

Activity 6 Practise safety with *dibeke*

1. Apparatus – have a good look at your soccer balls. Are they smooth and clean?
2. Ear-rings and jewellery – take them off.
3. Yeeeeooowww! – everyone spread out into a long line and walk over the whole field, checking for glass, stones and thorns.
4. Follow instructions – listen carefully to the rules and tips on page 49.

Play dibeke

The roller

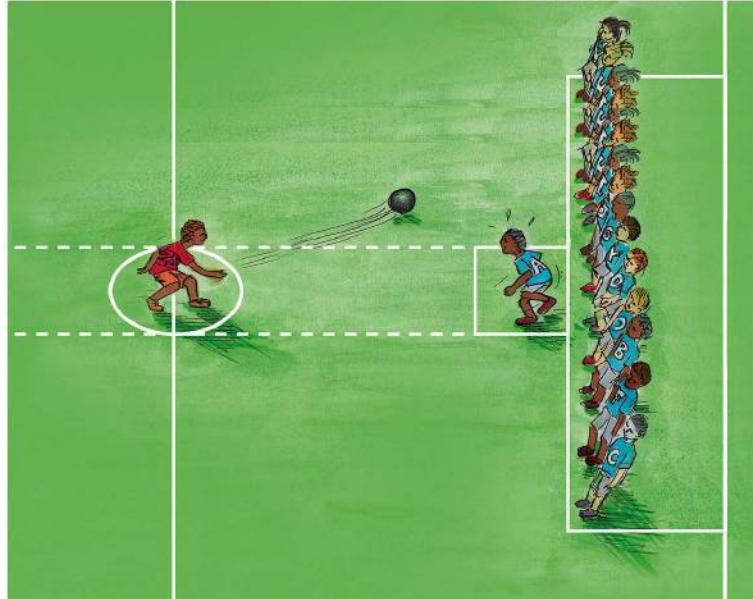
1. Roll the ball, don't make it bounce.
2. Roll it into the middle of the kicking box.
3. If you miss the box, the ball is "dead" and you must roll it again.

The attackers

1. Listen carefully and be ready to run.
2. If your name is called out by the roller, quickly run out into the kicking box.
3. Kick the ball into the spaces, not straight to defenders.
4. If your name is not called, be ready to run as soon as the kicker kicks the ball.
5. Always remember to have someone in the home box ready to kick the ball.

The defenders

1. Spread yourselves across the field.
2. Stand in the gap between another two defenders, even if you are further away from the kicker. Don't stand behind one of your teammates.
3. If you can't hit the runner, throw the ball to a teammate who is closer to the runner.
4. Watch the other attackers carefully. It might be better to throw at another runner and not the kicker.
5. If the ball is in the air, try to catch it. You will probably get many attackers out!



Safety First

Avoid getting hurt.

Warm up before the game. Raise your heartbeat and loosen up, then stretch.

Cool down after the game. Lower your heartbeat then stretch.

(Use the exercises on page 9.)

Relax

Just enjoy the game. Play to win, but don't damage yourself or anyone else in the process!

Unit 5 Dealing with abuse

Although the law protects us, there are still many ways in which people harm us. We must be aware of situations where we could be harmed and learn to protect ourselves from them.

Identify threatening and risky situations

If your family members have been violent before, you may know what their “danger signals” are and you can make a plan to protect yourself. Danger signals may be:

- when they are drunk or drugged
- when their mood changes dramatically
- when they look very restless, are pacing up and down.

It could also be dangerous if they:

- shout at you
- threaten you with violence
- threaten to kill or harm themselves
- touch you on your private parts
- hit or harm you in any way.

Effects of abuse

key words

healthy relationships respectful, caring, supportive relationships
unhealthy relationships one person controls the other with threats or violence
abuse being hurt or treated badly

Healthy relationships make us feel happy. In healthy relationships, people respect, trust and support each other. Thoughts, feelings and problems can be discussed openly. You feel free to be yourself.

In **unhealthy relationships**, one person may try to control you. They might scare you or threaten you, call you names, make fun of you, hurt you or tell you who you can be friends with. These are all signs of **abuse**. If abuse continues, it can affect your health and maybe even put your life at risk. This is why it is important to choose your friends, boyfriends, girlfriends and life partners carefully. They will affect your health and happiness.

If your parents or care givers are in an abusive or destructive relationship, it could also affect you. Adults sometimes struggle to resolve problems but it is *never* the fault of the children if the adults in the house are fighting. In these situations, the children may want to talk to a trustworthy adult about their feelings, thoughts and worries. A teacher, social worker, religious leader or a neighbour could help.

Activity 7 Laughter club

1. Read *Laughter is the best medicine*.
2. In pairs or groups, chose one of the two options below.
 - a) Brainstorm ways we can bring more laughter and happiness into our lives. Produce a poster or flyer to motivate people to try your ideas. Display the poster in your classroom.
 - b) Discuss situations where laughter can be used to change a situation from anger to calm. Choose one or two situations and perform them for the class to show how laughter and humour can be used positively.

key words

contagious able to be passed from one person to another; catching

domino effect a chain of events, started by one event

immune system the system in your body that protects it from illness

Laughter is the best medicine

The health benefits of humour and laughter

Humour is infectious. The sound of roaring laughter is far more **contagious** than any cough, sniffle or sneeze. When laughter is shared, it binds people together and increases happiness and intimacy.

In addition to the **domino effect** of joy and amusement, laughter also triggers healthy physical changes in the body. Humour and laughter strengthen your **immune system**, boost your energy, diminish pain, and protect you from the damaging effects of stress. Best of all, this priceless medicine is fun, free, and easy to use.

The benefits of laughter

Physical health	Mental health	Social benefits
Makes your immune system stronger. Lowers stress hormones. Decreases pain. Relaxes your muscles. Prevents heart disease.	Adds joy and enthusiasm to life. Decreases anxiety and fear. Relieves stress. Improves mood. Helps you cope better.	Strengthens relationships. Attracts others to us. Improves teamwork. Helps calm conflict. Improves group bonding.



Good communication for healthy relationships

When you talk to someone you may notice how different they are to you. It is often what we think of these differences that causes the trouble. Learning to accept and respect others, no matter how different they are from us, is the key. Listening carefully helps us to understand others better and then we can communicate well.

Activity 8 Decide who makes the coffee

1. Choose four people from your class to read the roles of Sakhina, Ellouise, Philip and Mzwi. The story takes place at Sakhina's home with her friends.
2. Form groups of five or six to discuss answers to the questions below.
 - a) Whose home would you like to live in? Why?
 - b) Do you think Mzwi is right when he says "It's that way in my culture and my home. We don't have any problems"?
 - c) Is this the way that some boys behave?
 - d) Does a man lose his dignity by working in the kitchen? Give reasons for your answer.
 - e) What is your answer to Sakhina's question: "And women don't work hard and don't deserve to be treated properly too?"
 - f) How do you think Sakhina wants to be treated by boys?
 - g) Do you think that men and women can have the same rights in our homes, our schools and in our communities?
 - h) Do boys and girls have the same rights in your school? If not, do you want to do something about it?
3. Discuss your answers as a class, and write down in your book what you think are the most sensible responses.
4. Discuss this activity with your parents, and ask them what they think. Remember that this is just four young people talking, and everything they say is open for discussion.



- Philip:** Man, I'm tired. Coffee, Sakhina.
- Sakhina:** What do you mean "Coffee, Sakhina"? I'm not your servant.
- Mzwi:** Ah, come on, Sakhina, don't be so sensitive. All we want is some coffee. Ellouise, won't you do the coffee?
- Ellouise:** Yes, I'll do it.
- Philip:** You see, Sakhina, you're the only one who has a problem.
- Mzwi:** It's that way in my culture and my home. We don't have any problems.
- Ellouise:** But Sakhina, do you really expect the men to go into the kitchen and cook and make tea? *Yhu*, my father would make a complete mess! Rather leave it to us women.
- Sakhina:** And then "us women" produce boys who expect to be served by all women. Look at Philip, just because his mother runs around him and his father, he expects me – because I am a girl – to do the same.
- Philip:** So what happens in your home?
- Sakhina:** In my home we all help each other. If my father has had a hard day at work, my mother might make him a cup of tea. If my mother is tired, she might ask my father or brother to make her a cup of coffee.
- Ellouise:** Hey, I wouldn't mind living in a home like that. And my mother would think she is in heaven!
- Philip:** Sakhina, I am getting irritated with you. I simply asked you nicely for a cup of coffee and you're making a big fuss about it.
- Ellouise:** Actually, you didn't ask her nicely. Why don't you try asking her respectfully, as a friend, as an equal?
- Philip:** Sakhina, I'm tired. Won't you please make us all some coffee?
- Sakhina:** I'll do that with pleasure, Philip. Mzwi, won't you come and help me?
- Philip: (to Ellouise)** Huh? I thought she was refusing to make coffee for boys.
- Ellouise:** No, she is very happy to do her bit for anyone, males or females. She believes that males and females should be treated equally and with respect. If a woman can be expected to do something, then a man should also be expected to do it.
- Philip:** Ay, this is very strange and not the way that I understand things.



Protect yourself from threatening and risky situations

key word

potentially could happen or could possibly be

As a young person it is best to remove yourself from any **potentially** dangerous situation and not to try to deal with it. Going to another room may be enough, but going to a trustworthy neighbour's house may be even better. If that is not possible, here are some tips.

- Try to stay calm and don't panic.
- Don't shout, but talk quietly.
- Don't stare at the angry person.
- Keep out of the person's reach.
- Go along with reasonable requests that will not harm you.
- Get help.
- Leave if it is safe to do so.

Activity 9 Looking for karate kids

1. Read the article called *Looking for karate kids*. It comes from a KwaZulu-Natal newspaper, *The Witness*.
2. Write answers to these questions.
 - a) Which human rights did this teenager not have at the time of the attack?
 - b) How often do these kinds of attacks happen to women in South Africa?
 - c) Are men also in danger of these kinds of attack?
 - d) How do you feel about what Shihan Cassim Cele did to the man who attacked the teenage girl?
 - e) Do you think learning self-defence is a good idea?
 - f) How should the law deal with the man who attacked the teenage girl?
 - g) What can be done to make sure the teenage girl recovers?
 - h) Think of at least six things that we, as a community, can do to stop this kind of abuse.
3. Share and discuss your answers with the class.



Looking for karate kids



Shihan Cassim Cele is a **passionate** and successful **karate** instructor who is trying to keep the sport alive in Pietermaritzburg. His fighting skills haven't only been tested on a professional basis, he rescued a teenage girl who was about to be raped by a **hoodlum** in Ntshongweni. The hoodlum was known for carrying a large butcher's knife and a gun. "My instructors have always told me that when fighting a non-karateka it shouldn't take you more than a minute to put that opponent on the ground."

The hoodlum had forced the young girl into a toilet in broad daylight and women who witnessed the incident were screaming for help. "I went to assist," he recalls. "The teenager's skirt was already ripped and she was still putting up a fight when I got there. I **intervened**, he threw the first punch and I grabbed it, twisted it, punched him in the face and kneed him in the stomach, and left him kneeling on the floor of the toilet. The community members started liking what karatekas can do from that day on."

Adapted from *Looking for karate kids* by Thando Mgaga, The Witness, 21 February 2011

Places of protection and safety

Many women, girls and boys in South Africa regularly experience domestic violence and abuse. Our country has formal child protection services in place to help abused people. Nobody should be scared to report any acts of violence or abuse that take place at home to the SAPS. The Domestic Violence Act gives women and children a real chance to be protected against violence. It allows anybody to obtain a protection order against any form of violence. If victims of abuse call the SAPS, they should come to where the trouble is happening and deal with the problem.

There are adults who volunteer to care for abused children as foster parents until the situation at home gets better. Childline, LifeLine and FAMSA are some of the organisations abused people can contact for advice on what to do or where to go. Contact details for these organisations can be found in the telephone directory, on the Internet or at your local library.

Any child suffering from abuse should speak to a trustworthy adult – it could be a teacher, somebody at church or a neighbour. Protecting children is not only the responsibility of child protection services; it is everybody's business. It might be scary to ask for help, but there is no shame in it; just be brave.

key words

- passionate** with strong, deep feelings
- hoodlum** a gangster or lawless person
- karate** a sport in which you learn to defend yourself
- karateka** an expert in karate
- intervened** to come between two things

SAPS Emergency Number 10111

Stop Gender Violence Helpline
0800 150 150

Childline
0800 055 055

Unit 6 Playing invasion games

Safety First

Drink water when you're thirsty, especially if you have sweated a lot.

Understand attack and defence

The principles of attack and defence are part of all games of invasion such as soccer, netball, rugby, hockey and basketball. For each principle of attack, there is a principle of defence to counter it.

Attack	Defence
1. Penetration Can I score? Can I give the ball to someone who can score? Can I give the ball to someone who can give the ball to someone else who can score? Can I go forward myself? 	1. Delay Can I get the ball away from the opposing player? Can I prevent the forward ball? 
2. Support How can I help my teammate with the ball? Can I run into a space so that he can pass to me? Can I get a defender to follow me and so create a space for my teammate to penetrate? 	2. Depth How can I help my teammate who is trying to get the ball away from the opposition? Can I get the ball if she tries to kick it past my teammate? 
3. Width Can I run wide, or pass wide, or pretend that I might pass wide, so as to stretch the defence and create attacking spaces in between them? 	3. Keeping close Can I keep close to my teammates so that the attacking spaces between us are as small as possible? 

Attack	Defence
<p>4. Mobility</p> <p>With or without the ball, can I quickly change position, move forward or backwards or sideways, and catch the opposition off guard?</p> 	<p>4. Balance</p> <p>Can I stay calm and keep thinking clearly when the opposition moves quickly?</p> 
<p>5. Creativity</p> <p>Can I do something unexpected, even something risky, to create a chance to score?</p> 	<p>5. Discipline and patience</p> <p>Can we remember the basics of defence even when the opposition are running all over us? Are we ready to counter-attack?</p> 

Activity 10 Explain the principles of attack and defence

1. Draw a soccer field on the board.
2. Make an X for each player in one team, and an O for each player in the other team.
3. Someone show the class how the principle of *penetration* works, using the drawing on the board to explain.
4. Anyone else can add anything that they think will make these principles clear.
5. Ask questions if you don't understand.
6. Now someone else explain how a team will use the principle of *delay* to prevent the opposition from penetrating.
7. Do this for all the principles of attack and defence.

In the next two weeks, you will play invasion games. You can choose between soccer, rugby or netball. You have two weeks to get to know the game well and to play it. In the last two weeks of the term, you will play a games championship.

Soccer



Throughout history, in all parts of the world, people have played games by kicking balls. There are ancient books showing that people played a kind of football called *cuju* over 4000 years ago in China.

The rules for the modern game were written by the Football Association (FA) in England in 1863. The group that organises the World Cup is called FIFA (*Federation Internationale de Football Association*). The game was originally called association football, but in the 1880s some people took the letters “soc” from the word “association” and made up another word for the game – soccer.

Do you remember the excitement of the 2010 World Cup? South Africa’s Siphiwe Tshabalala scored the first goal!

Activity 11 How well do you know soccer?

1. Close your Life Orientation textbooks.
2. Get into groups of four learners.
3. When your teacher reads out the questions, work out the answers in your group.
4. When your teacher asks you, give your group’s answer. As a class, discuss the answers. Your teacher will give you the right answer.

Safety First

Avoid getting hurt.

Warm up before the game. Raise your heartbeat and loosen up, then stretch.

Cool down after the game. Lower your heartbeat then stretch.

(Use the exercises on page 9.)

Activity 12 Play soccer

1. Divide yourselves into equal teams. If the field is big enough, you can have 11 players in each team. If you have a smaller area, make your teams smaller.
2. The most important part of your field is the goals. You can put something soft like jerseys on the ground to show the left and right sides of the goals.
3. Choose one of your classmates to be the referee.
4. Play and enjoy!

Questions for Activity 11

1. In one sentence, describe the aim of soccer.
2. How many people are in each team?
3. Who is the only player allowed to touch the ball with their hands while playing?
4. What are the differences between a *goal kick* and a *corner kick*?
5. What is the difference between a *free kick* and a *penalty kick*?
6. When is a tackle called a *foul*?
7. When is a player *offside*?



Goal kick



Corner kick



Penalty kick

Answers for Activity 11

1. To score a goal by kicking or heading the ball into the opposing team's goal
2. eleven
3. the goalkeeper
4. A goal kick is taken by the *defending team* when the ball has crossed the goal line without a goal having been scored and having last been touched by a player of the attacking team. The goal kick is taken from inside the penalty area by anyone of the defending team.
A corner kick is taken by the *attacking team* when the ball has crossed the goal line without a goal having been scored and having last been touched by a player of the defending team. The corner kick is taken from the corner by anyone of the attacking team.
5. A free kick is awarded to the opposing team when a player has broken a rule. The free kick is taken *wherever the mistake was made*.
A penalty kick is awarded to the attacking team when the defending team break a rule within their penalty area. It is taken *on the penalty spot* in front of the goal.
6. A tackle is a foul if the attacker bumps or kicks the player before touching the ball, or hurts the player by bumping or kicking just after touching the ball.
7. A player is offside when they are in front of the second-to-last defender and in front of the ball when it is kicked by a teammate.

Netball

Safety First

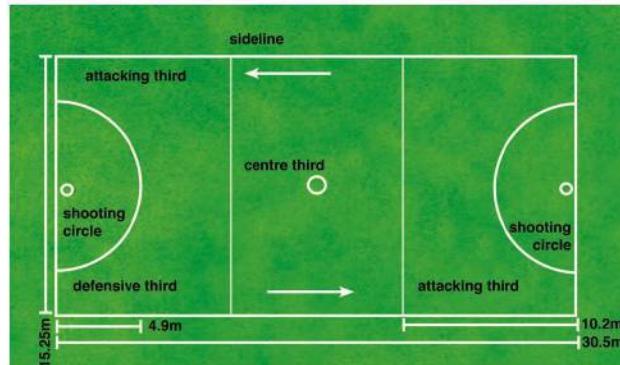
Do not exercise if you have a temperature; you could damage your heart.

Netball is growing in popularity throughout the world. Over 20 million people play netball. Several African nations are ranked amongst the top 25 in the world. Speed, strategy, team work and co-ordination are essential skills for netball. It's about running, jumping, throwing, catching, attacking, defending, scoring goals and stopping goals.



The court and positions

The netball court is 30 m long and 15 m wide. It is divided into three equal sections. Goals are scored through a hoop on a goal post in each team's side of the court. Play starts at the centre circle.



Position	Can go	Not allowed to go
GS – goal shooter	attacking third	defensive third, centre third
GA – goal attack	centre third, attacking third	defensive third
WA – wing attack	centre third, attacking third	shooting circle
C – centre	all thirds	shooting circle
WD – wing defence	defensive third, centre third	shooting circle
GD – goal defence	defensive third, centre third	attacking third
GK – goal keeper	defensive third	centre third, attacking third

Activity 13 Draw netball positions

1. Copy the drawing of the netball court into your exercise book.
2. Mark each player's position on your drawing.

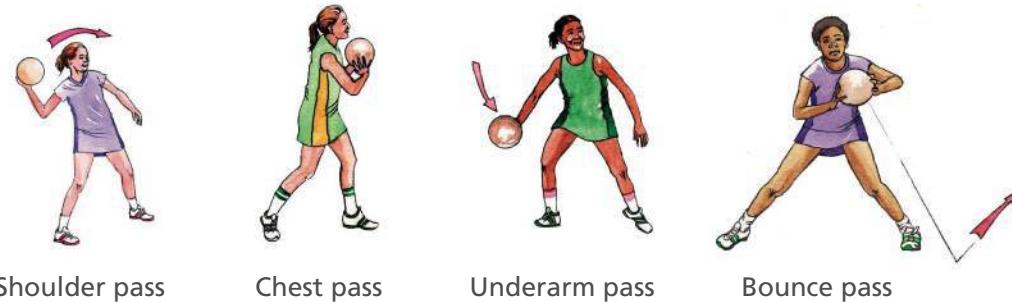
The rules

- You can hold on to the ball for only three seconds before you must pass.
- Only the GS and GA can score. To score, they must be in the opposition's goal circle.
- You must stand at least a metre away from an attacking opponent.
- A player must pass the ball before the foot they landed on when they caught the ball, touches the ground again.

Passes

The four basic passes are the shoulder, chest, underarm and bounce pass.

You can pass with one hand or two.



Activity 14 Practise the basics of netball

1. Pick two teams and pretend to play a game in slow motion.
2. Start with the centre passing the ball to one of the players in the centre third. That person takes no more than 1½ steps and passes the ball to a teammate.
3. Let the ball be passed to the GS, and let the GS try to score. If the GS misses, she cannot be the first person to catch the ball again.
4. Let a defender catch the ball. This player can only pass the ball to a teammate in their defending third or centre third, and cannot pass it all the way to a teammate in their attacking third.
5. If the ball is dropped, bounces twice or goes out of the court, the other team gets the ball.
6. Now practise at normal speed.

Safety First

Avoid getting hurt.

Warm up before you practise. Raise your heartbeat and loosen up, then stretch.

Cool down after you have practised.

Lower your heartbeat then stretch.

(Use the exercises on page 9.)



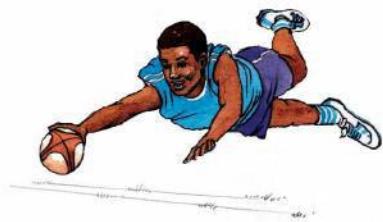
Rugby

In 1823, a group of boys at Rugby School in England were playing a game of football. Suddenly one of the boys, William Webb Ellis, picked up the ball with both his hands, ran past his friends, and dived over the goal-line to score. The name of the game he invented? Rugby!

