# Table of Contents

## 1 Term 1
1.1 Personal eating habits and diet ............................................. 1  
1.2 To address environmental health problems ................................ 3  
1.3 Ways to live with diseases .................................................. 5  
1.4 Personal feelings, community norms, values and social pressure regarding sexuality ........................................... 7

## 2 Term 2
2.1 Ten fundamental values and human rights ................................. 11  
2.2 The influence of sexism, gender discrimination and abuse on personal relationships ......................................................... 15  
2.3 Importance of volunteer organisations ..................................... 18  
2.4 Hoe diverse cultures enrich our society ................................... 20  
2.5 Oral traditions and writings of various world religions .................. 22

## 3 Term 3
3.1 Strategy for the implementation and enhancement of a personal self-image and that of others by means of a positive approach ................................. 27  
3.2 Influence of the media on people's choices for a personal lifestyle .................. 29  
3.3 Dealing with emotions and reacting to change ............................ 30  
3.4 Respect for fellow human beings and dealing with differences ............ 32

## 4 Term 4
4.1 Outdoor adventure and orientation ......................................... 35  
4.2 Gymnastic activities ............................................................ 37  
4.3 A fitness programme for cycling ............................................. 40  
4.4 Invasion Game ................................................................. 41  
4.5 Good sportmanship and fairness ........................................... 42  
4.6 Orientation towards one's future career .................................... 47

## Attributions .............................................................................. 51
Chapter 1

Term 1

1.1 Personal eating habits and diet

1.1.1 LIFE ORIENTATION

1.1.2 Grade 7

1.1.3 A HEALTHY LIFESTYLE

1.1.4 Module 1

1.1.5 PERSONAL EATING HABITS AND DIET

Ways in which personal eating habits and diet can be improved.

The following factors influence the nutritional value of the food that we eat:

- Manner in which it is prepared: rinsing, washing of hands.
- Cooking method: deep frying, steaming.
- Additives: colorants, flavourants.
- Insecticides: snail bait, pest control.
- Refining of products: refined flour, brown rice.
- Food storage, preservatives: long life milk, food irradiation.
- Manipulation of meat and milk products: growth hormones, free-range eggs.

1.1.6 Activity 1:

1.1.7 To discuss key words

1.1.8 [LO 1.1]

Group assignment

Each of the points contains one or more key words. Each group discusses what the specific point means to them. Have a brainstorming session and write down at least 10 key words that describe each point. Sketches can also be used instead of words. Remember that key words could imply good or bad practices. Indicate “good” or “bad” by making a tick or a cross in colour next to the word(s). At the end of the discussion the groups must give feedback to the rest of the learners.

Finally, the class as a whole discusses all the negative influences identified by the group.

1This content is available online at <http://cnx.org/content/m22998/1.1/>.

Available for free at Connexions <http://cnx.org/content/col11029/1.1>
1.1.9 Activity 2:

1.1.10 To read a text and answer the subsequent questions

1.1.11 [LO 1.1]

Individual assignment

Read the following information and then carry out the instructions:

Take five for health!

In the hustle and bustle of modern-day life we are often too busy to prepare and enjoy a nutritious meal. In addition, the media, and sometimes even our friends, confuse us by propagating contradictory information about healthy eating habits. How on earth must we know what to eat and what to avoid?

Stress, caffeine, smoking, eating on the run, and dependence on fast foods are just some of the factors that we have to take into consideration if we want to follow a healthier lifestyle and eat what is really good for us. It has been scientifically proven that specific nutrients, vitamins and minerals are essential in protecting us against the so-called “lifestyle diseases” such as coronary disease and cancer.

Fruit is an excellent source of essential nutrients. Fruit is low in calories and fat, and contains both soluble and insoluble fibre that can counteract many kinds of gastric problems such as constipation and cramps. Five portions of fruit per day would form the basis of a healthy diet programme. But remember, depending on certain conditions, people’s dietary needs may differ. Diabetes, for instance, is a very significant determining factor in our choice of foodstuffs. Before embarking on a strict diet, one should consult a doctor or clinic sister.