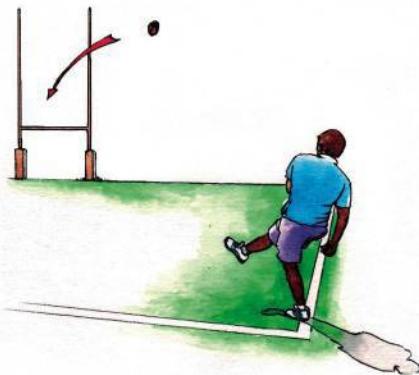
Scoring

There are four ways to score in rugby.

- Try (five points) – a player grounds the ball behind the opposition's try line.
- Conversion (two points) – a player kicks the ball over the posts after a try.
- Penalty goal (three points) – after a team is awarded a penalty, a player kicks the ball over the posts.
- Drop goal (three points) – when a player drop-kicks the ball over the posts.



A try



A conversion

Activity 15 Remember a proud moment

1. In the picture, who is holding the Rugby World Cup?
2. Who is he congratulating? Find out if you don't know.
3. What had just happened?
4. Has South Africa won the World Cup since then?



Activity 16 Play touch rugby

Real rugby is a bit rough for you to play now, but we can all play touch rugby. This is a fun game played by men and women of all ages, wherever there is grass or sand. This is how it works.

1. Find any flattish piece of grass or sand. Set up a field that is about 40 m long and about 20 m wide. You can use four jerseys or shoes to mark the corners.
2. The aim of the game is to score by grounding the ball on or behind the opposition's try line.
3. You can have four to six players in a team, depending on how many people want to play.
4. Play starts and restarts with a *rollball*. A rollball means that a player, facing the opposition who is at least 5 m away, rolls the ball backwards between his legs. Before it goes more than 1 m, a teammate must pick it up.
5. As soon as someone in the opposite team touches you, you have to give up possession. So the aim is to either dodge the opposition so they don't touch you, or to pass the ball to a teammate before you are touched.
6. As soon as you are touched, you must place the ball on the ground where you were touched, and get at least 5 m away. The opposition can then do a rollball and restart play.
7. You cannot pass the ball forwards. If you do pass it forwards by mistake, the opposition gets a rollball at that spot.
8. When a rollball is taken within 5 m of the scoreline the defending players must retreat with both feet to behind their scoreline.
9. If you drop the ball or cross the sideline, the opposition gets a rollball at that spot.
10. You may not kick the ball.
11. You are offside if you are ahead of your teammate who has the ball.

Safety First

Avoid getting hurt.

Warm up before the game. Raise your heart beat and loosen up, then stretch.

Cool down after the game. Lower your heartbeat then stretch.

(Use the exercises on page 9).



Unit 7 Career fields

It is a good idea to start thinking as early as possible about what you would like to do when you leave school. Having a basic knowledge of careers is a start. **Career fields** are the areas into which jobs and careers are grouped.

Career field	Jobs
Facts and figures	accountant, cashier, doctor, engineer, informal trader, pharmacist, surveyor, weather forecaster, town planner
Business	shop keeper, business manager, advertising agent, banker, stock broker, advertiser
Words	actor, journalist, lawyer, politician, teacher, translator, tv or radio presenter, writer, copywriter
Visual and performing arts	graphic designer, artist, clothing designer, dancer, jewellery designer, musician, photographer, singer, window dresser
Practical tasks	builder, carpenter, dress maker, driver, engineer, factory worker, gardener, mechanic, hairdresser
Physically active	ambulance and emergency worker, farmer, game ranger, gym instructor, mine worker, model, acrobat, professional sportsperson
Social and people skills	estate agent, nurse, principal, politician, psychologist, salesman, social worker, teacher, doctor, tour guide
Science and technology	electrician, computer programmer, mechanic, technician, video game designer, dentist, dental technician, astronomer, pilot
Outdoors (plants and animals)	farmer, game ranger, land surveyor, geologist, horse trainer

Do you know the names of all the jobs? Use a dictionary to find out if you don't.

Your interests and abilities

Your unique combination of abilities, interests, values and personality will guide you and help you choose a career direction. As you learn about each career, try and imagine if that job would suit you. It is important not to rush a decision about your future career. Your abilities and interests may change and develop.



Activity 17 Assess your abilities

1. Read the table at the bottom of this page. Draw the outline of the table and the eight headings in your exercise book.
2. In each block, copy only the comments that are correct for you.
3. Count the number of items you have written down in each block and then write your score in each block.
4. In your table, which block or blocks have the highest scores? A high score is 4 or 5 and these are your strong areas. Do you think these are really your strong areas?
5. Look at the career fields table on page 64. Which jobs match your abilities?

Things I can do well	
Words ✓ I have a large vocabulary. ✓ I write easily and well. ✓ I am a good reader. ✓ I can do crossword puzzles. ✓ I can find words that rhyme.	Physically active ✓ I don't catch colds easily. ✓ I am supple. ✓ I am strong. ✓ I am fit. ✓ I can run fast.
Numbers ✓ I can do sums in my head. ✓ I am good at explaining mathematics to others. ✓ I can work quickly and accurately with numbers. ✓ I have a good memory for numbers. ✓ I am able to spot mistakes in sums.	Practical tasks ✓ I can fix plugs and simple electrical appliances. ✓ I am good at working with tools. ✓ I can read and understand diagrams and instructions. ✓ I am good at working with my hands. ✓ I can make things.
Visual and Performing Arts ✓ I am good at art, music or dancing. ✓ People tell me my art is good. ✓ I am good at designing clothes, jewellery, cars or models. ✓ I am alert and observant.	Organising ✓ I like my home to be tidy. ✓ I remember where I have put things. ✓ My written work is neat. ✓ I plan ahead when I do something. ✓ I like to finish everything that I start.
Social and people skills ✓ I have been elected as a leader (e.g. class captain). ✓ I make things fun in a group. ✓ I can make and keep friends easily. ✓ People like to talk to me.	Science and Technology ✓ I am able to tune the TV. ✓ I know how to install software. ✓ I understand how Xbox, Play Stations and computer games work. ✓ I can make a catapult. ✓ I can plan how to build things.

School subjects related to each career field

School subjects are related to career fields too. If you have ability and interest in a certain school subject, that career might suit you. No school is able to offer all the subjects shown below; the high school you attend will have a selection of them.

If you like:	You might like these school subjects:
Facts and figures	Mathematics, Physical Sciences, Accounting, Geography, History, Life Sciences
Business	Accounting, Business Studies, Computer Applications Technology, Economics
Words	Languages, History, Dramatic Arts, Religious Studies
Visual and performing arts	Visual Art, Design, Engineering Graphics and Design, Dance Studies, Dramatic Arts, Music
Practical tasks	Agricultural Science, Agricultural Technology, Computer Applications Technology, Consumer Studies, Visual Art
Physically active	Sport and Exercise Science, Tourism, Dance Studies
Social and people skills	Dramatic Arts, English, Tourism, Hospitality Studies, Religion Studies, Consumer Studies, History, Life Orientation, Music
Science and technology	Physical Sciences, Civil Technology, Electrical Technology, Engineering Graphics and Design, Information Technology, Mathematics, Mechanical Technology, Geography, Life Sciences, Agricultural subjects
Outdoors (plants and animals)	Agricultural Management Practices, Agricultural Science, Agricultural Technology, Geography, Life Sciences, Sport and Exercise Science

Work environment and activities

The place where work is carried out is called the work environment. The work activities are what you actually do in that job. The work environment and activities are important when assessing whether a type of work is suitable for you.

Activity 18 Think about activities and environment

- For each of the following careers, describe the work activities and work environment you think apply.

a) chef	b) horticulturalist	c) bank teller
d) truck driver	e) social worker	f) veterinarian
g) journalist	h) laboratory technician	

Opportunities within each career field

Before you decide on a career, you should first find out if there are employment opportunities (jobs) in that field. The **economy** of a country determines the number of jobs available in each type of work. The types of work change as the country's economy changes. The needs in each community also change and affect employment opportunities.

The types of work available now may be different to types of work available when you finish school. For example, there will probably be more opportunities in the **Telecommunications** industry, as modern economies are dependent on fast and accurate communication.

In South Africa, there are currently shortages of:

- auditors
- chartered accountants
- artisans
- engineers
- insurance professionals
- information and communications technicians

key words

economy how money is earned and spent in a country

telecommunications spread of information through electronics, for example by e-mail and phone

Activity 19 Identify career opportunities

1. Below is a list of industries where there are currently work opportunities.

Match these work opportunities to the career fields in the table on page 64.

- | | |
|------------------------------------|----------------------|
| a) agriculture | f) fishing |
| b) car manufacturing and assembly | g) food-processing |
| c) chemicals | h) iron and steel |
| d) energy | i) telecommunication |
| e) financial and business services | j) tourism |

2. In which career fields are most of these opportunities?



Challenges within each career field

key words

unpredictable difficult to say what will happen
challenges difficult things to do or overcome

The work opportunities in all career fields are **unpredictable**. There is never any guarantee that there will always be work in any career area. However, each career field poses its particular **challenges**.

Activity 20 Career field challenges

- Your teacher will divide the class in groups and allocate a field to each group.
- Discuss the career challenges for your field, as shown in the example below.
- Copy the table into your exercise book. When the groups give feedback, make notes of each field's challenges.

Career field	Potential challenges
Facts and figures	Working in lonely circumstances, like in solitary offices. Work can become routine and may be boring. Crucial to be accurate and thorough.
Business	
Words	
Visual and performing arts	
Practical tasks	
Physically active	
Social and people skills	
Science and technology	
Outdoors (animals and plants)	

Level of schooling and study information

The table on page 69 shows that, in every career field, you can work at different levels that require different levels of education. If you are interested in a career that requires further study, it is very important that you find out what school subjects you need. The two most common routes to continue learning after completing Grade 9 are:

- Stay at school until Grade 12 and achieve a National Senior Certificate (NSC). This will equip you to study further after school at a university.
- Move into a Further Education and Training (FET) College. You can get a National Certificate Vocational (NCV) this way. If you are 16 or older, you could also begin a learnership.

Job	School and further study requirements
Builder	No specific level of education or subjects needed, but some builders have studied Civil Engineering & Building Construction at an FET College (three years after Grade 9).
Diver	Minimum of 18 years old. Recreational scuba diver ticket recommended. Must pass a medical examination. Basic maths required to solve simple formulae, e.g. gas laws. Studying takes the form of several short courses lasting four weeks; registration as a professional diver takes two years.
Forester	Agricultural College (3 years): Pass English and two of: Life Sciences, Physical Science, Mathematics University (3 years): Grade 12 Bachelor's Degree pass with passes in Core Mathematics and Physical Science or Life Sciences
Horticulturalist	University Of Technology (3 years): Grade 12 Bachelor's Degree pass with passes in Core Mathematics and Physical Science or Life Sciences University (3 years): Pass English and two of: Life Sciences, Physical Science, Mathematics and Geography.
Jockey	Must be between 14 and 16 years of age and have passed at least Grade 8. Physical requirements: weigh +30 kg, size 2 shoe, pass a medical examination. Training 3 – 4 years.
Land surveyor	University Of Technology (4 years): Grade 12 Diploma pass with passes in Core Mathematics and Physical Science University (4 years): Grade 12 Bachelor's Degree pass with passes in Core Mathematics and Physical Science
Marine biologist	University (6 years): Grade 12 Bachelor's Degree pass with passes in Core Mathematics and Physical Science or Life Sciences

Activity 21 What will I be one day?

Look at the section of the newspaper that advertises jobs.

1. Choose a job that appeals to you.
2. Answer these questions about the job:
 - a) Do you need a specific qualification to be able to apply for this job?
 - b) If yes, what is this qualification?
 - c) Where would you go to study for this qualification?
 - d) What school subjects do you need to take in Grades 10 to 12?

Find out more

- Books like the *A-Z of Careers (22nd Edition)* published by Don Nelson
- programmes on TV
- articles in newspapers and magazines
- www.pacecareers.com/careercentre
- www.careers.co.za
- www.careerplanet.co.za
- www.careers24.com
- www.biocareers.co.za
- www.youthportal.org.za
- www.accaglobal.com

Unit 8 Invasion games championship

Safety First

Remember to remove earrings and jewellery before doing sport.

Avoid getting hurt.

Warm up before the game. Raise your heartbeat and loosen up, then stretch.

Cool down after the game. Lower your heartbeat then stretch.

(Use the exercises on page 9.)

Time for a championship! Your teams will play against each other in *dibeke*, soccer, netball or rugby. You have three weeks in which to prepare for the championships and to play the matches.

Activity 22 Let the games begin!

1. Before you start the games, briefly name and explain the five principles of attack and the five principles of defence.
2. Divide the class into four teams.
3. Choose umpires for *dibeke* and another umpire for soccer.
4. Set out the fields for *dibeke* and for soccer.
5. In the first round, Team A plays against Team B in *dibeke*, and Team C plays Team D in soccer.
6. The winning team in each game gets three points and the losing team gets one point. If the game ends in a draw, each team gets two points.
7. Start when your teacher blows the whistle once.
8. After 10 minutes, your teacher blows the whistle twice. At that moment, swap around the attackers and the defenders in *dibeke*, and change sides in the soccer. Carry on playing.
9. After another 10 minutes, your teacher blows the whistle twice again. This is the end of the first set of games.
10. Have a short rest and a drink of water.
11. When your teacher blows the whistle once, Team A starts playing against Team B in soccer, and Team C plays Team D in *dibeke*.
12. Repeat Steps 8 and 9.
13. Give your teacher the results of the games and how many points each team has.



Activity 23 The championship finals

1. Check that the teams are still equally divided, as some learners might have returned and others might be absent or unable to play.
2. Choose an umpire for the netball and another umpire for the touch rugby. Make sure each umpire has a whistle.
3. Set out the fields for netball and for touch rugby.
4. In the first round, Team A plays against Team C in netball, and Team B plays Team D in touch rugby.
5. Remember that the winning team in each game gets three points and the losing team gets one point. If the game ends in draw, each team gets two points.
6. Start when your teacher blows the whistle once.
7. After 10 minutes, your teacher blows the whistle twice. At that moment, swop sides in the netball and in the touch rugby. Carry on playing.
8. After another 10 minutes your teacher blows the whistle twice again. This is the end of the first set of games.
9. Have a short rest and a drink of water.
10. When your teacher blows the whistle once, Team A starts playing against Team C in netball, and Team B plays Team D in touch rugby.
11. Repeat Steps 7 and 8 above.
12. Give your teacher the results of the games and how many points each team has.
13. Who are the champions?
Who enjoyed themselves?



Formal Assessment Task Term 2

Mid-year examination

Time: 60 minutes

TOTAL [70]

Instructions:

1. Make sure you number each answer correctly and write clearly.
2. There are three separate sections in this exam. In sections A and B, all the questions are compulsory. In section C, you must choose *two* of the three questions to answer.

Section A

25 marks

Answer all the questions.

1. Choose two correct definitions for self-acceptance. (2)
 - a) Accepting the way you are, including your weaknesses.
 - b) Accepting that you have only strengths and no weaknesses.
 - c) Accepting the differences between you and others.
 - d) Accepting the things about yourself that you don't like.
2. Choose two correct definitions for self-appreciation. (2)
 - a) Appreciating that your weaknesses are part of you even though you don't like them.
 - b) Liking and valuing the good things about yourself.
 - c) Appreciating your strengths and talents above those of others.
 - d) Recognising your good qualities that make you the person you are.
3. Use the words *passive*, *aggressive* or *assertive* to start each of these sentences: (3)
 - a) _____ people do not express their views.
 - b) _____ people do not listen to other people's views.
 - c) _____ express their views but also listen to what others say.
4. A constitution is a group of law that states: a) ____ and b) ____ (2)
5. Name the three values that the South African Constitution specifically reflects. (3)
6. Mark each of the following statements True or False relating to the Bill of Rights. (6)
 - a) Everyone is unequal before the law.
 - b) Everyone has the right to die
 - c) Every adult citizen has the right to vote in elections.
 - d) No person may discriminate against another on grounds of gender.
 - e) Everyone has the right to an environment that is not harmful to his or her health.
 - f) Every child has the right to go to university.
7. For each statement that you marked False in question 6 above, rewrite it so that it is true, as stated in the Bill of Rights. (3)

8. Read about this boy and answer the questions that follow:

Imran's family is Muslim and he recently moved to a boarding-school where most of the children are Christian. He wants to go to Mosque on a Friday afternoon, but the school is making it difficult. They expect him to attend church on Sundays. Imran is allowed to eat only certain types of foods, so he often cannot eat what is served at the school lunch.

- a) Is Imran being discriminated against? Why do you say so? (2)
- b) Which two rights from the Bill of Rights are not being respected in this situation? (2)

Section B

25 marks

Answer all the questions.

1. Sarah's mother has a new boyfriend. He has a short temper and gets angry quickly.
 - a) Name three danger signals that Sarah should look out for. (3)
 - b) Give Sarah five suggestions to protect herself in a risky situation. (5)
 - c) Where could Sarah go for help if necessary? (2)
2. Jabu's family keeps on asking him what he wants to do one day when he leaves school. He has no idea, he does not even know how to begin thinking about such a big question.
 - a) Explain to Jabu the four factors that can give him more information and help to guide him in choosing a career direction. (4)
 - b) What other information should Jabu collect to inform himself and start thinking about the careers that may suit him? (3)
3. George is struggling with his reading and learning. He knows he can do better, he just does not know how to do it. Explain to George how to do the FUNDA method. (5)
4. The South African Constitution states that we have a right to a healthy environment. What are our responsibilities to make sure this happens? Give at least three pointers. (3)

Section C

20 marks

Answer TWO of the three questions.

1. Write a short essay about puberty. Describe the physical and emotional changes and how puberty can change people's relationships. (10)
2. "The worst loneliness is to not feel comfortable with yourself"
– Mark Twain.
Write a short essay about why it is important to feel comfortable with yourself. Include the things you can do to show respect for yourself. (10)
3. Your two best friends cannot seem to agree on anything. Write a letter to your friends explaining the steps of R-E-S-P-E-C-T; and explain how they can disagree in a constructive way. (10)

Physical Education Task (PET) Term 2

This term you have learned to play a number of indigenous and invasion games. You will be assessed on how often you have taken part in the PE lessons (20 marks) and on how well you have done the PE activities (10 marks).

How well have you participated?

Divide the number of PE lessons that you did by the number of PE lessons in the term, and multiply by 20 (the number of marks available).

For example:

$$\frac{6 \text{ (PE lessons you did)}}{8 \text{ (PE lessons this term)}} \times 20 = \frac{120}{8} = 15 \text{ marks}$$

(out of 20)

Limited	Adequate	Proficient	Excellent
Unless you have been sick or injured, you are not trying to take part.	You have taken part in half or less than half the lessons and need to join in more.	You are taking part in most lessons, and hopefully are enjoying them.	You are doing all or almost all the lessons. Well done!
0–4 marks 0–20%	5–10 marks 21–50%	11–15 marks 51–75%	16–20 marks 76–100%

Movement performance

Your teacher will watch you carefully twice during the term and mark you out of 5 each time for how well you do the PE activities.

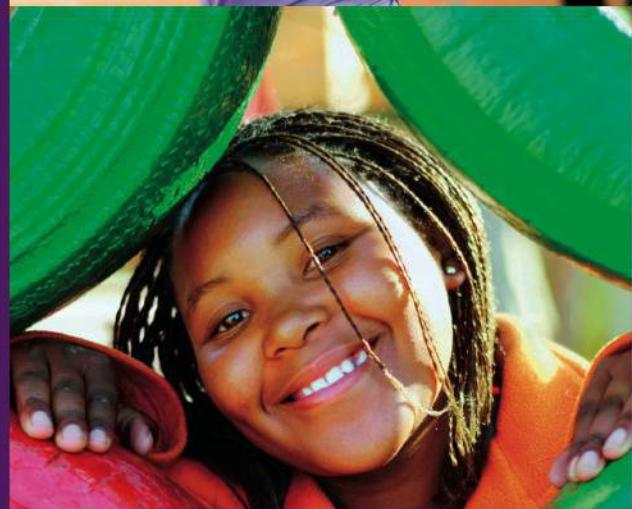
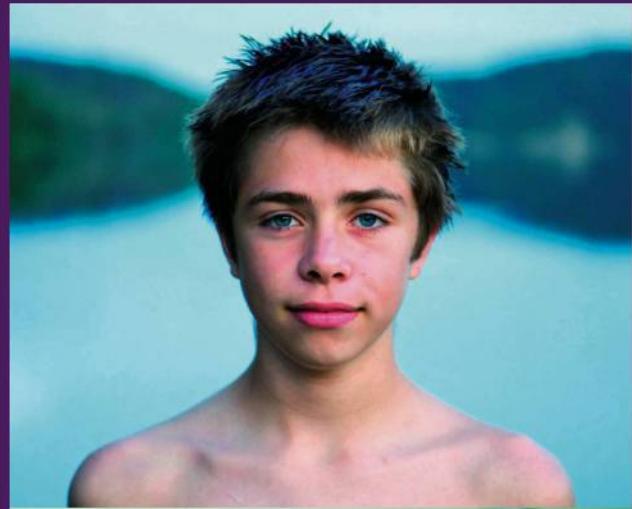
How well have you done the activities?

Limited	Adequate	Proficient	Excellent
You are not doing the exercises properly and are probably not fit.	You do only some exercises properly and need to get fitter.	You do most exercises well and are getting fitter.	You do the exercises very well and are much fitter now.
0–1 marks	2–3 marks	4 marks	5 marks
Assessment 1			
Assessment 2			

Your marks for your Term 2 PET

Calculate your marks and see what you have achieved out of 30:

Participation (out of 20)		Movement Performance (out of 10)		Total (out of 30)
	+		=	



Key concepts

Health, social and environmental responsibility

- Substance abuse
(Unit 1 – p. 76 to p. 83)
- Environmental health
(Unit 4 – p. 92 to p. 99)

World of work

- Careers are for real
(Unit 7 – p. 106 to p. 110)
- Work for personal fulfilment
(Unit 8 – p. 111)

Physical Education

- Safety in movement activities
(Unit 2 – p. 84 to p. 85)
- Rotation, balance and elevation
(Unit 3 – p. 86 to p. 91)
- Rhythmic movement
(Unit 5 – p. 100 to p. 101)
- Dancing for life
(Unit 6 – p. 102 to p. 105)
- Move as you feel
(Unit 9 – p. 112)
- Show time
(Unit 10 – p. 113 to p. 115)

Unit 1 Substance abuse

Forms of substance abuse

key words

drug any chemical substance that changes the way you feel

drug abuse using a chemical substance a great deal

addicted having an uncontrollable urge or desire for something

hallucinations seeing or hearing things that are not really there

paranoia unreasonable fears, especially that someone or something will hurt you

A **drug** is any chemical substance that changes the way you feel. Some drugs give the user a “high”, a feeling of excitement and joy; others make you feel relaxed. The drug may be legal, like alcohol or cigarettes, or illegal, like marijuana. It can be natural or man-made.

Substance or **drug abuse** means using an addictive substance a great deal. This has a negative effect on the person’s physical, mental or emotional well-being. The person becomes dependent on or **addicted** to drugs – they have an uncontrollable need to use drugs.

Activity 1 Identify facts and myths about substance abuse

Discuss these statements in class. Decide if each is a myth (untrue) or a fact. Take note of any myths in which any of your friends believed.

1. Alcohol is not a drug because it is legal.
2. Sniffing glue gives you an instant “high”; there isn’t time for it to hurt you.
3. Marijuana is a plant that grows in nature, so it can’t hurt you.
4. If you smoke marijuana, it will be in your blood for four weeks afterwards.
5. If you try tik once, you will be addicted.
6. Smoking is good for stress.

Alcohol



Alcohol is the oldest and most widely used drug in the world. It affects the nerve cells in the brain, making the person feel relaxed. Over time, your brain and liver become damaged. Alcohol makes some people become angry and violent.

Inhalants



When the fumes or gases of glue or aerosols are inhaled, they produce a temporary high. Long-term use can lead to permanent brain damage, poor memory, mood swings, seizures, poor eyesight and blindness.



Marijuana

Marijuana is also known as dagga or weed. After smoking it, users feel relaxed and dreamy. People do not realise how dangerous it is. It causes slow reactions, difficulty with memory, **hallucinations** and feelings of **paranoia**. Using marijuana can cause cancer.

Methamphetamine

This drug goes by many names – speed, crystal meth and tik are a few. It is addictive from the very first time it is used. It is a powerful drug, giving an extreme “high”, but the user needs to use more each time to feel the effect. People who use methamphetamine may be very anxious, unpredictable, full of energy, calm and friendly one minute, but angry and aggressive the next. Methamphetamine often makes the user violent.



Mandrax

This dangerous drug is also called buttons. If it is crushed and smoked with dagga, it is called a white pipe. It gives the user a feeling of **euphoria**, but tolerance is built up quickly, which means the user needs more and more to have the same effect; this leads to overdosing. An overdose can cause unconsciousness, coma and even death. Users have blurred vision, slurred speech, and slower thinking and reflexes.



Prescription drugs

Medicines such as cough syrup and painkillers can also become addictive. Some people believe that these are safer and not as addictive as street drugs – this is not true. Like all other drugs, there are serious health risks when abusing prescription drugs.



Cigarettes

Cigarettes contain nicotine, which is one of the most addictive substances we know. Smoking and tobacco cause cancer and other deadly diseases. Although some people believe smoking calms their nerves, it actually releases a hormone that creates more stress. There are 4 000 chemicals in a cigarette, all of which can negatively affect the smoker’s body.



Activity 2 Make a drug facts poster

Make a poster informing people about drug abuse. Think back about the drug myths you discussed in Activity 1. In your poster, make people aware that those are myths. Include facts about these drugs, for example what the effect of each drug is and why it is dangerous.

You can start planning your poster in class, but you will have to do more research at home or in the library.

key word

euphoria extreme happiness or joy

Symptoms of substance abuse

key words

co-ordination

muscles and limbs working together to make a person move smoothly

attitude how you think, feel and behave**irritability** when someone feels angry and impatient for little or no reason

There are many signs that a person may be abusing a substance. It is important to remember that there may also be other reasons for these symptoms. Show your care and concern without accusing a person. The key is to watch for significant changes in behaviour, appearance and attitude.

Changes in appearance

- not as clean and as neat as before
- loss of appetite, sudden weight loss
- trouble with their **co-ordination**, walking “funny”
- difficulty sleeping, awake at unusual times, unusual laziness
- red, watery eyes; pupils larger or smaller than usual; blank stare
- very active, cannot sit still; extreme talkativeness
- tremors or shaking of hands, feet or head.

Changes in behaviour

- change in **attitude** or personality for no obvious cause
- withdrawal from family and friends, avoiding old friends, doesn't want to talk about new friends
- loss of interest in school, sports, or other activities
- doing badly at school, marks dropping
- general lack of motivation and energy
- moodiness and **irritability**
- lying
- unexplained need for money; stealing money or items
- secretive behaviour; unnecessary need for privacy; disappears for long periods.



Activity 3 Create a pamphlet

Use the list of symptoms above to create a pamphlet which will help to identify a person who is abusing a substance. Include advice on what to look for in terms of behaviour, attitude and appearance.

Checklist for substance abuse

If you answer yes to some of the questions in this checklist, it may mean that you have a problem with substance abuse. Consider talking to an adult you trust and ask for help.

- | | |
|---|----------|
| 1. Do I ever use the substance on my own? | YES / NO |
| 2. Have I ever stolen so that I can get hold of the substance? | YES / NO |
| 3. Does it take more drugs or alcohol to get high or drunk than when I first started? | YES / NO |
| 4. Do I often use the substance when I wake up or go to bed? | YES / NO |
| 5. Have I wanted or needed to cut down on my drinking or my drug use in the last year? | YES / NO |
| 6. Do I avoid people that do not like my substance use? | YES / NO |
| 7. Have I had a feeling of guilt or regret after drinking or drug use? | YES / NO |
| 8. Is my school performance suffering because of my substance use? | YES / NO |
| 9. Have I been unable to remember what happened the night before because I had been drinking or using drugs? | YES / NO |
| 10. Have I ever lied about what or how much I use? | YES / NO |
| 11. Do the substances ever interfere with my eating or sleeping? | YES / NO |
| 12. Sometimes when I start drinking or using drugs, it is like something takes over and I get drunk or high without meaning to. | YES / NO |
| 13. Does the thought of not being able to get hold of the substance make me anxious? | YES / NO |
| 14. Have I ever felt that I can't have a good time without the substance? | YES / NO |
| 15. Do I carry on using even though there are negative consequences? | YES / NO |



Personal factors that lead to substance abuse

Why do some people abuse a substance while others do not? We know that personal, family and community factors increase an adolescent's risk of using drugs and developing a substance abuse problem.

key words

intrapersonal the things that happen within the person himself or herself

interpersonal the things that happen between people

Intrapersonal factors

Intrapersonal factors are issues that are *within a person himself or herself*.

These include:

- **Inherited problems:** people with alcohol and drug abuse problems often have a family history of substance abuse.
- **Character and personality:** rebellious, not obeying rules or authority, feelings of failure, and not having close relationships with family or friends.
- **Some health problems:** people who have untreated difficulties with attention, depression or anxiety may start to use drugs or alcohol to help them deal with their feelings.
- **Misunderstanding of substance abuse:** adolescents sometimes have the wrong idea about the effects of substances and believe that "everybody does it".
- **Early exposure:** using alcohol or other drugs at a young age increases an adolescent's risk of becoming dependent.

Interpersonal factors

Interpersonal factors are issues in the relationships *between people*. These include family, community and peer relationships.

Family factors

- A parent uses or abuses alcohol or other substances.
- A parent is depressed or anxious.
- A parent believes that experimenting with alcohol and drugs is normal.
- There is fighting, stress or abuse in the family.
- There is not enough parental involvement and supervision. Parents often do not know their children's friends or where they spend their time.
- Punishment is unpredictable or too strict; or parents are too relaxed and adolescents have too much freedom.



Community factors

- It is easy to get substances in the home and community.
- Community members do nothing to prevent substance abuse.
- The media encourages the use of alcohol, cigarettes, and drugs. Alcohol and cigarettes are shown as “cool”, used by popular, successful people.

Peer factors

- If peers use drugs, people may start so that they fit in.
- Friends put pressure on each other to do drugs or drink.
- People abuse substances so that they fit in and feel part of the group.

Activity 4 Discuss why people use drugs

1. Choose a partner.
2. Read through the three case studies, and use the information in your Learner’s Book to answer the question: “Why do people use drugs?”
3. Once you have discussed your answer, write a paragraph of about 100 words entitled *Why people use drugs*.

Case study:

Gigi

Gigi’s father is an alcoholic and her mother was a drug addict who died of an overdose when Gigi was a baby. Gigi lives with her father. He is always drunk and does not take good care of her. She has to clean the house, wash their clothes and make sure there is enough food. Gigi is often tired in the mornings and is not doing well at school. Gigi has started missing school and often doesn’t do her homework.

Daniel

Daniel lives in an area where everyone drinks, smokes or does drugs; it is no big deal. Even the old people just walk past and turn a blind eye; nobody says anything. Daniel just has to walk out his front door and he can get whatever he wants, at any time of the day or night.

Sarah

Sarah’s friends have started experimenting with drinking and smoking. Although they don’t do it every day, they are starting to do it more often. Up until now, Sarah has managed to avoid it, but she has a feeling that if she doesn’t start joining in, her friends will drop her. Already they tease her and tell her she is a nerd.

Factors that reduce the chance of substance abuse

We now understand that there are many factors that can lead to a person starting to abuse substances. But what are the factors that *protect* them from becoming a substance abuser?

Individual: self-control, good self-image, self-confidence, tries hard at school, wants to succeed, dreams for the future.

Family: interested, has clear rules, disapproves of substance abuse, monitors children.

School: has anti-drug policies, a place where children feel supported.

Community: good neighbourhood relationships, people in community do not tolerate substance abuse, the community stands against crime, there is help and support offered in the community.

Peers: positive peer group who make good choices, positive view of school and their future.

Activity 5 What protects Dikeledi?

1. Read the case study.
2. Identify eight factors that protect Dikeledi from becoming involved in substance abuse.

Case study: Dikeledi

Dikeledi is doing well at school; she loves reading and her favourite subject is Life Science. She dreams of becoming a doctor one day. Every day, she walks past a group of young people who are selling dagga – they always bother her and try to persuade her to try it. Dikeledi and her friends have never been interested. Their parents would be furious with them and they would be in a lot of trouble; somebody on the street would see and tell their parents. Also, they have so much fun playing ball games, watching DVDs and just hanging out, that they don't need to smoke dagga to have fun. At times when Dikeldi or her friends feel worried or upset about something, they can always speak to a parent, a friend or a teacher at school. Dikeledi has been taught at school about the dangers of drugs and alcohol; her parents have also talked to her about it.



Prevention measures: early detection

Recognising the signs and symptoms of substance abuse will help people to deal with the problem right from the start. This is called **early detection**. It is easier to manage drug use before it takes over the person's life and becomes a habit. If there are sudden, inexplicable changes in a person's behaviour, attitude or appearance, look for these warning signs.

key words

early detection
recognising the signs of substance abuse to help people to deal with the problem right from the start

Warning signs of commonly abused drugs

Marijuana: glassy, red eyes; loud talking, inappropriate laughter followed by sleepiness; loss of interest, motivation; weight gain or loss.



Depressants (including alcohol, Xanax, Valium): contracted pupils; drunk-like; difficulty concentrating; clumsiness; poor judgement; slurred speech; sleepiness.



Stimulants (including tik, amphetamines, cocaine, crystal meth, Ecstacy, MDMA): dilated pupils; hyperactivity; euphoria; irritability; anxiety; excessive talking followed by depression or excessive sleeping at odd times; may go long periods of time without eating or sleeping; weight loss; dry mouth and nose.



Inhalants (glues, aerosols, vapours): watery eyes; impaired vision, memory and thought; secretions from the nose or rashes around the nose and mouth; headaches and nausea; appearance of intoxication; drowsiness; poor muscle control; changes in appetite; anxiety; irritability; lots of aerosol cans in the rubbish.

Activity 6 Make a rap to change lives

1. Your teacher will divide your class into groups.
2. Each group must design a rap to educate and discourage other young people from experimenting with drugs.
3. You must use accurate and up-to-date information.
4. The rap must say clearly what the healthy options are.
5. Perform your rap to the class.

Unit 2 Safety in movement activities

key words

rotation movements that make you turn around

balance moving without falling over

elevation moving so that your body lifts upwards

rhythmic movements moving to a beat

This term we will focus on movements that are used in gymnastics, dance and drama. You will learn about:

- **rotation** (turning around)
- **balance** (not falling over)
- **elevation** (moving upwards)
- **rhythmic movement** (moving to a beat)

In this Unit, we will learn how to perform these movements safely.



Preventing injury

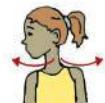
The two biggest dangers in this term's Physical Education classes are *pulling muscles* and *falling down*. Let us see how you can prevent these injuries.

Pulling muscles

The best way to avoid a pulled muscle is to warm up and stretch properly. Here are some rotation exercises which are also useful warm-ups.

Activity 7 Warm up round and round

1. Lift your right shoulder towards your right ear, move it backwards, down and then up again to your ear. Do the same with the left shoulder. Now do both at the same time.
2. Hold your arms straight out in front of you. Make your hands into fists, and rotate them outwards, then inwards.
3. Swing your left arm around like a windmill, first one way, then the other way. Do the same with your right arm.
4. Standing on your right leg, swing your left leg backwards then forwards. Now stand on your left leg and swing your right leg. Move both the hip and the knee joints.
5. Stand on your left leg. Lift your right leg in front of you. Move your foot up and down, then to the left, and then to the right. Do the same for the other foot.
6. Turn your head to the left, keep it there, then turn it to the right.



Over-balancing

Here are some balance and elevation exercises where you will practise saving each other if one of you loses your balance. Get into groups of three. One learner does the exercise while the other two stand by, ready to catch them if they overbalance. Before each exercise, make sure you warm up first!

Safety First

Keep a safe distance from other groups to avoid crashing into each other.

Activity 8 Keep your balance

1. Start every exercise by standing up straight with your arms at your sides.
2. Without moving your feet, bend your knees slowly, touch the ground with the palms of your hands, and stand up again.
3. Now keep your back straight, bend your knees slowly, touch your ankles with your fingers, and stand up again.
4. Now stand on your slightly bent right leg and stretch out your left leg straight behind you. Your chest and head must be straight out in front, and your arms outstretched, all parallel to the ground. How long can keep your balance?
5. Try doing this on your other leg. Which is easier?
6. Stretch afterwards.



Activity 9 Touch the sky

1. Keeping your arms straight down and without bending your hips or your knees, jump up as high as you can.
2. Jump again. This time you can bend your knees, but keep your arms straight down.
3. Now you can bend anything and jump up. What is the best way to jump your highest?
4. Stretch afterwards.



Activity 10 Cool down to the beat

1. Have five learners start a gentle rhythmic clapping.
2. Do the exercises in Activity 7 to the beat of the clapping, for example shoulder up on one clap and then down on the next clap. Do all exercises five times.

Unit 3 Rotation, balance and elevation

Rotation

Safety First

Avoid getting hurt. Check that there is no broken glass or sharp stones on the field.

Warm up before each of these activities. Raise your heartbeat and loosen up, then stretch.

Cool down after each activity. Lower your heartbeat then stretch.

(Use the exercises on page 9 and 84.)

Activity 11 Move like a gymnast

Find a soft grassy piece of field, or a wooden floor in the school. Make sure you have plenty of room.

The forward roll

1. Balance on the balls of your feet in a squat position. Put your hands on the floor.
2. Tuck your head in and start to roll forward. Push off with your feet so that your body will roll right over. Keep your legs tucked in as you roll.



A cartwheel

First decide whether to cartwheel to the left or the right. You can choose any direction. The steps here show a cartwheel to the left, but you can swap it around.

1. Spread your feet just over a hip's width apart. Look down at the spot where you are going to place your hands. This will help you control your movement. Point your left foot in the direction you will be going. Turn your right foot slightly outward for better balance. Start your cartwheel with your left arm above your pointed foot. Keep your back straight.
2. Kick hard with your right leg (not the pointed one) so that your legs come off the ground and you start turning around like a wheel. The right leg will go up first and then the left leg (the foot you pointed). Your head will point down, while your weight is on both of your arms with your legs in the air.
3. Complete the wheel movement, back to your feet. Your left hand will leave the ground first, and you will land on your right leg. Once your right foot is firmly on the ground, your left foot will swing down too.



Activity 12 Circles of fun

1. Set yourselves up in teams of six runners and get ready for a relay race. Have you warmed up?
2. Place a shoe on the line at the feet of the front runner.
3. Put a jersey on the ground 20 m away.
4. When your teacher says *spin*, the first runner puts her finger on the shoe and runs in a circle around the shoe 10 times, as fast as she can.
5. The rest of the team keep count of the number of times she goes round.
6. After spinning, the first runner then runs to the jersey, goes around it, and runs back.
7. Then the next person spins around the shoe and runs.
8. Each team stands in a circle behind the line, holding hands.
9. When your teacher says *go round*, start moving round in a clockwise direction.
10. You must turn one full circle before anyone touches the jersey, and one full circle before the first person touches the line.
11. Cool down and stretch.



Activity 13 Talk about turning

Discuss the different kinds of turning that can take place in each sport. Show each other how the turn happens. Sports to think about are soccer, hockey, tennis, discus throwing, cricket, netball, table tennis and rugby.

Balance

Safety First

Avoid getting hurt.

Warm up before each of these activities. Raise your heartbeat and loosen up, then stretch.

Cool down after each activity. Lower your heartbeat then stretch.

(Use the exercises on pages 9, 84 and 85.)

Activity 14 Balance yourself

1. Balance yourself so that the only part of your body touching the ground is:

a) your bottom



b) your tummy



c) your back



How long can you keep yourself in each position?

Activity 15 Flamingo stand

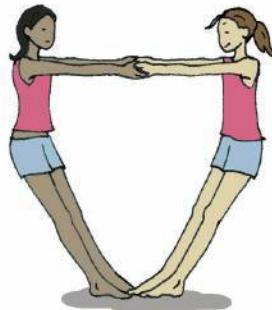
Choose a partner to work with for these activities.

1. Stand with your feet shoulder-width apart. Make sure you are as far away as possible from the person next to you.
2. Lift your one leg and tuck in your foot like that of a flamingo.
3. Try to hold your balance to a count of 10.
4. When your teacher blows a whistle or tells you to start, spin around in circles until your teacher tells you to stop. Try to get back into the flamingo stand. How long can you balance this time?



Activity 16 Balance your friend

1. Work with a partner for this activity.
2. Stand facing each other, toe-to-toe, and hold hands.
3. Keep your body straight and lean backwards, making a big V together.
4. Get back to the beginning position again.
5. Repeat.



Activity 17 Balance for fun

1. Divide yourselves into teams of six and line up for a relay race.
2. Roll two socks into a ball.
3. Each person must run or walk to the marker with the ball on their heads, without holding it.
4. If the ball falls off your head, you must go back and start again.
5. Once you have reached the marker, you may hold the ball and run back to your team.
6. You can also have a race with each person hopping to the marker with a sock hanging over the lifted foot.
7. If the sock falls off, you must come back and start again.



Safety First

Save each other from falling or getting hurt.

Elevation

Elevation (lifting) is a part of our everyday lives. We lift the table to sweep the floor, we lift our legs to climb the stairs, and we lift ourselves to jump up high to catch a ball.

Lifting safely

If you don't lift things properly, you could hurt your back. Remember to **THWALA** (carry) properly!

Think – do you know where you are going? Do you need to move anything out of the way first?

Heavy – can you manage alone or do you need help?

Warm up – this is hard exercise, take it slowly.

Atit – stand up close to the object you are lifting, with your feet about 30 cm apart.

Legs – bend your knees and push up with your legs.

Absolutely most important – don't bend your back!



Activity 18 Lift a friend

1. Choose a partner approximately the same size as you.
2. Imagine your partner can't walk and you have to carry them out of a burning house. How would you do it? Remember to **THWALA** properly!
3. Try these two ways of carrying someone.



The honeymoon lift



The fireman's lift

Activity 19 Make waves

1. Sit in one big circle.
2. Pretend you are at a World Cup soccer match and that you are doing the **Mexican wave**. One person stands up, lifting his arms over his head at the same time. The person on their right stands up too, and then the next one, and so on.
3. The first person now sits down, and the person on their right copies her and sits down, and then the next one. Once the wave is going, all you have to do is to copy the person on your left.
4. Try slowing the wave down, and then speeding it up again. How quickly can you get one wave to go around the whole circle?
5. Have you tried the *Shosholoza Wave*? Sitting down, hold your arms out straight in front of you, with the palms of your hands facing downwards. One person starts lifting their arms till they are straight up. The person on their right quickly does the same, and then the next one, and so on. The first person now drops their arms down to the ground, and the person on their right copies him.
6. Make the wave go slower, and then faster. How quickly can you make one wave pass around the whole circle?



Activity 20 Lift like a bird

1. Stand up straight and lift your arms straight out. How long can you hold them there? Why do you think birds can glide for so long with their wings outstretched?
2. Now stand and pretend you are sleeping like a bird. Have you lifted one leg? How do birds manage to sleep without falling over? Could you sleep like that?
3. Pretend you are an ostrich. Lift your hand so that it is like a long neck with a turning head on the top. Who looks most like an ostrich, and moves like an ostrich?
4. Stand in a doorway. Keep your arms straight and push outwards and upwards against the door frame. Keep pushing for as long as you can. Then without dropping your arms, quickly walk out the doorway. Feel your arms magically lift upwards like the wings of a bird!

Unit 4 Environmental health

key words

World Health Organisation (WHO) part of the United Nations (an organisation that tries to solve global problems) and is concerned with protecting and promoting the health of people around the world

water-borne

something that is carried or passed on by water

polluted made dirty and poisonous by human waste

faeces bodily waste from the human digestive system

diarrhoea a very runny tummy

respiratory related to breathing

food-borne

something that is carried or passed on in food



Environmental health concerns the things in the environment that can affect people's health and well-being. This could be the air, water, soil or things like animals and insects that spread disease.

Environmental health issues in South Africa

According to the **World Health Organisation**, about 3 million children under the age of five die every year due to environmental health hazards. In South Africa, the two biggest threats to children are water-borne diseases and respiratory diseases.

Water-borne diseases

These are diseases that are caused by drinking, swimming, washing or cooking with water that has been **polluted** by animal or human **faeces**. Examples are cholera, typhoid and **diarrhoea**. Diarrhoea causes 3 million deaths in South Africa every year.

Respiratory and lung diseases

Examples of these diseases are tuberculosis (TB), bronchitis and asthma. They are the second biggest killer of children under five. In homes where fires are made with wood, dung or coal, smoke and small particles are easily breathed in. The air is also polluted by cars and factories releasing chemicals into the air.

Diseases spread by animals

Diseases such as malaria, bilharzia and typhoid are spread by animals such as mosquitoes, flies, rats and ticks. Make sure your home is hygienic and does not attract pests.

Food-borne illnesses

Food that is not prepared hygienically or stored properly can become spoiled; even though it looks and tastes good, spoiled food can make people ill.

Wash your hands and surfaces before preparing food. Keep raw and cooked food separate.

Activity 21 How healthy is your environment?

1. In pairs, discuss the environments that you spend time in, for example home, school, playing or going on holiday. Talk about things in these environments that may affect your health, happiness and safety.
2. What environmental health problems occur in your community?
Can you think of any solutions?

Activity 22 Stop TB

1. Read the information on tuberculosis.
2. Design a poster with the title *Stop TB!* Remember to make it eye-catching and informative.

More about TB

Tuberculosis is a bacterial infection that usually attacks the lungs. This disease kills many young people and adults in South Africa. TB is an infectious disease that is spread through an infected person's spit droplets. If a person who has TB coughs, sneezes, talks, sings or spits, someone nearby could become infected.



Symptoms

If you are worried that you may be infected, go to your nearest clinic or hospital and ask to be tested. Testing is free. These are the most common symptoms:

- a bad cough that lasts for more than three weeks
- pain when coughing or breathing
- coughing up blood
- fever and sweating at night
- feeling tired and weak
- weight loss
- no appetite

Did you know?

All children can have a free vaccination against TB.

Treatment

In most cases, TB is curable. To get better, you need to take your medicine every day for between six and twelve months. You must not miss one day! If someone you live with has TB, you should get tested.

key word

immune system the body's ability to fight diseases and infection.

Prevention

If your **immune system** is weak, it is easier to be infected with TB. You can improve your immune system by eating a healthy diet, exercising and avoiding smoking, drinking alcohol and drugs.

TB is more easily spread in overcrowded living conditions. Keep your living space clean and well ventilated (enough fresh air). Do not share eating utensils with someone who is infected with TB.



Transmitting TB



Prevent environmental health problems

Many communities do not live in an environment that is safe and healthy. However, there are things that people can do themselves to improve their living circumstances.

Target areas to improve your living conditions

key words

sanitation removal of sewage and waste

pollute make dirty and poisonous through human waste

purified cleaned, and poisons removed

Sanitation

It is important that people go to the toilet away from where children play. It is also important that the toilet waste does not run into the drinking water.

Water

Water should be kept clean. No chemicals should run into a water source, and no animal and human toilet waste must be allowed to **pollute** water. The water we drink may need to be **purified** before it is safe to drink.



Poisons and pollutants

Make sure your house is well ventilated. Cigarette smoke and smoke from fires are poisonous to the human body. Other common items that can be harmful to humans are paraffin, cleaning chemicals and pesticides. They must be very carefully used and stored.

Personal hygiene

Many health risks can be avoided if we keep our homes and ourselves clean. Make sure rubbish is thrown away and not left lying in the yard or street. Wash your hands before eating, before preparing food and after going to the toilet.

Safe food

Flies spread many diseases, so keep food covered, preferably in the fridge. Throw away rotten food. Make sure your hands and the surfaces are clean when working with food.

Education

It is important that people are taught how to avoid environmental dangers. Important community awareness programmes include how to avoid malaria, how to make drinking water safe and ways to reduce pollution.

Rubbish and pollution

Rubbish attracts pests like rats and flies, which in turn bring disease. Litter also blocks drains, causing flooding. Do not litter and make sure your household rubbish is taken to the right place.

The importance of clean water

There are many environmental health issues that affect South Africa, but the most important one is probably the need for clean drinking water. Most of us drink water from taps at home, at school or in the street. How clean is this water? Is it safe to drink? We also get thirsty when we're not near a tap, and so we might drink water from a river, dam or tank. Can we get sick from this water?

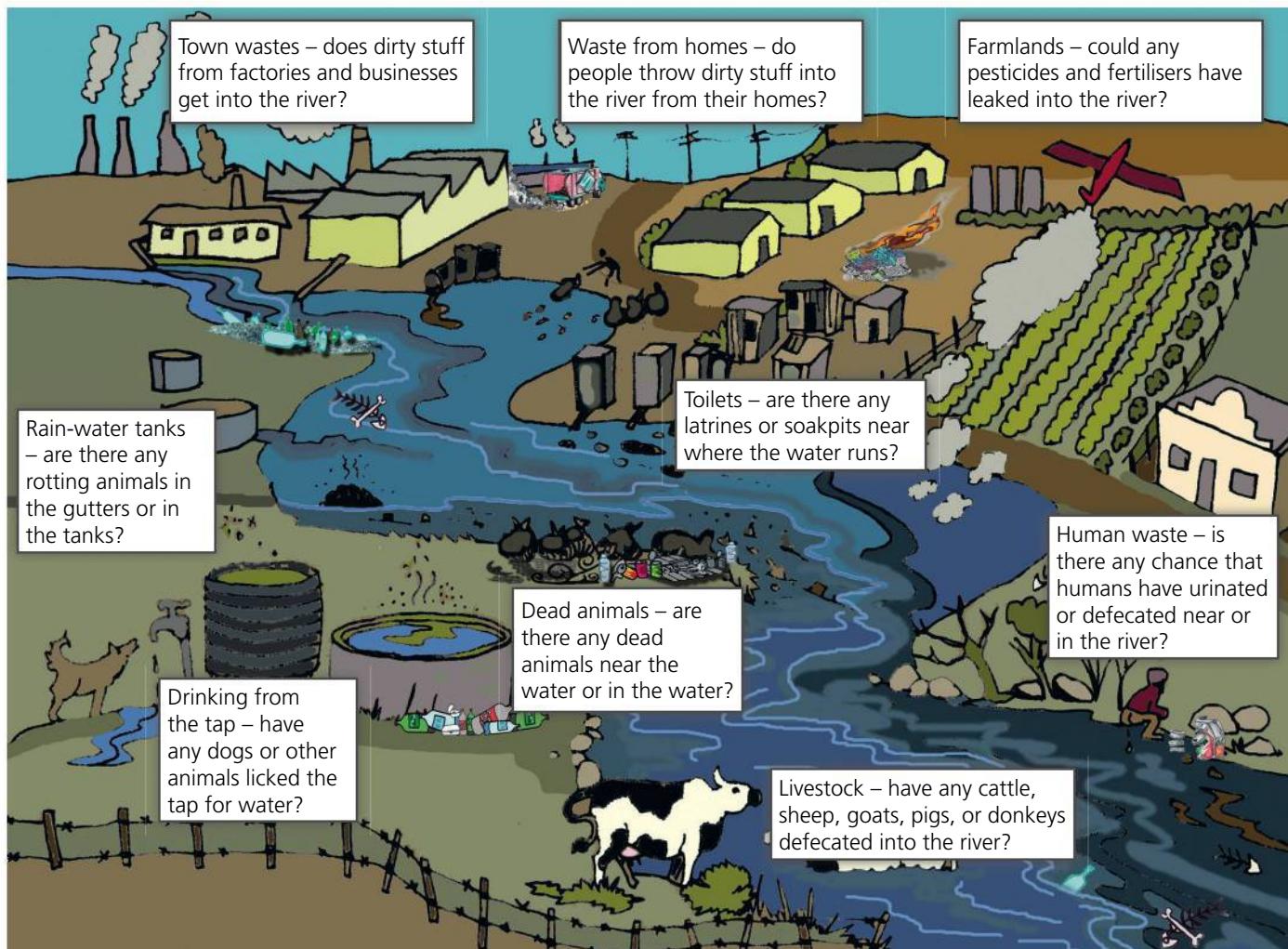
Activity 23 Would you drink this water?



1. Your teacher will divide you into groups of six learners. Your teacher will have put out some glasses of water at the front of the class, each glass with a number. Each glass has a different "kind" of water in it.
2. In your group, try to work out what is in each glass. Sniff or smell the water and look carefully at its colour and anything you can see in the water. DO NOT drink any water!
3. Copy this table into your exercise books. Discuss the questions and fill in your answers.

Glass	What is in the water?	Is it safe to drink?	Why is it safe or unsafe to drink?
1			
2			
3			
4			
5			
6			
7			

4. Compare your answers to the rest of the class's answers. When everyone has discussed their ideas, your teacher will tell you what is in each glass.



Possible health risks in water

Activity 24 What could be in our water?

key word

contaminated
something becomes unhealthy or harmful because of dirt, germs or chemicals that have been added

1. The picture above shows the possible health risks in water. As a class, discuss all the ways that water can become **contaminated**. Are there other ways that are not shown in the picture?
2. Work in pairs and copy the table on page 97 into your exercise book. It lists places where people in your community might drink water. If you can think of another place that you use, add another line. Discuss the questions and fill in your answers.
3. Get together with another pair and discuss your answers. Do you agree with each other? If you disagree, debate your points of view.
4. Does the class agree? How can you find out who is right?

Water point	Is it in your community?	How could this water be contaminated?	Do you think this is probably true?
Tap at home			
Tap in yard			
Tap at tank			
Tap in street			
River (flowing or puddles)			
Dam			
Borehole			
Reservoir			
Spring			

Activity 25 | Safe drinking water poster

The little children in our community are probably not aware of the dangers of drinking contaminated water, and might drink any water when they are thirsty. They need to be taught what water to drink, and what water not to drink.

1. Your teacher will divide the class into six groups. Each group will focus on teaching Foundation Phase learners one important thing about drinking water. In your group, decide what you would like to teach the children. Make it a clear and simple thing.
2. Use a big piece of paper to make a poster for the children. Show them clearly what they must do or must not do. Make sure you tell them the reasons.
3. When you have finished your posters, your teacher will arrange for them to be displayed in a nearby primary school. You might even be invited to explain the posters to the little children.



Environmental health problem: scarce water

Most South Africans get their water from the local municipality. If we use too much water, then the municipal dams will be empty. If the dams are empty, then we will have to get water from our tanks, rivers, dams and boreholes. There is a good chance that this water could be contaminated and make us sick. You can understand why the national health authorities want us to save water so that we keep healthy as a nation. Just as we have a *right* to clean water, we have a *responsibility* not to waste it.

Problem solving steps

Step 1: Define the problem

What choice do you have to make? Think about your problem and identify the decision you have to make.

Step 2: Brainstorm all your options

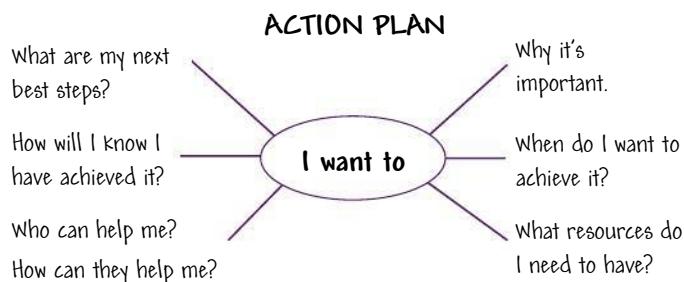
Make a list of all the possible options. Try not to rush this step. Sometimes the best decision is not always obvious. Ask others for their opinions and add them to your list. You will make your own decision, but it is sometimes worth getting an outside opinion.

Step 3: Evaluate each option

Look at the advantages and disadvantages of each option. Which option seems to have the most advantages? Try and predict the consequences of each option. What would probably happen if you chose that option?

Step 4: Decide

Choose the option which seems the best solution based on your facts. During this phase you will create an action plan.



Step 5: Act

Carry out your decision using your action plan.

Step 6: Evaluate decision

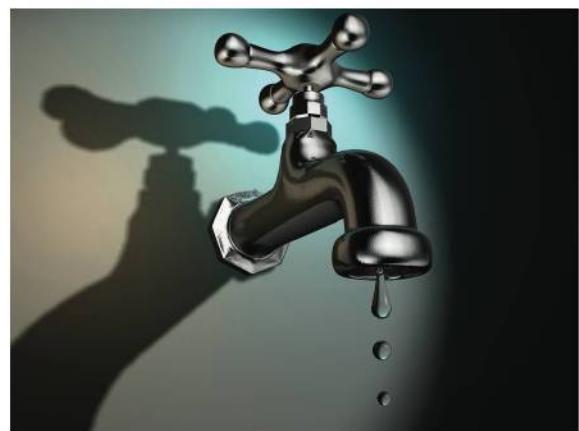
Think about whether it really was the best decision. How will you handle things next time you are in a similar situation? If you are not happy with the outcome of your decision, go back to Step 2.

Activity 26 Be water wise at school

How careful are we about the water we use at school? Are there ways in which we waste water? How can we be more water wise?

1. The teacher will write the headings of the table below onto the board.
2. Take part in a class discussion about all the ways water is used in your school, for example, learners drink from the taps and flush the toilets. Also think about unusual water usage such as leaking taps or the school caretaker who might wash staff cars.
3. Write down all the different types of water usage that your class discussed.
4. Now brainstorm how water could be saved, for example a leaking tap needs to be fixed by a plumber.
5. For each water-saving action, decide what the action must be and who in the class will do it. For example, the father of one of the learners might be a plumber or know something about plumbing. So the action will be that Piet will ask his father to fix the tap to help save water.
6. Copy all the information on the board onto a big piece of paper, under the heading *Water-saving action plan*. Elect two learners to show it to the principal and get permission to go ahead with the water-saving actions.
7. Stick your *Water-saving action plan* on the wall in your classroom, and tick off each action when it has been successfully carried out. Remember that some things will need on-going checking, for example, making sure that taps aren't left running anywhere in the school.

		Action		
	How water is used	How to save water	What	Who
1				
2				
3				
4				
5				



Unit 5 Rhythmic movement



Rhythm is built into us from birth. Babies get into a rhythm of repeating movements over and over again. In this way, the brain “practises” its instructions to the muscles so that the baby can eventually make the movements without having to think about how to do them. We never lose the enjoyment of rhythm and even as teenagers and adults we love to move and swing in time to the music or to the rhythms in our heads and hearts.



Safety First

Listen carefully to the instructions. This will help to avoid unnecessary accidents.

Activity 27 Feel the mood

1. Stand in a big circle, facing inwards.
2. Sing *Shosholoza*, the popular Ndebele song that originated in Zimbabwe but has almost become South Africa’s second national anthem.
3. Now sing it again and clap on every down-beat. This starts with the first beat of every line. For example, the second verse will have a clap on every underlined syllable: *Wen’ uyabale-eka*
4. Now sing it again and clap again on the down-beats, but this time the whole circle moves around in a counter-clockwise direction, and everyone moves or dances to the rhythm. Notice that it is quite a “heavy” rhythm and mood.
5. Now practise clapping only on the up-beat as you sing it. It might be helpful to tap your foot quietly on the floor for the down-beat and then clap when your foot is up.
6. Once you have mastered clapping on the up-beat, get the circle going clockwise and move and dance to this new sound.
7. Do you notice a difference? Do you move or dance differently? Is the mood lighter and more up-beat?
8. Next time you start clapping to music, see if you’re clapping on the down-beat. This is what we normally do. Try clapping on the up-beat, and see what a difference it makes to your rhythm and movement.



Stimela means steam train

Shosholoza

Shosholoza
shosholoza
Kwezo ntaba
Stimela siphum'
eZimbabwe
Wen' uyabaleka
Wen' uyabaleka
Kwezo ntaba
Stimela siphum'
eZimbabwe

Activity 28 Move to the beat

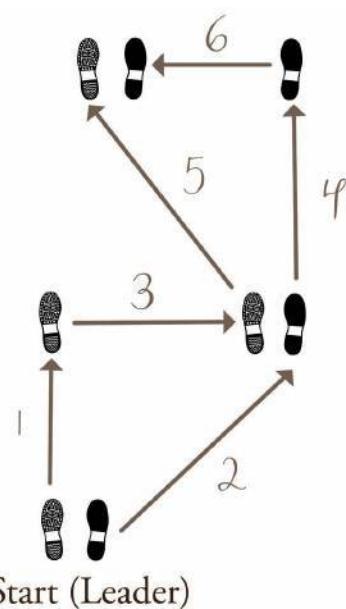
- Stand in a big circle, facing inwards. If the circle is too big, make a smaller circle inside a bigger one.

Marching

- Start a gentle steady clap: 1 2 3 4; 1 2 3 4. Walk in time in a clockwise direction, lifting your knees. This is like a march, and marching music has this beat.
- Stop clapping but keep marching with your arms at your sides. Notice that your left arm swings forward as your right leg goes forward. This is the natural rhythm that is built into us. Try swinging your right arm forward as your right leg steps forward. It feels all wrong, doesn't it?

Waltzing

- Stop and face inwards again. Start clapping with a 1 2 3; 1 2 3 beat, emphasising the first beat. This is a waltz beat. Can anyone dance the waltz? Show the rest of the class how it is done.
- Now everybody use the diagram to try waltzing.
- Those are actually the boy's steps. The girl mirrors the boy's footsteps. She does it all opposite and backwards! Get a boy and girl volunteer to show the class while everyone else claps the waltz beat.
- Now all make up boy-girl pairs and try it out. Remember the boy holds the girl's right hand with his left hand, puts his right hand behind her back. The girl rests her left arm on his upper right arm, hand on his shoulder. Call out the timing 1 2 3; 1 2 3. Try to get a rhythm going.



The waltz steps



Dancing the waltz

Safety First

Avoid getting hurt.

Warm up before the activities. Raise your heartbeat and loosen up, then stretch.

Cool down after the activity. Lower your heartbeat then stretch.

(Use the exercises on pages 9 and 84).

Unit 6 Dancing for life

Safety First

Avoid getting hurt.

Warm up before you do any dances. Raise your heartbeat and loosen up, then stretch.

Cool down after each dance. Lower your heartbeat then stretch.

(Use the exercises on pages 9 and 84).

People from everywhere, dance at special times. We dance in celebration, we dance in protest; we dance in peace and we dance in war. In this Unit, you can learn some dances which perhaps you have never done before. With your teacher, choose which ones you have time for.

Traditional dances

Traditional dance, also called folk dance, comes from times before history was written down. Dances were used to teach young people about life and to celebrate special occasions or people's lives. Today, people all over the world still perform traditional dances at gatherings such as cultural festivals, weddings and funerals.

One of the most famous South African dances, the Domba, is performed every year by the Venda people. They hope that the dance will bring them good rains. The dancers line up in single file forming a chain and dance in long winding lines. The whole group move together like a snake. The dance is therefore called the "python dance". You can learn to dance the Domba in Activity 29.

Activity 29 Dancing the Domba

1. Stand close to each other in a big circle.
2. Turn to your right.
3. Hold the elbows of the person in front of you.
4. Start stamping your feet to a steady rhythm. Left, right, left, right ...
5. One person must let go the elbows of the person in front, and start leading the line in a curvy wave that looks like a snake.
6. At the same time, the lead person lifts their arms up and down in a wave which looks like a snake moving.
7. The people behind follow the actions because they are holding the arms of the people in front of them.
8. Lift your arms high and pretend you are a mighty python.
9. Take turns to lead the dance.



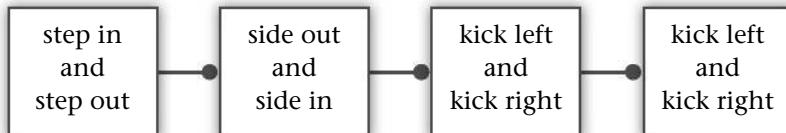
Activity 30 A simple Irish dance

1. Stand in a circle, facing inwards, and hold hands in a basket-weave pattern (cross both arms over the front of the body, right arm over left, and reach for the hands on either side).
2. Step forward into the circle with the left foot, close with the right (put your right foot next to your left foot), and then do a double bounce movement by bending at the knees twice. The rhythm goes like this: step in, bounce-bounce.
3. Step backwards out of the circle with the right foot, close with the left, and do the double bounce again (step out, bounce-bounce).
4. Now do a side step with the right foot (still facing forwards), close with the left, and then do the final double bounce (side step, bounce-bounce).
5. So the whole routine goes: step in, bounce-bounce; step out, bounce-bounce; side step, bounce-bounce.
6. Repeat these steps again as the circle moves slowly in a counter-clockwise direction.
7. You might want someone to call out the rhythm, or to sing a song that fits in with this.



Activity 31 A Russian spring dance

1. Stand in a circle, facing inwards, holding hands at shoulder height.
2. Step into the circle with the left foot. Close with the right foot.
3. Step back with the *right* foot (you will just touch the ground with the ball of the right foot in the previous move). Close with the left foot.
4. Side step with the *left* foot (you will only just touch the ground with the ball of your left foot in the previous move). Close with the right foot.
5. Side step with the *right* foot (once again, your foot touches the ground without any weight on it).
6. Hop on your right leg as you kick up your left leg across your body.
7. Then hop on your left leg as you kick up your right leg the other way across your body. Repeat Steps 6 and 7.
8. When you put it all together, it goes like this:



9. Ask some people to clap the beat, and then slowly to increase the tempo. How fast can you go?



Safety First

Avoid getting hurt.

Warm up before these dances. Raise your heartbeat and loosen up, then stretch.

Cool down after each dance.

Lower your heartbeat then stretch.

(Use the exercises on pages 9 and 84.)

Modern African dance

Africans have always danced and taken their dances wherever they go around the world. The African names of the dances might disappear, but the rhythm and spirit live on. It can express joy, pain, encouragement, heartbreak or comfort. It can be a dance of protest, or a jubilant dance of celebration.

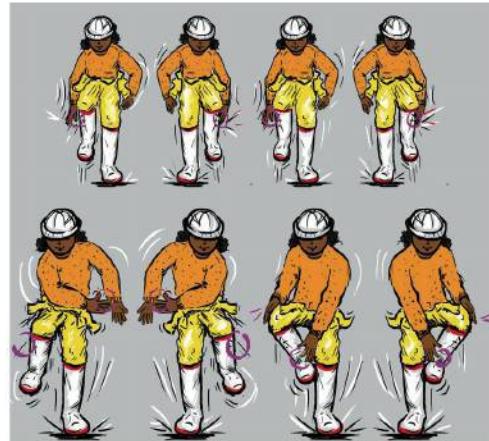
Activity 32 The African roots of hip-hop

1. Your teacher will show you a video of African dancing.
2. Try to copy the various dance moves that the young Africans do.
3. Try these hip-hop steps:
 - a) Feet quite far apart, coming down quickly and bouncing back up.
 - b) The rhythm is left foot bouncing down-up, followed immediately by right foot down-up, and then both repeated again.
 - c) This is immediately followed by a change of direction and right foot bouncing down-up, followed immediately by left foot down-up, and then both repeated again.
 - d) Then the process is repeated again, all in time to the drumming.
4. Ask some classmates to clap rhythmically to help you get into the movements.



Activity 33 Let's learn the gumboot dance

1. Bend over with your feet together.
2. Stamp your left foot as you lift up your right foot to the side and slap the side of your right calf (boot) with your right hand.
3. Stamp your right foot as you lift up your left foot, and slap the side of your left calf with your left hand.
4. Repeat this four times – stamp-slap, stamp-slap, stamp-slap, stamp-slap.
5. Now as you stamp with your left foot, straighten up slightly, clap your hands, then quickly slap the outside of your right ankle with your right hand.
6. Stamp with your right foot, lift your left leg, clap, then quickly slap the outside of your left ankle with your left hand.
7. When you have mastered the above six steps, lift up your right knee and slap it with your right hand, clap your hands and drop your left hand to slap the inside of your right ankle.
8. Then stamp your right foot, lift your left knee and slap it with your left hand, clap your hands, then slap the inside of your left ankle with your right hand.

**Activity 34 Dance in protest!**

1. Decide as a class what you would like to protest about. Choose a topic you have studied in Life Orientation, for example, clean drinking water.
2. Choose someone to lead you.
3. Follow your leader as he or she starts to dance.
4. Make up some words to chant, or songs to sing while you dance.

Activity 35 Dance in joy!

1. Improvise your own celebration dance. Decide what you would like to celebrate, for example a Bafana Bafana victory or a South African gold medal in the Olympics.
2. Choose someone to lead you.
3. Follow your leader as he or she starts to perform a celebration dance.
4. Make up some slogans to chant, or songs to sing. Remember that you are happy, and your dancing is to express your joy.

Safety First

Remember to drink water when you're thirsty, especially if you have sweated a lot.

Unit 7 Careers are for real

key word

classified section
the part of the newspaper in which advertisements and personal notices are found

It is quite common to think you are not interested in a job only because you do not know much about it. Once you find out more about the job, you might find it interesting and consider it for a career.

Be open to different kinds of opportunities and find out as much as you can! Talk to people about the work they do. Go to different workplaces to learn about different jobs and see different work environments.

Find out more

Information from newspapers and magazines



Newspapers and magazines often have articles on careers and general career advice. Many colleges and tertiary institutions advertise their courses in newspapers and magazines. The **classified section** in the newspaper often has job advertisements under the heading *Situations Vacant* or *Employment*. These advertisements provide career

information as they describe the duties of the position advertised, the abilities and interests needed and the qualifications required.



Information on the Internet

The Internet is another valuable source of career information. There are many websites that will recommend a list of careers after you do a test. Most of these sites are free of charge. If you type in key words such as "careers", "career choice" or "career information", you will find information on many different careers. If you do not have the Internet at home or at school, you can try your local library.

Know your job

Dress code for the career

Different careers have different **dress codes**. People in the same career often dress quite similarly. Their clothing will usually be practical for their job. Sometimes people can be identified in their work by the clothing they wear, for example, a nurse's uniform. An accountant usually wears smart office clothes such as suits for both men and women. A sports coach or a Physical Education teacher needs to wear sportswear like tracksuits and running shoes. A game ranger wears khaki shorts, a collared khaki shirt, socks and boots.

key word

dress code the correct and fitting way to be dressed in a particular situation



Tools or working equipment for the career

Many jobs are performed using certain tools and equipment. The tools are an important part of the work and you need to use them well to be good at the job. A chef uses different knives; an artist may use paintbrushes and an easel; hairdressers use scissors and brushes; a mechanic uses specific tools and a scientist may use a microscope.



key word

pathologist a scientist who studies human blood and cells to see what is wrong with someone



Work activities and work environment

The work environment is the place where the work most commonly takes place. A teacher teaches learners in a classroom, and a **pathologist** examines samples under a microscope in a laboratory.

Place or institution of employment

The government employs a large range of people in different careers: librarians, chauffeurs, pharmacists, pilots, teachers, nurses, soldiers, engineers, police, administrative workers, politicians, agricultural advisers and town planners.

Businesses that employ others are owned either by an individual or a group of people. Businesses in South Africa employ all types of professionals: tour guides, film directors, actors, translators, receptionists, secretaries, disc jockeys, publishers, opticians, game rangers, mechanics, accountants, welders, life savers, chefs, bookkeepers, dentists, butchers and many more.

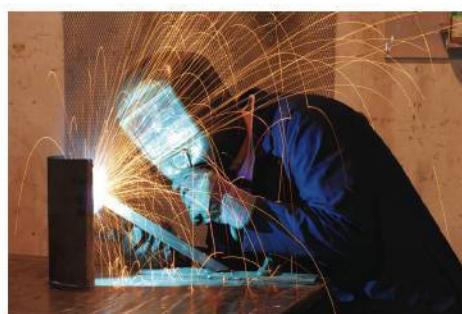
Many people in many different careers are self-employed: doctors, plumbers, artists, musicians, veterinarians, hairdressers, crèche owners, farmers, psychologists, photographers and lawyers. Many people have businesses where they buy and sell goods. Others make things. Some offer services like car washes, child care, cleaning services, building, security and cleaning.

Personal characteristics

Your personality is a guide for career choice. Are you patient, a good listener and good with people? Are you careful, accurate, organised, do you keep careful records and organise information? Do you like to be active and outdoors?

School subjects and level of schooling

It is important to keep your career options open. You must choose subjects in which you have ability so that you are able to achieve good results. Making a wise subject choice, completing Grade 12 and achieving an NSC will keep your career options open.



Where to study and duration of study

We have colleges, universities and universities of technology that offer tertiary (after school) education in all our major cities. There are also Further Education and Training (FET) colleges. You should attend their Open Days to see what is on offer.

Courses vary in length: anything from a few weeks to seven years. You should also find out what the course fees are so that you can concentrate on your studies and not worry about finances.

Related careers

Most jobs and careers have “relatives”. These are groups of careers that have something in common. For example: a sports coach, Physical Education teacher, **physiotherapist**, **personal trainer**, sports doctor and sports **dietician** all have sport in common. This gives a greater chance of being employed.

key words

physiotherapist someone who treats physical injury using special exercises and touching the muscles and joints of the injured person

personal trainer someone that helps others to get fit by showing them how to exercise

dietician someone who advises others on how to eat to be healthy

Activity 36 Career information from job ads

1. Study the job advertisements below.
2. Copy the table on page 110 into your exercise book and fill in the missing information.
3. Which of these three jobs would you most like to do?

Public relations officer

Ngcobo & Smith

The job: We are looking for someone to promote the image of our company to both our employees and the public.

The person:

- ❶ Excellent verbal and written communication skills
- ❷ Good organising, planning and problem-solving skills
- ❸ Excellent people skills

Training and experience:

3-year diploma or degree in Public Relations and 2 years work experience.

Email your application to ngcobo&smith@mweb.co.za

Ambulance and Emergency trainee

Are you fast thinking, fit and strong, enjoy working outside, and good with people?

We train ambulance and emergency workers.

Successful applicants will be trained in First Aid. They will be trained to deal with emergency situations, accidents, sea and mountain rescue.

If you are between 18 and 30, care about people, and have passed Grade 12. Fax your CV with all your contact details to 011 702 7894.

Roads engineer / technician

A vacancy exists for an experienced roads engineer or technician for the construction of roads. The applicant must understand road designing (Computer Assisted Design), be familiar with road construction and be able to supervise on site.

Those interested must be: organised, enjoy leading and motivating work teams, enjoy working outdoors, and be able to do office work.

Send CV application to PO Box 342, Hilton, 3245.

	Public Relations Officer	Ambulance and Emergency Worker	Road Engineer
Employers		hospitals, emergency services	government, municipalities, entrepreneurs
Dress code			
Tools or working equipment			
Activities related to work environment	writing letters and articles; giving presentations; meeting people; running meetings; organising functions		
Place or institution of employment			
Personality characteristics (abilities and interests)			
School subjects and level of schooling: requirements for this career	No compulsory subjects. Languages and Dramatic Arts would be recommended.	Life Sciences	Mathematics, Physical Science
Where to study	University of Technology	University of Technology	University of Technology or University
Duration of study	3 years	3 years	4 years
Related careers	marketer, journalist, teacher	fire fighter, nurse, medical doctor, policeman, traffic officer	engineering surveyor, land surveyor, civil engineer



Unit 8 Work for personal fulfilment

Although payment is very important, we also get other important rewards from our work. Work can make us happy and can make us feel useful. For some people, this is so important that they are prepared to work free of charge as volunteers. When we can become good at our work, we feel a sense of pride and achievement. Work can help us feel good about ourselves and give us opportunities to develop our strengths and talents.

I can be creative in my work.



I know that I will get chances of promotion.

Activity 37 Working on ourselves

1. In pairs, carefully read what these people say about their work.

"In my work, I can use my special abilities, skills and knowledge." (James)

"It makes me feel that I am doing something useful." (Raeesa)

"It keeps me busy and helps me fill in time." (Motheba)

"I can be creative in my work." (Zinhle)

"It allows me to meet lots of different people." (Jason)

"It means that I can contribute to my community." (Thandi)

"I enjoy being responsible for things." (Peter)

"It lets me see something for my efforts." (Thivulani)

"I can experience new things and learn more." (Alice)

"I feel important when I am at work." (Grant)

"I enjoy the fact that exercise is part of my work." (Dylan)

"I know that I will get chances of promotion." (Xolile)

2. Now choose the top five reasons why you would like to work.

Activity 38 What do others say?

1. Talk to at least five people who work. Ask them about the rewards they receive from their work. Write down their comments.

2. Compare the comments with your classmates.

It means that I can contribute to my community.



I can experience new things and learn more.



Unit 9 Move as you feel

Safety First

Avoid getting hurt.

Warm up before the activity.

Cool down after each activity.
Lower your heartbeat then stretch.

(Use the exercises on pages 9, 84 and 85)



They say that every picture tells a story. The same can be said about movement. We can use movement to tell a story. Some moves speak of happiness, others are full of sadness. Two dancers can move together in love, while another two can be stiff with dislike for each other.

Activity 39 Show what you feel

1. Make sure that you have about two steps between you and anyone else.
2. Imagine that you are very happy.
Move in a way that shows your happiness. (You are probably jumping around and full of energy.)
3. Now imagine that you are very, very sad.
Show your sadness. (You are probably hardly moving, and your body is hanging down.)
4. Move as if you are very angry. (You probably have tight muscles and maybe your hands are fists.)
5. Now move as if you are at peace and in love. (There is probably a gentle, relaxed, flowing movement.)
6. Let a volunteer go to the front of the class and move in such a way that you can guess whether they are summer, autumn, winter or spring.
7. Let another volunteer show another season. Can you see what season it is?



Unit 10 Show time

In two weeks' time, in the last week of term, you are going to present a story in movement to the rest of the class. Your presentation must include rotation (going round), elevation (lifting), balance and rhythmic movement. There must be some dancing and some singing. There may be no dialogue. The audience must be able to understand the story from your movements.

Planning and rehearsal

Activity 40 Make up your own story

1. Divide yourselves into groups of eight learners. You will have today and next week's Physical Education period to prepare.
2. Your presentation must tell a story, even a simple little story. For example, one scene might show a girl getting her matric results while her friends fail; in the next scene she is struggling to study at university while her friends party and try to drag her away from her studies; in the last scene she is celebrating her graduation with her family and friends.
3. Start planning your story, what songs you will sing, who will bring the music next week for practising, who will direct the dancing, who will do the acting, etc.

Safety First

Make sure that your costumes (clothes) and props (apparatus) can't cause injuries.

A story to inspire you

Cats

Cats is a musical show. Andrew Lloyd Webber wrote music for poems that T.S. Eliot had written about cats, and then actors danced and sang the songs. The show opened in London in 1981 and ran for 21 years, giving 8 949 performances! The songs have been translated into more than 20 languages and the show has been performed all over the world.



Activity 41 Get ready

Safety First

Warm up before before you move around.

Stretch afterwards to avoid sore muscles.

1. Practise your movement presentation.
2. Here are some tips to help you.
 - a) Have a clear, simple story.
 - b) Give it a title which will help the audience to understand what your presentation is about.
 - c) Go big in your movements. The audience will probably not see you fluttering your eyelashes at the boy you like. Use your whole body and arms to attract his attention. If you want to show that it is a hot day, have all the actors or dancers struggling in the heat, not just one or two.
 - d) Plan some scenes where everyone is dancing and moving and singing. These are powerful moments that will get the audience swinging!



- e) Try to have different music for different scenes. Make sure you have someone to put the music on and off.
- f) Learn how to mime. Mime is when you “act out” words without speaking. For example, instead of saying “Please help me!” to someone, you go down on one knee with your hands as if you are praying to that person.
- g) Practise as much as you can so that everything flows smoothly and quickly.



Performance

Be a good audience

It is important to give a good performance, but it is just as important to be a good audience. Here are some golden rules.

1. Give the actors or dancers your full attention; they know if you're interested.
2. Laugh or make a noise at the right times, when the actors are trying to get a response from you. Clap and sing, but only if they want you to join in. Do not get carried away and draw attention to yourself; the show is about the performers, not you.
3. Turn your cell phone off and do not send text messages during the show.
4. Do not make unnecessary noises at the wrong times, for example talking, rustling sweet papers or opening packets of chips.
5. Don't move around and disturb others.
6. Clap when the show is over, to say thank you and well done.



Activity 42 Give a good show

1. When it is your group's turn to give your presentation, one of you stand in front of the audience and announce the name of your show. Tell the audience a little about the story. Don't tell them too much though; you don't want to spoil the fun for them!
2. Make sure that your music is ready and that everyone is ready to move.
3. You can even have some people pretending to open the theatre curtains.
4. When everything is ready, go!

Formal Assessment Task Term 3

Project

An environment health problem in my community

TOTAL: 70 marks

This project involves collecting, analysing and evaluating information related to an environmental health problem in your community. You will need to talk to at least five people in your community, and ask them what they feel is the most serious environmental health problem in your community.

You will conduct further interviews to collect information.

When you have thoroughly understood how this problem is affecting your community you will write a report, making a proposal to local government and explaining the issue.

You will produce:

- Written records of the interviews.
- A summary of what causes the problem, what the effects are and what people suggest can be done to address / fix the problem.
- A report for presentation to local government.

You will be assessed for 70 marks on:

- Identification of the problem (5 marks)
- Your methodology (15 marks)
- Analysis of the problem (10 + 40 = 50 marks)

1. Write down what environmental health problem seems to be causing the most concern. Explain what is causing it and what the effects are. **(5 marks)**

2. Interview at least five people and ask them:
a) How this issue is affecting their lives.
b) What they feel should change in the community to improve the problem.

Write down their answers or create an answer sheet and ask them to fill in the answers. **(15 marks)**

3. Research this particular environmental problem. Write down what causes the problem, what the effects are and what people suggest can be done to address/ fix the problem. **(10 marks)**

4. Write a formal report of 500 to 1000 words to your local government where you explain this local environmental health problem. You must include:
a) the area where this problem is found
b) what the problem is
c) how this issue is affecting the lives of your community.

- d) What the community feel should change in order to address this problem
- e) causes and effects of this particular environmental health problem
- f) suggestions on how to address the issue. (40 marks)

TOTAL: 70 marks

This project will be completed outside of school time. It is therefore important that you try to stick to the suggested schedule so that you don't have a last minute rush to complete the task. Your teacher will give you the date that your project needs to be handed in.

Week 1: Talk to people in your community (make sure you do this safely) and ask them what they think is the most serious environmental health problem in your community.

Week 2: Based on what the people have told you, decide which environmental health issue is the most important or the one you feel you want to find out more about.

Week 3: Interview Person 1; you can do this by just asking the questions and writing down their response or by writing the questions down and asking them to fill in their answers.

Week 4: Interview Person 2; you can do this by just asking the questions and writing down their response or by writing the questions down and asking them to fill in their answers.

Week 5: Interview Person 3; you can do this by just asking the questions and writing down their response or by writing the questions down and asking them to fill in their answers.

Week 6: Interview Person 4; you can do this by just asking the questions and writing down their response or by writing the questions down and asking them to fill in their answers.

Week 7: Interview Person 5; you can do this by just asking the questions and writing down their response or by writing the questions down and asking them to fill in their answers.

Week 8: Research the environmental health problem, find out the causes, effects and solutions.

Week 9: Put together all the information from your interviews and research and create a rough draft of your report. Ask friends and family to check it and give you feedback on what you should add or change.

Week 10: Final draft of your report.

Physical education Task (PET) Term 3

This term you have learned to play a number of indigenous and invasion games. You will be assessed on how often you have taken part in the PE lessons (20 marks) and on how well you have done the PE activities (10 marks).

How well have you participated?

Divide the number of PE lessons that you did by the number of PE lessons in the term, and multiply by 20 (the number of marks available).

For example:

$$\frac{6 \text{ (PE lessons you did)}}{8 \text{ (PE lessons this term)}} \times 20 = \frac{120}{8} = 15 \text{ marks}$$

Limited	Adequate	Proficient	Excellent
Unless you have been sick or injured, you are not trying to take part.	You have taken part in half or less than half the lessons and need to join in more.	You are taking part in most lessons, and hopefully are enjoying them.	You are doing all or almost all the lessons. Well done!
0–4 marks 0–20%	5–10 marks 21–50%	11–15 marks 51–75%	16–20 marks 76–100%

Movement performance

Your teacher will watch you carefully twice during the term and mark you out of 5 each time for how well you do the PE activities.

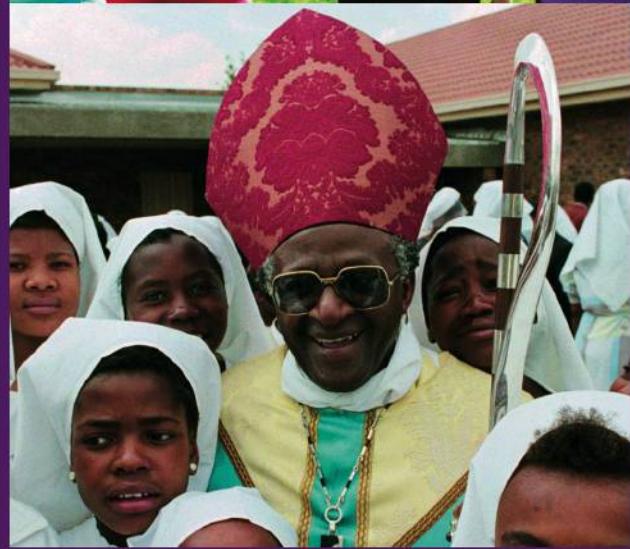
How well have you done the activities?

Limited	Adequate	Proficient	Excellent
You are not doing the exercises properly and are probably not fit.	You do only some exercises properly and need to get fitter.	You do most exercises well and are getting fitter.	You do the exercises very well and are much fitter now.
0–1 marks	2–3 marks	4 marks	5 marks
Assessment 1			
Assessment 2			

Your marks for your Term 3 PET

Calculate your marks and see what you have achieved out of 30:

Participation (out of 20)		Movement Performance (out of 10)		Total (out of 30)
	+		=	



Key concepts

Development of self in society

- Personal diet and nutrition
(Unit 1 – p. 120 to p. 123)

Health, social and environmental responsibility

- Common diseases
(Unit 4 – p. 128 to p. 133)

Constitutional rights and responsibilities

- Major religions in South Africa
(Unit 6 – p. 140 to p. 143)

Physical Education

- Let's have fun outside
(Unit 2 – p. 124 to p. 125)
- Safety outside
(Unit 3 – p. 126 to p. 127)
- More fun outside
(Unit 5 – p. 134 to p. 139)
- Find your way around
(Unit 7 – p. 144 to p. 145)
- Last games
(Unit 8 – p. 146 to p. 147)

Unit 1 Personal diet and nutrition

key words

personal diet the kind of food and drink that you normally eat
nutrition food that keeps your body healthy and growing

Your **personal diet** is the kind of food and drink that you normally eat. **Nutrition** is food that keeps your body healthy and growing.

Factors that influence personal choices

People must eat so that they survive. What we eat and how we eat is influenced by our culture, social customs, where we live, what we can afford and what is available.



Factor	Explanation	Example
Ecological	Where we live affects what crops grow and what food is available.	People who live close to the sea may have more fish in their diet. Those living in the city may eat more take-aways than those in a rural area.
Social	The social setting we are in can affect what we choose to eat.	You may choose to eat hamburgers and chips with your friends but chicken and potatoes at home with your family.
Economic	We eat what we can afford and what is available locally. Some types of food are more expensive than others.	Some people spend their money on buying take-aways and ready-made meals or eating in restaurants, others mostly prepare their food at home.
Cultural	Your culture gives guidelines about what food should be eaten, what foods can be mixed together, when to eat and how to eat. Your religion can also affect your choices.	Hindus do not eat beef or pork; in some cultures eating with your hands is acceptable and in others it is not.
Political	How much money a country has, laws regarding food and trade agreements will affect what food is available as well as what it costs.	A country may import a lot of ready-made food which could be expensive. Only have available what is grown and produced in their own country.

Activity 1 Discover your food choices

1. List five of the foods you eat most often.
2. Think about which of the factors influence your choices (there may be more than one factor).
3. Copy and complete the table below.
4. Discuss your choices as a class, e.g. I eat eggs because they are easily available, I can afford them and it is a common food people eat for breakfast or lunch.

Food	Factors influencing my choices				
	Ecological	Social	Economic	Cultural	Political
Eggs	✓		✓	✓	

Activity 2 Share your family's food customs

Food is an important part of most cultures. People from different cultures are likely to eat different foods, which are prepared and eaten differently. In South Africa there are many different cultural groups who have different customs.

1. Research your family's food customs. Interview family members, and use the library and the Internet. Indicate which foods are:
 - eaten on a daily basis
 - not allowed to be eaten
 - eaten during celebrations like weddings, birthdays and religious festivals.
2. Use your research to compile a pamphlet on the food customs practised in your family's culture or religion.



Ways to improve your diet

Our bodies are like cars. If you don't put petrol in a car, it won't move. It is the same with your body. For your mind and body to be healthy and to work well you need to feed them properly. To do this you need to know what foods are healthy for you.

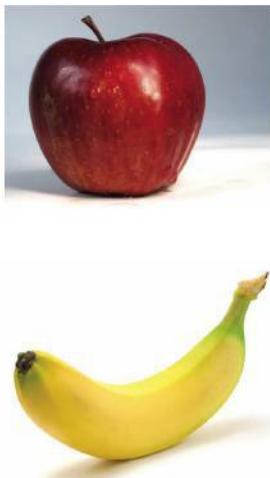
key word

nutrients what is in food which is good for your health

All foods have different types of **nutrients** – what is in food that is good for your health. We need a certain amount of different nutrients each day so that our bodies and minds grow and stay healthy. This is important as there are adults and children in our country who are becoming unhealthy and sick because they are not eating correctly.

Activity 3 Think about healthy and unhealthy food

Look at the table below and discuss which foods are healthy and unhealthy.



	Healthy	Unhealthy
apples		
rice		
chicken		
fried chips		
cabbage		
chocolate		
bananas		

Activity 4 Design a healthy menu

1. Look at the information about food groups and a balanced diet on page 123.
2. Design a menu for breakfast, lunch and supper for a weekend (Saturday and Sunday). Your menu should be realistic; make sure that the foods are available and affordable.
3. Show the food group each food comes from.

This picture of a plate shows you how much of each type of food you should eat at every meal.



- Half your plate should be filled with **fruit and vegetables** at every meal. Vegetables can be raw or cooked.
- **Grains** are foods made from wheat, rice, oats or maize, for example pasta, rice or samp. Depending on your age, eat 5–8 servings a day. A serving of grains is one slice of bread, one cup of cereal or half a cup of rice, maize or pasta.
- **Proteins** are foods such as meat, chicken fish, beans, eggs, nuts and seeds. Depending on your age, eat 5–6 servings a day. A serving of protein is one egg, one cup of beans or a small piece of chicken, meat or fish.
- **Dairy products** are made from milk, for example milk, cheese and yoghurt. Eat about three servings a day. A dairy serving is a small pot of yoghurt, two-thirds of a cup of cheese or one cup of milk or *amazi*.
- **Oil** is fat that is liquid at room temperature, for example oil, peanut butter, mayonnaise. It provides important nutrients, but too much fat increases your risk of heart disease. Eat 5–6 servings a day. Two tablespoons of peanut butter equals four servings; half an avocado is three servings; a tablespoon of mayonnaise is two servings of fat.

Food	Nutrient	Why it is good for me
grains	carbohydrate	Gives our bodies energy.
meat, fish, beans	protein	Repairs the body.
fruit and vegetables	vitamins and minerals	Helps our bodies grow and develop.
fats, oils and sugar	fats and sugar	Good for energy, but too much is unhealthy.
dairy	calcium	Builds strong teeth and bones.

Unit 2 Let's have fun outside

Safety First

Avoid getting hurt.

Warm up before the activities.

Cool down afterwards.

(Use the exercises on pages 9.)

This term you will play many outdoor games. You can play most of these games at home with your friends. Most of the time you won't need any equipment, just a piece of open ground, friends and a wish to have fun!

Outdoor games

Activity 5 Follow your leader

1. Your class will be divided into groups of eight. Each group is to go on an adventure within the school grounds.
2. Each learner in the group will get three minutes to lead the group on the most adventurous but safe route that she can think of.
3. The rest of the group must follow behind her in a line and do exactly what she does, and go exactly where she goes.
4. The leader can run, hop, climb over rocks and up a tree, crawl through bushes, etc.
5. The rest of the group must help each other as you all follow the leader.
6. Appoint one person in the group to keep time.
7. When one learner has finished her turn, the next leader takes over immediately, wherever the group happens to be at that moment.
8. When everyone has had a turn to lead, the group must decide who took them on the most adventurous experience.



Activity 6 Makhulu's knot

1. Get into groups of eight.
2. Form a circle, facing each other.
3. Hold out your right hand and take the right hand of someone else in the group, but not of the people next to you.
4. Now hold out your left hand and take hold of someone else's left hand; again, not of the people next to you, nor the person whose right hand you are holding.
5. Without letting go of each other's hands, unknot yourselves by going under, over and around each other.



Activity 7 Sit on my lap

1. The whole class forms a tight, close circle with everyone facing the same way, as if you were squashed in a round queue.
2. Hold the waist of the person in front of you.
3. Position yourself so that your knees are directly behind and below the bottom of the person in front of you.
4. When you are ready, your teacher will say *1 2 3 sit down* and you all sit on the knees or lap of the person behind you. The circle should stay up. If it falls over, then try again.



Unit 3 Safety outside

Safety in the water

key word

current fast-flowing water in a sea or river mouth which can take you towards the sea against your will



Many of you play in dams and pools and you need to know what to do if you go in too deep, or if you fall into deep water and can't swim. Some of you also go into the sea, especially in summer. Remember the golden rules when you can't swim well and you play in **W-A-T-E-R**:

Waist deep – don't go in deeper than your waist. This is especially important in the sea where a **current** can drag you out to sea.

All together – don't play alone in water. Always go with friends.

Tread water – even if you can't swim, learn how to tread water and how to keep afloat. You will learn how to do this today.

Easy does it – don't panic. If you find yourself in deep water, keep calm. Remember how to keep afloat.

Rescue each other – look after each other. If your friend is going too deep, stop him. If your friend is in trouble, see if you can hold out a branch or a towel or pair of pants for her to grab onto. BUT don't go in too deep yourself if you can't swim!

Activity 8 Practise floating

Imagine that you are playing in a dam. Suddenly, you find you can't touch the ground and you start to go under the water. What do you do?

1. Put your fingers and thumb together and bend them slightly inwards.
2. Stretch out your hands and pull the water towards you and under you, exactly like a dog swims.
3. At the same time, point your toes and kick the water with the top of your feet.
4. Practise this on a school desk or small table. Lie on the table with your arms over one end and your legs over the other end. Pull the water with your hands, and kick it away with your feet
5. Do this a few times, so that you learn not to panic and are able to start swimming like a dog straight away.



Safety in nature

Bees

Bees give us lovely honey, but they also kill more people than lions do in Africa.



How to avoid being stung

- If you see a bee, keep away from it.
- Don't tease bees. It will be scared of you and think it must fight you.
- If a bee buzzes around you, stay still and don't try to swat it away with your hands.
- Deodorants, sweets and bright floral clothes attract bees.

What to do if you are stung

- Remove the stinger as quickly as you can. It is best to scrape it out with a finger nail or knife.
- Don't scratch the place where you were stung. Put something cold on it.
- If you are allergic to bee stings, get to a doctor as soon as possible.



Snakes

Snakes are the second biggest killers of people in the world.

How to avoid being bitten

- If you see a snake, keep away from it.
- Don't put your hand into dark places like under a pile of firewood.
- Wear shoes if you are walking through long grass.



What to do if you are bitten

- You must keep your heartbeat slow to slow the poison down.
- Keep calm so that your pulse doesn't speed up.
- Keep the place where you were bitten lower than your heart.
- Do not run. Start walking slowly to find someone to take you to the hospital or doctor.



First aid for bleeding

- Press a clean piece of cloth over the gash to stop the bleeding. You can use a hankie or a shirt. Hold it there for at least 20 minutes.
- Slowly walk home or to the hospital. Try to keep the bleeding part higher than your heart.

Safety First

Keep a basic first aid kit handy in case someone gets hurt.

Unit 4 Common diseases

key words

infectious diseases are transmitted between people

lifestyle diseases can be avoided with changes in lifestyle

neurological diseases affect the brain or nervous system

nutrients the part of foodstuffs that feed your body and make it strong

A disease is any condition that causes a person pain, dysfunction, distress, social problems or death. In this section, we are going to look at:

- **Infectious diseases** that are transmitted between people, such as tuberculosis (TB), HIV and AIDS.
- **Lifestyle diseases** such as diabetes and obesity. These diseases have to do with how people live.
- **Neurological diseases** affect the body's nervous system, such as epilepsy.

Causes of disease

There are a number of factors that can increase a person's risk of developing a disease. An unhealthy lifestyle and environment can cause poor health. If we understand what causes diseases, we can make choices that will protect us and keep us healthy. Illnesses can be caused by:

- **Social factors:** How we live affects our health. For example, not enough exercise, an unhealthy diet, substance abuse and stress all cause illness.
- **Environmental factors:** for example, unclean water, unhygienic living conditions, pollution
- **Economic factors:** Healthy foods and clean environments cost money.

Use of alcohol and tobacco

People who abuse alcohol can seriously damage their bodies. Too much alcohol stops the liver from working properly. When our livers do not work properly, we are less able to fight off diseases. It is easier to get infections, and wounds do not heal well. Alcohol can damage other important organs too, such as the heart and brain.

Smoking tobacco also poisons our bodies. The nicotine and other poisonous chemicals damage our lungs and heart each time we light up. It is more difficult for blood to move around in the body, so smokers may feel more tired than those who don't.

Poor eating habits

In our modern world, we eat too much fast and processed food. These foods are high in fat and sugar and do not contain many nutrients. Eating unhealthy food causes obesity can lead to becoming overweight, which can cause high blood pressure and increase the risk of heart disease, diabetes and strokes.

Physical inactivity

Exercise is an important part of staying healthy. It helps you to keep a healthy weight. It reduces your risk of heart disease and some types of cancer. It relieves tension and stress, which helps you to fight off illness.

Modern people do a lot of sitting, even when we work. We often watch TV rather than play games, and use transport to move around. Unfortunately, the more physically inactive we are, the more likely we are to get ill.

Facts about common diseases

Tuberculosis (TB)

In term 3, you learnt about the causes, symptoms and treatment of TB. Read the text on page 93 again to remind you of the facts. Then read this article about how TB affected a young girl's life.

Case study: TB – do you think you can't get it?

Do you also think that only "a certain type of person gets TB"? Do you think a TB patient is always someone who is poor, probably HIV-positive and lives in overcrowded conditions?

Think again! Zinzi (not her real name) is an only child, raised in a comfortable suburb, and goes to a private school. To everybody's surprise, she was diagnosed with TB. "I coughed all the time," Zinzi recalls. "One day, my friend Michelle's mom, who is a nurse, pointed out that I had been going on for at least six months. She suggested I get tested for TB. I thought she was being silly. Eventually, my mom took me to the doctor for a series of tests, including one for TB – just to eliminate it as a possibility, we thought."

The tests, together with chest X-rays, confirmed the diagnosis of TB. It is hard to say where Zinzi got it from. "You can be standing in a bus queue and someone coughs, and that'll be enough to get infected if you're unlucky. The stigma around TB also doesn't help when you have to tell those closest to you that you might have infected them. But I was never once made to feel rejected or isolated. My family was there for me all the time – but never allowed me to feel sorry for myself. They helped me work out a routine to remember which medicines to take when."

Many months of treatment followed for Zinzi. The drugs had side-effects: "I felt very tired, and often at school I'd go and have a nap in the sick room. You can't push yourself in terms of exercise: you have to learn to listen to your body. My energy levels varied – some weeks I wouldn't go to gym, other weeks I'd feel up to going four times. The most important thing I could say to anyone who's just been diagnosed is: keep taking your medications. Don't skip a dose, even on days the side-effects make you feel really bad. They'll pass, and, eventually, so will your illness. You'll get there."

Activity 9 Treating and living with TB

1. How do you think Zinzi got TB?
2. Apart from medication, how else can a sick person fight TB?
3. Name two ways that Zinzi's family supported her while she was sick?
4. What advice does Zinzi have for other people diagnosed with TB?

Diabetes

key word

genetic in the genes;
passed on through
families

Diabetes is caused by the body not being able to break down and use sugar; therefore there is too much sugar in the blood. There are different types of diabetes, and they have different causes. Type 2 diabetes is usually caused by an inactive lifestyle, obesity and an unhealthy diet (too much fat and sugar). Type 2 diabetes can be managed by losing weight and adopting a healthy lifestyle. Type 1 diabetes is usually *genetic*; it is managed with daily injections.

For help and information about diabetes

Diabetes South Africa
011 792 9888 (Gauteng)
033 346 0934 (Pietermaritzburg)
021 425 4440 (Western Cape)

Case study: Howza

SA kwaito star, songwriter and actor Howza (Tshepo Mosese) wrote a song, *I choose to live*, about the impact of diabetes on the world and the importance of prevention. Since being diagnosed with Type 1 diabetes in 2003, Howza is actively involved in educating the public and creating awareness about diabetes.

Despite the fact that Howza's father has Type 2 diabetes, Howza's own symptoms were not recognised until he was in an extremely serious condition. "This is why awareness and education are so important," Howza continues. "This disease can affect people of any age, race or sex, but it can be prevented and managed."

When first diagnosed with diabetes, Howza had to make some drastic changes in his life. "I was leading a very unhealthy lifestyle and my diagnosis forced me to make some big changes. One of the biggest things that I did was to give up alcohol completely. Given my personality, it was better to quit, as I knew I wouldn't have been able to drink alcohol moderately."

Howza also admits that he was initially ashamed about his diabetes.

"I hated having to inject myself in public. The media are always on the look-out for a new story, and I worried that if they saw me injecting myself, they would think I was using drugs," he says. "But I decided it's not about them, it's about me. I must take responsibility for my own health and I can use my diabetes to spread the message and help other people."



Adapted from: Kwaito star Howza stands up for diabetes by Olivia Rose-Innes, www.health24.com

Activity 10 Deal with diabetes

1. What lifestyle changes did Howza have to make when he was diagnosed with diabetes?
2. What did Howza find difficult when he was diagnosed with diabetes?

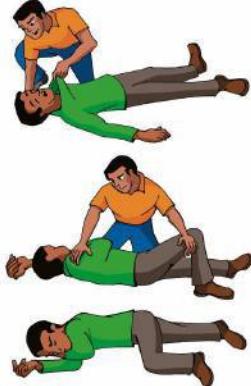
Epilepsy

Epilepsy means to have repeated **seizures**. This happens when there is an unusual electrical discharge in the brain. There are many different causes but sometimes, no cause can be found.

Most people who have epilepsy take medication which helps to control their seizures. People with epilepsy should avoid alcohol and drugs, get enough sleep and avoid stress. Activities that are dangerous for people with epilepsy include climbing and diving.

key word

seizure when people have seizures, they lose consciousness and their bodies jerk or thrash about uncontrollably



Recovery position

If someone has a seizure

Do...

Protect the person from injury.
Place them in the recover position once the seizure is over.
Stay with the person until recovery is complete.
Be calm and reassuring.

Do not...

Try to put anything in the person's mouth.
Restrain the person's movements.

Help and information

0860 374 537

Case study: Vusi Mahlasela

Singer-songwriter Vusi "The Voice" Mahlasela is one of South Africa's most gifted and respected musicians. He has toured the world and won many awards for his distinctive musical style. He also happens to have epilepsy.

Vusi describes many years of trying to fight epilepsy. His turning point came when he decided to accept the condition and learn to live with it in a positive manner. He now views epilepsy as having been a blessing as well as a **burden**.

"I decided to change my attitude from one of frustration to one of acceptance. I said to myself that I was going to make epilepsy my friend. It seems to me that epilepsy and creativity often go together, and maybe your brain just doesn't rest enough. In my case, it's always going, the melodies keep going – even when I sleep!"

"I'd like to say to anyone who has epilepsy that you must never despair, never give up on your vision. You are special, one of the chosen ones. Don't give up, and you will eventually see results."



Adapted from: *Vusi the Voice* by Olivia Rose-Innes, www.health24.com

key word

burden something which makes your life harder

Activity 11 Living with epilepsy

- What is Vusi's advice to people diagnosed with epilepsy?
- How does Vusi cope with his epilepsy?

Obesity

Obesity, or being very overweight, can have a serious effect on your health. It increases the risk of heart disease, diabetes and some cancers. Obesity is usually caused by a combination of:

- too much food
- the wrong kind of food (lots of fat and sugar)
- too little exercise

Treatment is usually a plan, made with a doctor or nurse, to reach a normal weight for your age and height. This would include a combination of a healthy eating plan and an exercise routine.

Anorexia

This is an eating disorder where a person has a very low body weight and has a fear of being fat. The extreme dieting and weight loss puts the person at risk of malnutrition and even death. The causes of anorexia are not completely understood but it is thought that it is a combination of factors:

- poor self-esteem and body image
- social pressures (emphasis on being very thin)
- genetic factors (inherited from family)

Anorexia is usually treated by treating the underlying emotional causes of the disorder. This is usually done under the care of a psychiatrist or psychologist and sometimes a dietician is also involved.



HIV and AIDS

HIV is a virus which affects the person's immune system; eventually the person develops AIDS, a fatal disease. The most common ways of spreading HIV are through sexual contact, sharing needles or from infected mothers to their babies during birth and breastfeeding. Once a person is infected with HIV, the virus stays in their body for the rest of their lives. There are drugs that can help to control the virus. It is possible to live a healthy, happy life when you are HIV-positive.

Antiretroviral drugs are the main form of treatment for HIV. They do not cure HIV, but can stop people from getting sick for many years. People who are HIV-positive should also:

- eat a healthy, balanced diet
- avoid alcohol and cigarettes
- avoid exposure to infections or diseases
- live in a clean, hygienic environment
- regularly see their doctor or nurse at the clinic

Living positively

Many people have wrong ideas about HIV and AIDS. There are people who will understand and help. It helps to find a counsellor or join a support group.

Where to get help

Your neighbourhood clinic
State hospital
Ambulance 10177 or 101112
Childline Crisis Line 08000 555555
LifeLine 086 1322 322
Suicide Line 0800 567 567
AIDS helpline 08000 123 22

Treatment, care and support

When someone we know and care about is sick or has to live with a disease, it can be difficult to know what to do or how to help. Apart from medical treatment, the sick person needs to be cared for and supported.

Talk to someone

Phone loveLife's call centre toll free.
0800 121 900

You can show care and support in these ways.

- Ask them how they are feeling.
 - Don't make them feel ashamed or embarrassed because of the disease.
 - Make sure they are eating and drinking enough healthy things.
 - Allow them to feel sad or upset. It can sometimes help to share feelings.
 - If they look unwell, encourage them to visit their doctor or the clinic.
 - Remind them to follow the doctor's instructions for taking their medication, even if they are feeling better.
-

Activity 12 | Make a plan to care and support a friend

Your friend was born HIV-positive; recently they have been in contact with someone who has TB. Your friend has now become extremely sick.

1. Create a plan to care for and support your friend.
 2. Include contact numbers that could be of some help.
 3. Explain the type of treatment they may have to follow.
 4. Write down the types of things they may have to change or add to their lifestyles to improve their health.
 5. Say what you and the person's family could do to help care and support them.
-

Activity 13 | Keep healthy

1. Read over the information on causes of disease on page 128. Also reread the case studies.
 2. Make a summary of three of the diseases you read about. Include:
 - What causes the disease.
 - How it can be prevented.
 - How it can be treated.
-

Activity 14 | Supporting someone who is ill

Your aunt has become extremely sick and is not able to work at all. She often feels too ill to go to her appointments with the clinic. This does not help her healing. In pairs, role play a conversation between your uncle and aunt about how he can help with household chores he is not used to doing.

Unit 5 More fun outside

Safety First

Listen carefully to instructions. This will help avoid accidents and injuries.

Adventures in the dark

Activity 15 Make shapes

1. Divide into groups of 10 learners.
2. Use a clean sock or a handkerchief to blindfold yourself. Close your eyes and don't try to peep as this will spoil the fun for you and everyone else.
3. Each group must now make the shape that your teacher calls out. When you think you have made the shape, shout *finished*. Don't move, but take off your blindfolds and see how good your shape is.

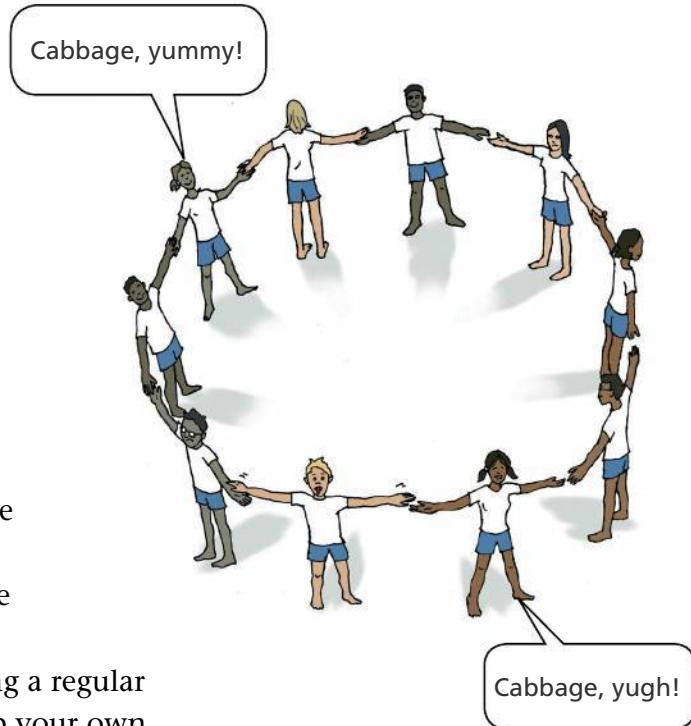
Activity 16 Make noises

1. Stay in your groups of 10 learners.
2. Blindfold yourselves and do not peep.
3. Number yourselves from 1 to 10 in each group. Numbers 1 and 6 are dogs, 2 and 7 are cats, 3 and 8 are donkeys, 4 and 9 are lions, and 5 and 10 are roosters.
4. When your teacher says *find your friends*, find the other learners who are the same animal as you, for example all the dogs must find each other and form a dog group. The only sound that you can make is the sound of the animal that you are; you may not talk.



Activity 17 Make order

1. Stay in your groups of 10 learners.
2. Blindfold yourselves and do not peep.
3. Which group can be first to do the following?
 - a) Organise yourselves into a line from shortest to tallest.
 - b) Line up in alphabetical order, according to first names.
 - c) Hold hands in a circle, with those who like cabbage facing inwards and those who don't like cabbage facing outwards.
 - d) Have everyone in the group doing a regular rhythmic clap, but you can't clap your own hands together.

**Activity 18 Make trust**

1. Get into pairs. One of you is blindfolded, the other can see.
2. The seeing person must guide the blind person on a walk around the school grounds, without any physical contact. The blind person has to trust the seeing person for direction and safety. If you feel comfortable, you can even try running.
3. After five minutes, swop roles. Now the seeing person is blindfolded, and the blind person can see.
4. Discuss as a class:
 - a) What was it like being blind?
 - b) What was important when you were blind?
 - c) What was it like to put all your trust in another person?
 - d) Will you treat a blind person any differently after having had this experience? In what ways?



Safety First

Warm up before every game.

Cool down afterwards.



Animal games

Activity 19 *Udyakalashe and the rabbits*

1. Set out a playing field about $30\text{ m} \times 30\text{ m}$. Put out markers to show the end-points.
2. Half the class stand on one line, and the other half stand on the line opposite them. You are the rabbits.
3. Everyone turn inwards so the two lines face each other.
4. Choose a volunteer to be *Udyakalashe*. *Udyakalashe* stands in the middle between the two groups of rabbits.
5. When *Udyakalashe* shouts *run*, both groups of rabbits try to run across to the other side without being touched by *Udyakalashe*.
6. If *Udyakalashe* touches you, then you must stop immediately and stand still. You are now one of *Udyakalashe*'s helpers. When *Udyakalashe* shouts *run* again, you cannot move your feet but you can use your arms to touch the rabbits when they try to run across to the other side.
7. Every time the rabbits run across the field, more of them get touched and become *Udyakalashe*'s helpers.
8. The last rabbit is the winner, and becomes *Udyakalashe* for the next game.

Activity 20 *Lakabana's tail*

1. Divide the class into two teams. Each team forms a line about 20 m apart.
2. Each team member holds the waist of the person in front of them.
3. The last person in each team hangs a tail (piece of cloth, hankie or sock) from their back pocket.
4. The aim of the game is for the front person of one team to try and get the tail of the last person in the other team.



Safety First

Relax and enjoy the game. Do not get upset and start fighting.

Activity 21 The *cimbi* race

1. Keep the same two teams from the last game.
2. Each team forms a line about 5 m apart.
3. Everyone sits down, facing the same way.
4. Put a marker on the ground about 20 m from the front person in each line.
5. Wrap your legs around the person in front of you to form the body of *cimbi* (caterpillar). Your arms are now legs.
6. When your teacher says *go cimbi*, you all lift with your arms and begin to move like *cimbi* towards the finish line. If players become separated, you must reconnect.
7. The winning team is the *cimbi* that completely passes the marker with all its players still connected.



King Moshoeshoe I



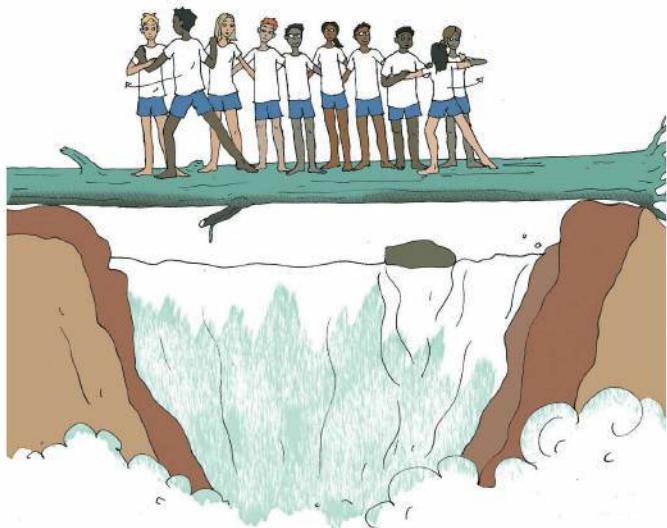
Next week, you will pretend that you are being trained by the brilliant King Moshoeshoe! King Moshoeshoe was a brave, clever and generous leader. He founded the Basotho nation. He was never beaten in a big battle, and he kept most of his kingdom and his culture. After he had beaten an enemy, he helped them build themselves up again.

Safety First

Warm up before every game.

Cool down afterwards.

(Use the exercises on pages 9, 84 and 85.)

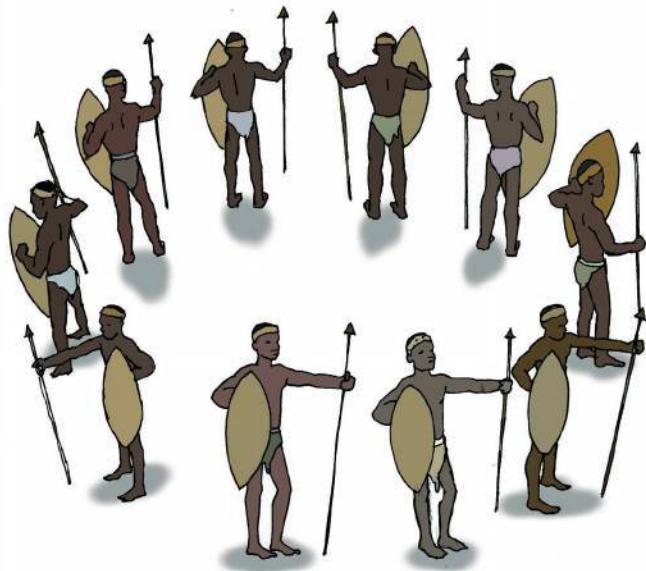


Battle games

Activity 22 Brave and balanced

1. Divide the class into groups of eight.
2. Each group stands on a line on the field or on the cement.
3. You are all standing on a log across a river way below you. If you fall off the log, you will die! King Moshoeshoe is teaching you to be brave and to have balance.
4. When the King (your teacher) tells you how to arrange yourselves, you must do so without stepping off the log (the line). If you step off the log, you fall to your death.
 - a) Get into alphabetical order, according to first names.
 - b) Arrange yourselves shortest to tallest.
 - c) Position yourselves from youngest to oldest.

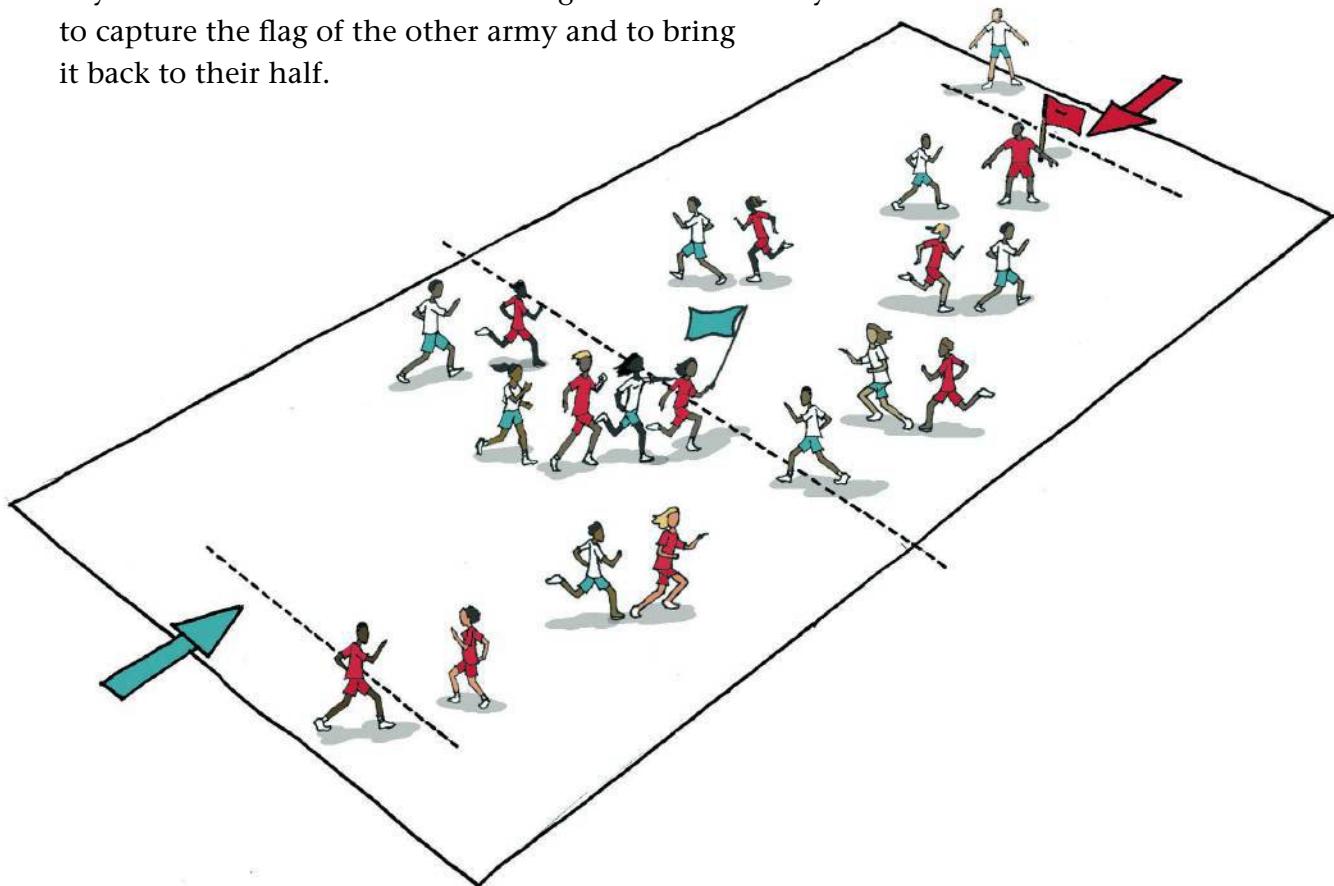
Activity 23 Get into battle formation



1. Divide the class into two groups, standing about 10 m apart.
2. You are on the battlefield, and King Moshoeshoe is training you to quickly get into any formation that is needed for the fight.
3. When the King (your teacher) tells you what shape to make, your whole group quickly gets into that formation:
 - a) circle
 - b) triangle
 - c) square
 - d) straight line
 - e) rectangle

Activity 24 Grab the flag

1. Divide the class into two “armies”.
2. Set out a field to have two equal halves. Each half belongs to an army.
3. On the back line of each half, in the middle, is a 5 m “jail” area.
4. Each army has a flag (equal size pieces of cloth or clothing) which it places anywhere in its half. The aim of the game is for an army to capture the flag of the other army and to bring it back to their half.



5. Listen carefully as King Moshoeshoe explains the rules.
 - a) If you are touched by the enemy in his territory, you must go to his jail.
 - b) You can be freed from jail if a warrior in your army touches you while you are waiting in jail.
 - c) If you manage to grab the flag but get touched before you can get back to your own territory, you put the flag back in its original position and you go to jail.
 - d) You may not pass the flag to a fellow warrior.
 - e) If you can grab the flag and bring it back to your territory without being touched by the enemy, then your army gets one point, and you start the game over again.

Unit 6 Major religions in South Africa

key words

immigrated left their countries of birth to go and live in another country

sacred holy

tolerance respecting different ideas, even if you don't agree with them

Religion in South Africa

South Africans are culturally and spiritually diverse. Our country has 11 official languages and many different religions. We have our indigenous cultures and languages as well as those of people who have **immigrated** to South Africa from other countries.

Just as we need to understand and respect other people's cultures, we also need to understand and respect their religions.

Religion has a big influence on the way people live their lives. Most religions have traditional beliefs and customs. Religions include rituals, celebrations and beliefs that form part of the community life for their believers.

Different religions have different ways of explaining:

- how the world was created
- how to lead a good life on Earth
- how to worship
- what happens to people when they die.

Worshipping is an important part of religion. Worship usually includes prayers and special ceremonies. These often:

- happen in a special or **sacred** place
- include rituals
- involve special sacred objects
- include celebrating special days and festivals
- include special books or scriptures.

South Africa is the perfect place to learn **tolerance** and acceptance of diversity. Just as we need to understand and respect other people's cultures, we also need to understand and respect their religions. The table on page 141 tells you more about the major religions in South Africa.

Activity 25 Religions: Differences and similarities

1. Survey the class on how many religious groups are represented.
2. A volunteer from each religious group will describe any religious holiday and how they celebrate it.
3. A second volunteer from each religious group describes the practices involved during a baptism and a funeral.
4. In groups, talk about which of the religious practices mentioned in your class are similar, and which ones are different.

African traditional religion		Central figure: God (IsiXhosa: Qamata) (IsiZulu: UMvelingqangi) Ancestors Learning about ancestors, the meaning of sacred places, how to behave, and respect for life happens through stories. These stories have been passed down from generation to generation.
Bahá'í faith		Central figure: God People of the Bahá'í work towards achieving world harmony and equality amongst genders, races, religions and cultures. They believe " <i>The earth is but one country and humankind its citizens.</i> " Their Most Holy Book is the Kitáb-i-Aqdas but they also recognise the Bible and the Qur'an, and holy texts of other religions.
Buddhism		Central figure: Buddha Buddha used ideas from nature as well as questions and answers to pass on his message. After his death, his followers gathered his teachings together. The best-known buddhist books are called the <i>Pali canon</i> or <i>Tripitaka</i> .
Christianity		Central figures: God and Jesus The Christian holy book is called the Bible. The Bible has many instructions on how to live a good life. The writings vary from history, law and prophecy to poetry, wisdom, letters and gospels.
Hinduism		Central figure: Brahman The Hindu holy books were written over many different periods. They vary from philosophical texts to legends and stories. There are various texts called the Vedas. The Bhagavad-Gita is seen as the most important scripture.
Islam		Central figure: Allah and the prophet Mohammed The sacred book of Islam is called the Qur'an. It is believed to be the word of Allah (God). The Qu'r'an teaches Muslims how to live their lives and advises on many things, such as marriage, death, lending money, etc.
Judaism		Central figure: God Jews call their holy book the TeNaKh. One part is called the Torah; another is the Talmud. The Talmud has considerable influence on the way Jewish people live their lives.

The role of oral traditions and scriptures

key words

scriptures writings that are seen as sacred

oral tradition knowledge passed on from one generation to the next through stories, religious ceremonies and social behaviour

As you have seen, each religion has specific traditional beliefs and customs. Religions include worship and other rituals, celebrations and ideas about how people should behave in society. Religious traditions and beliefs have been passed on through the ages from one generation to another. In most religions, the traditions have been written down and are called **scriptures** or “Holy Books”.

An **oral tradition** is the knowledge and stories told by one generation to the next, without writing them down. From the earliest days of human life on Earth, people would sing or chant their stories to each other. This oral tradition was a way to keep the history or culture of the people alive. All religions started spreading through the oral tradition. Often, the stories or songs were performed by a special holy person.

Over time some of these stories came to be written down. For example, the gospel of Jesus was written down long after his death, based on stories told by the apostles. In some religions, the oral tradition is still practised as a special way to preserve traditions and rituals, whether or not the followers are able to write and speak.

Activity 26 Investigate South Africa’s major religions

Refer back to the table on page 141, then answer these questions in your exercise book.

1. Identify the scripture in each religion, where relevant.
2. a) Why do you think most religions have some form of scripture?
b) If people did not write down their beliefs, how did they pass them on?
3. Describe two situations in which scriptures are used during a religious ritual. It can be an example from your own religion or someone else’s.
4. Do you think oral traditions can keep followers of a religion more closely-knit than those who use scriptures? Why do you say so?

Activity 27 The oral tradition: An African creation story

The San have a story to explain how the world was created. Read through the story on page 143 and answer the questions that follow.

1. What do you think is the reason for this story?
2. How do you think this story was passed from one generation to the next?
3. How is this story like other creation stories?

Creation story

People did not always live on the surface of the earth. At one time people and animals lived underneath the earth with Kaang, the Great Master and Lord of All Life. In this place people and animals lived together peacefully. They understood each other. No one ever needed anything and it was always light, even though there was no sun. During this time, Kaang began to plan the wonders he wanted to put in the world above.

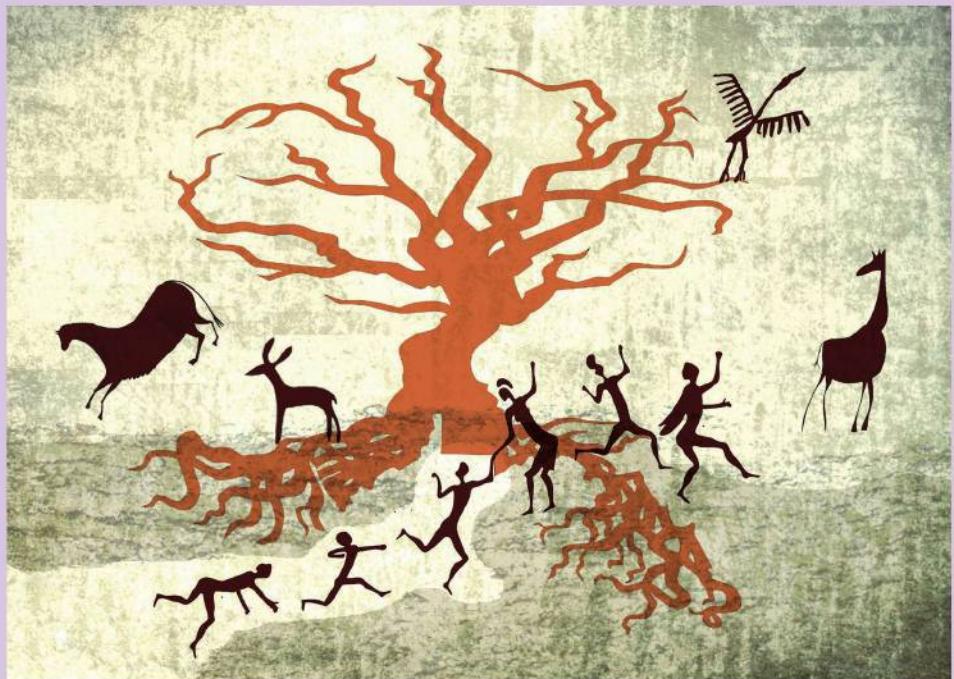
First, Kaang created a wonderful tree, with branches stretching over the whole land. Below the tree, he dug a hole that reached all the way down into the world where the people and animals lived. After he had finished creating the world, he led the first man up the hole and into the world. The man sat down on the edge of the hole and soon the first woman joined him. All the people who lived underneath the earth joined them.

Shortly afterwards, Kaang began helping the animals climb out of the hole. In their eagerness, some of the animals found a way to climb up through the tree's roots and come out of the branches. Kaang gathered all the people and animals around him. He instructed them to live together peacefully. Then he turned to the men and women and warned them not to build any fires, or a great evil would befall them. They gave their word and Kaang went away to a place where he could watch his world secretly.

As evening approached, the sun began to sink beneath the horizon. When the sun disappeared the people got scared. They could no longer see each other as they did not have the eyes of the animals that could see in the dark. They did not have the warm fur of the animals and soon grew cold. One man suggested

making a fire to keep warm. They forgot Kaang's warning and they built a fire. They soon grew warm and could see each other.

But the fire frightened the animals. They ran away to the caves and mountains. Since that time, people have not been able to communicate with animals. Animals feel fear and not friendship for people.



Unit 7 Find your way around

Safety First

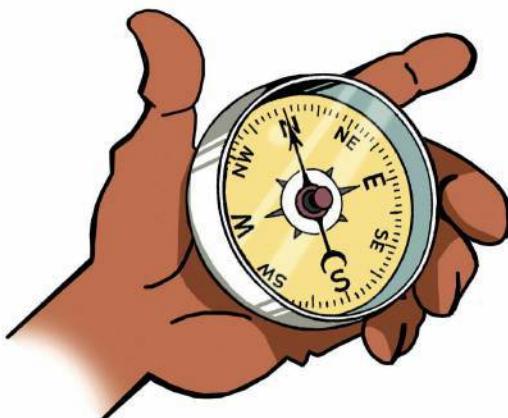
Remember to drink water when you're thirsty, especially if you have sweated a lot.

Orienteering

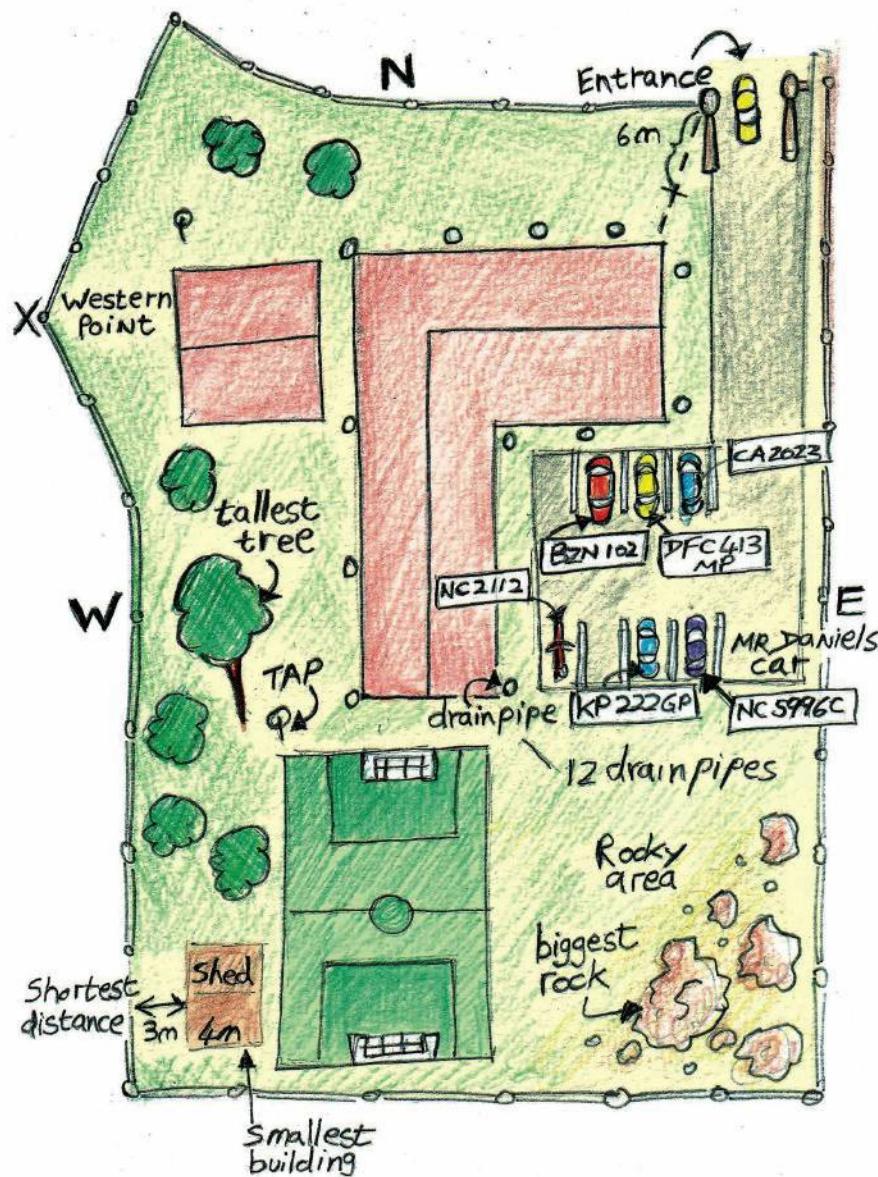
Orienteering is an adventure sport in which you find your way around an area as quickly as possible. It can take place in the mountains and the forests, but it can also be enjoyed in cities and townships. Orienteering challenges the body and the mind, and is often called "an aerobic activity for thinkers".

Activity 28 Orienteering in the school grounds

1. Divide yourselves into groups of five.
2. Your teacher will give each group a big piece of paper. The aim of this orienteering exercise is to be the first team to fill in certain information on this piece of paper. But you will first need to run around and find this information!
3. Before you leave the classroom, you must first draw a map of the school grounds on your piece of paper. You must include the fences or boundaries of the school grounds, as well as all buildings, fields and trees.
4. Here are the things that you must show on your map, together with the required information:
 - a) The half-way point between the car entrance to the school grounds and the closest school building. Write in the number of metres from the entrance and the building (a metre is about the same as a big step).
 - b) The car on the school grounds with the licence plate that adds up to the highest number. Include licence plate number.
 - c) All outside water taps.
 - d) The perimeter of the smallest free-standing school building.



- e) The tallest tree or bush. Estimate the height.
 - f) The biggest rock. Estimate the mass.
 - g) The western-most point on the boundary, and the height of the fence there.
 - h) All drain pipes from the roof gutters to the ground. How many?
 - i) The shortest distance between a school building and a boundary of the school grounds.
 - j) The most eastern point on the school grounds.
5. Each group must stay together for the whole exercise.
6. The first team to complete its map correctly and give it to the teacher is the winner.



Unit 8 Last games

Jump for joy



Kgati is a rope jumping game, and is one of South Africa's most popular indigenous games. It is also called *ingqathu* or *ugqaphu*, and *ntimo*. In any one of our provinces you will see people in the towns and in the countryside, swinging a rope and jumping over it.

Kgati improves your fitness, your strength and your balance.

Activity 29 Let's play *kgati*

Safety First

Avoid getting hurt.

Warm up before the game.

Cool down after the game and stretch to avoid sore muscles.

(Use the exercises on page 9.)

- Find a piece of open ground with an even, hard surface (not grass).
- You will need a rope of about 3 – 5 m. You can make your own from stockings or strips of cloth tied together.
- Divide the class into as many groups as there are separate pieces of rope.
- Choose two players to swing the rope. They stand opposite each other, and swing the rope to form a loop which swings low across the surface of the ground (almost as though they are sweeping it).
- The other players jump over the rope when it reaches the lowest point.
- You must all sing rhythms and rhymes while swinging and jumping. One of the most popular rhymes is “*amashigogo shigogo*”.
- Start by letting everyone have a turn to jump over the rope in whatever way they want to, just as a warm up.
- Now everybody has a turn to do 25 jumps with both feet jumping and landing together.
- Next let everyone do 25 jumps on the right leg. Then everyone can use the left leg.



Activity 30 Jump again

Now see how many of you can do the following jumps:

1. frog – bend down and touch your ankles as you jump
2. giraffe – left foot far in front of right, then opposite after jump, etc.
3. springbok – back straight, lift knees and smack thighs when jumping
4. monkey – start on all fours, jump and land on all fours
5. elephant – clap hands above your head for each jump



Safety First

Warm up before you jump.

Cool down and stretch afterwards.

Activity 31 Choose your favourites

1. You have played 15 games this term. Vote by a show of hands which games you would most like to play again.
2. Try to play at least three of the class's most favourite games.

The 15 games you've played this term

Follow my leader	Makhulu's knot	Sit on my lap
Making shapes	Making noises	Making order
Making trust	Lakabana's tail	<i>Kgati</i>
The <i>cimbi</i> race	Brave and balanced	Battle formation
Grab the flag	Orienteering	<i>Udyakalashe</i> and the rabbits



Formal Assessment Task Term 4

End-of-year examination

Time: 60 minutes

TOTAL: 70 marks

Instructions:

1. Make sure you number each answer correctly and write clearly.
2. There are three separate sections in this exam. In sections A and B, all the questions are compulsory. In section C, you must choose *two* of the three questions to answer.

Section A

25 marks

Answer all the questions.

1. Name two legal drugs. (2)
2. Match the drug with its effect in the table below. (6)

Drug	Effect
a) Alcohol	Gives a feeling of euphoria.
b) Inhalant	People believe it calms their nerves, it actually releases a hormone that causes more stress.
c) Marijuana	Powerful drug giving an extreme high. Addictive from first time it's used.
d) Methamphetamine	People feel relaxed and dreamy.
e) Mandrax	Effects nerve cells in the brain making person very relaxed.
f) Cigarettes	Quick temporary high, light headedness and general good feeling.

3. Name the two biggest environmental health threats to children. (2)
4. Name two places that you can find information on careers. (2)
5. Complete the table below: (4)

Food	Nutrient	Why it is good for me
Grains	Carbohydrate	Gives our bodies energy.
Meat, fish, beans	Protein	
Fruit and vegetables		Helps our bodies grow and develop.
Fats, oils and sugar	Fats and sugars	
	Calcium	Builds strong teeth and bones.

6. Explain the role of oral traditions and scriptures in religion. (3)
7. A person in your grade wants to copy your homework. Here are three different responses. Decide if each one is passive, aggressive or assertive. (3)
 - a) Look them in the eye and explain you can't let them copy your work as you will get into trouble and it is not the right thing to do.
 - b) Get angry and shout at them, telling them to go away and never ask again.
 - c) You give them your work as you are too embarrassed and don't want to cause a scene.
8. Name three things a person may do if you were in an unhealthy relationship. (3)

Section B

25 marks

Answer all the questions.

1. Read the case study below: identify and explain the factors that will reduce the chance that Jake will abuse a substance. (6)

Jake is a quiet, popular boy. He has a small group of friends whom he has known since primary school; all the children's parents know each other. The children are all encouraged to do well at school and there is always an adult around to help them with their homework and supervise their play after school. Jake's mom and dad talk to him a lot about his future; he is dreaming of becoming a lawyer one day and works hard at school so he can get good marks. Jake's parents have spoken to him about the dangers of drug abuse; he has also learnt about it at school. Jake knows that if he is ever worried about something, or needs to talk, there is a trustworthy adult for him to get advice from.

2. Sophie has been coughing for weeks, she has noticed when she coughs there is sometimes blood. She is not hungry and is always feeling tired.
 - a) What infection could Sophie be suffering from? (1)
 - b) How should this infection be treated? (2)
 - c) What can her family do to prevent the spread of this infection? (5)

Formal Assessment Task Term 4

3. Jethro lives in a small fishing village far away from any towns. Most of the food they eat has to be grown or made by themselves or caught in the sea. The family is only able to go to town once a month. For breakfast he eats bread which his mother has made. Lunch is bread with fish or eggs, if the chickens have laid eggs that day. Supper is fish or seafood that they have caught. Everyone in the village eats the same sorts of food. When they go to town Jethro cannot wait to buy chips and a fizzy drink; his parents think this is a waste of money. Jethro's mother buys the food very carefully, it must last a month and there must be chicken for the Sunday meal.
- a) Name four factors that are influencing Jethro's choice of food. (4)
b) Explain how these factors influence his choice. (4)
4. Our constitution gives us the right to clean water.
a) Why is it important to have clean drinking water? (1)
b) Name two water-borne diseases. (2)

Section C

20 marks

Answer TWO of the three questions.

1. Marlon's mother is very worried. She has heard rumours round town that her son is abusing drugs. Write her a letter in which you give her advice on what to look out for in terms of changes in behaviour, attitude and appearance. (10)
2. People who look after themselves can be HIV-positive for a long time without getting sick with AIDS. This is called Living Positively. Drawing on what you have learnt about HIV and AIDS this year, describe at least five things an HIV-positive person can do to live positively. Include considerations like relationships, medical care and diet. (10)
3. Look at the three adverts below.
 - a) Name the job you would most like to do. (1)
 - b) Fill in the missing information in the table below. (9)

Graphic Designer

The job: We are looking for a dynamic and creative designer. We need someone to design book covers, illustrations, advertisements, posters and labels.

The person:

- Excellent artistic skills
- Good organising, planning and problem solving skills
- Excellent computer skills

Training and experience: 3 or 4 year diploma or degree in Graphic Design and 2 years work experience

Email your application to: lighthousedesigns@mweb.co.za

Veterinary Assistant

Are you
– good with animals,
– fit and strong,
– enjoy working outside, and
– good with people?
We are looking to train Veterinary Assistants. Successful applicants trained to assist with routine veterinary examinations, vaccinations, surgeries, deal with emergencies, etc.

If you are between 18 and 30,
– care about animals, and
– have passed Grade 12

Fax your CV with all your contact details to 011 702 7894.

Accountant

A vacancy exists for an experienced accountant. The applicant must be able to review, analyse and correct the General Ledger and give accurate financial accounts and management information.

Those interested **must be:**

- excellent with numbers
- familiar with accounting computer programs
- organised,
- enjoy leading and motivating others,
- honest and reliable

Send CV application to PO Box 342, Hilton, 3245.

	Graphic Designer	Veterinary Assistant	Accountant
Activities related to work environment			
Personality characteristics (Abilities and Interests)			

Physical education Task (PET) Term 4

This term you have learned to play a number of indigenous and invasion games. You will be assessed on how often you have taken part in the PE lessons (20 marks) and on how well you have done the PE activities (10 marks).

How well have you participated?

Divide the number of PE lessons that you did by the number of PE lessons in the term, and multiply by 20 (the number of marks available).

For example:

$$\frac{6 \text{ (PE lessons you did)}}{8 \text{ (PE lessons this term)}} \times 20 = \frac{120}{8} = 15 \text{ marks}$$

Limited	Adequate	Proficient	Excellent
Unless you have been sick or injured, you are not trying to take part.	You have taken part in half or less than half the lessons and need to join in more.	You are taking part in most lessons, and hopefully are enjoying them.	You are doing all or almost all the lessons. Well done!
0–4 marks 0–20%	5–10 marks 21–50%	11–15 marks 51–75%	16–20 marks 76–100%

Movement performance

Your teacher will watch you carefully twice during the term and mark you out of 5 each time for how well you do the PE activities.

How well have you done the activities?

Limited	Adequate	Proficient	Excellent
You are not doing the exercises properly and are probably not fit.	You do only some exercises properly and need to get fitter.	You do most exercises well and are getting fitter.	You do the exercises very well and are much fitter now.
0–1 marks	2–3 marks	4 marks	5 marks
Assessment 1			
Assessment 2			

Your marks for your Term 4 (PET)

Calculate your marks and see what you have achieved out of 30:

Participation (out of 20)		Movement Performance (out of 10)		Total (out of 30)
	+		=	

Glossary

A

abilities your skills or talents page 3

abuse being hurt or treated badly page 50

addicted having an uncontrollable urge or desire for something page 76

aerobic exercise that makes your heart beat faster page 6

aggressive try to control others; rude, mocking or violent page 22

apparatus equipment used to do exercise page 8

appreciate to be grateful for page 14

assertive stand up for yourself without being aggressive page 22

attack making the first move to win win ground and to improve the team's position page 46

attitude how you think, feel and behave page 78

B

balance moving without falling over page 84

burden something which makes your life harder page 131

C

challenges difficult things to do or overcome page 68

career fields areas into which jobs and careers are grouped page 64

champion top performer and winner page 37

classified section the part of the newspaper in which advertisements and personal notices are found page 106

constitution a group of laws that says how people should treat each other and how the government should treat its citizens page 42

constructive helpful or useful page 24

contagious able to be passed from one person to another; catching page 51

contaminated something becomes unhealthy or harmful because of dirt, germs or chemicals that have been added page 96

co-ordination muscles and limbs working together to make a person move smoothly page 78

current fast-flowing water in a sea or river mouth which can take you towards the sea against your will page 126

D

dairy foods made from milk; provide calcium; build bones and teeth page 123

diarrhoea a very runny tummy page 92

defence trying to stop an attack, defending the team's position page 46

dietician someone who advises others on how to eat to be healthy page 109

diversity different types of cultures page 5

dress code the correct and fitting way to be dressed in a particular situation page 107

drug abuse using a chemical substance a great deal page 76

drug any chemical substance that changes the way you feel page 76

E

early detection recognising the signs of substance abuse to help people to deal with the problem right from the start page 83

economy how money is earned and spent how much of it is available to the people in a country page 67

elevation movements moving so that your body lifts upwards page 84

environmental health the things in the environment that can affect people's health and well-being page 92

euphoria extreme happiness or joy page 77

F

faeces bodily waste from the human digestive system page 92

food-borne something that is carried or passed on in food page 92

G

gender construct the way we understand a man's role and a woman's role in our community page 10

genetic in the genes; passed on through families page 130

grains foods made from wheat, rice, oats, maize; provide carbohydrates; give energy page 123

H

hallucinations seeing or hearing things that are not really there page 76

healthy relationships respectful, caring, supportive relationships page 50

hormones chemicals produced by your body page 10

I

immigrated left their countries of birth to go and live in another country page 140

immune system the system in your body that protects it from illness page 51, 93

indigenous games games played by our ancestors page 46

infectious diseases diseases that are transmitted between people, e.g. tuberculosis (TB), HIV and AIDS page 128

interests things you enjoy doing page 3

interpersonal the things that happen between people page 80

intervened to come between two things page 55

intrapersonal the things that happen within the person himself or herself page 80

invasion moving into another's space to take control page 46

invasion games games of attack and defence e.g. soccer, rugby and netball page 46

K

karate a sport in which you learn to defend yourself page 55

karateka an expert in karate page 55

L

lifestyle diseases can be avoided with changes in lifestyle e.g. diabetes page 128

M

mocking teasing in a nasty or scornful way page 22

marathon a long-distance running race of 42km page 37

N

neurological diseases affect the brain or nervous system e.g. epilepsy page 128

nutrients what is in food which is good for your health page 122, 128

nutrition food that keeps your body healthy and growing page 120

O

oil fat that is liquid at room temperature; too much is unhealthy page 123

oral tradition knowledge passed on from one generation to the next through stories, religious ceremonies and social behaviour page 142

P

paranoia unreasonable fears, especially that someone or something will hurt you page 76

passionate with strong, deep feelings page 55

passive give in easily, do not stand up for yourself page 22

pathologist a scientist who studies human blood and cells to see what is wrong with someone page 108

peer pressure feeling that you have to change your behaviour, attitudes or values to fit in and feel accepted page 20

peers people of the same age and social group page 15

personal diet the kind of food and drink that you normally eat page 120

personal trainer someone that helps others to get fit by showing them how to exercise page 109

polluted made dirty and poisonous by human waste page 92

pollute made dirty and poisonous through human waste page 94

potential what you could do if you use your interests and abilities page 3

potentially could happen or could possibly be page 54

protein meat, chicken, fish, beans, eggs, nuts and seeds; repairs the body page 123

puberty the process of physical changes by which a child's body matures into an adult body page 10

pulse the beating of your heart page 7

purified cleaned, and poisons removed page 94

physiotherapist someone who treats physical injury using special exercises and touching the muscles and joints of the injured person page 109

R

repetition go over or repeat something many times page 33

respect have a good opinion of someone's character or ideas page 5

respectful behaviour that is polite, thoughtful and considerate of other people's rights page 24

respiratory related to breathing page 92

rhythmic movements moving to a beat page 84

rotation movements that make you turn around page 84

S

sacred holy page 140

sanitation removal of sewage and waste page 94

scriptures writings that are seen as sacred page 142

seizure when people have seizures, they lose consciousness and their bodies jerk or thrash about uncontrollably page 131

self-image your way of describing yourself; how you see yourself page 2

T

telecommunications spread of information through electronics, for example by e-mail and phone page 67

tolerance respecting different ideas, even if you don't agree with them page 140

U

unhealthy relationships one person controls the other with threats or violence page 50

unpredictable difficult to say what will happen page 68

W

water-borne something that is carried or passed on by water page 92

World Health Organisation (WHO) part of the United Nations (an organisation that tries to solve global problems) and is concerned with protecting and promoting the health of people around the world page 92

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