Here are a few hints to consider in following the “take five” eating pattern:

- Eating a fruit on the run is an alternative if there isn’t any time to sit down to a leisurely meal.
- Spoil yourself with a fruit shake. Blend soft fruits such as bananas or peaches with low fat milk or yoghurt.
- Satisfy your “sweet tooth” with fruit instead of dessert.
- Pancakes with fruit fillings are deliciously different for a party.
- Chopped fresh or dried fruit is a tasty addition to a mixed fresh salad.
- If you make these mouth-watering “spoiling morn” fritters, substitute half of the oil with apple juice, and add half a cup of grated apples to the batter.

1. Make a list of five of your favourite fruits.
2. Write down at least three more “fruit hints”.

1.1.12 Activity 3:

1.1.13 To complete a quiz

1.1.14 [LO 1.1]

Another individual assignment

Not all fun foods are bad for you. One can feast on popcorn without feeling guilty. Popcorn, corn on the cob and mealie-meal are the maize products that South Africans consume most. Fortunately, they contain many nutrients.

Now do the popcorn quiz. (This quiz has been taken from the magazine Longevity, September 2000.)

**Answer true or false:**
1. Maize (corn, or a mealie) is a vegetable.
2. By eating maize and maize products you can protect your eyesight.
3. Popcorn is just as good for you as corn on the cob.
4. Yellow maize contains just as much carotene as white maize.
5. Maize oil is not a healthy choice in food preparation.
6. Sweetener made from maize products has more nutrient value than sugar.

Available for free at Connexions <http://cnx.org/content/col11029/1.1>
Answers to the quiz:
1. False. Maize is a cereal.
2. True. Yellow maize is a rich source of carotene, lutene and zeaxantene that promote good eyesight, and counteract the growth of eye cataracts.
3. True. Popcorn (without butter and salt) is an excellent low-calorie snack. Pre-packed microwave popcorn or popcorn you buy at the movies is not as low in calories, and not as healthy, because they contain vegetable oil and sodium.
4. True. Half a cup of yellow maize contains about 200 IU units of beta-carotene, and white maize none.
5. False. Maize oil is excellent for food preparation and also as a salad dressing. Just like vegetable oils, it is also low in saturated fats.
6. False. Maize syrup, which is often used in cool drinks and processed foods, has no more nutritional value than sugar.

1.1.15 Assessment

<table>
<thead>
<tr>
<th>Learning outcomes (LOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 1</td>
</tr>
<tr>
<td>HEALTH PROMOTIONThe learner will be able to make informed decisions regarding personal, community and environmental health.</td>
</tr>
</tbody>
</table>

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<td>1.4 discusses the personal feelings, community norms, values and social pressures associated with sexuality.</td>
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</tbody>
</table>

Table 1.1

1.2 To address environmental health problems

1.2.1 LIFE ORIENTATION

1.2.2 Grade 7

1.2.3 A HEALTHY LIFESTYLE

1.2.4 Module 2

1.2.5 HOW TO ADDRESS ENVIRONMENTAL HEALTH PROBLEMS

Ways in which environmental health problems can be addressed.

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²This content is available online at <http://cnx.org/content/m22999/1.1/>.
1.2.6 Activity 1:

1.2.7 To embark on a project as a class or grade

1.2.8 [LO 1.2]

Class or grade activity

(The whole school can be involved in the activity.)

Here is a list of projects that can be undertaken by the class or grade. The projects can be completed within one day, a number of weeks, or can cover a whole term. Quite a number of skills can be addressed by undertaking such a project. The successful execution of such a project will have a positive effect on both humans and animals in the community and also promote the image of the school. There are many possibilities and learners need not do only the suggested projects. A sudden disaster (e.g. floods, an air disaster, etc.) can be used very effectively. Remember that it is very important to plan all the phases in order to achieve success. (Think of using things such as circular letters to all learners, advertisements in the school, media coverage, guest speakers, thank you letters, and so forth.) Explore the possibility of initiating and completing a new project every term!

Suggested projects

- Collecting jerseys or clothing for Child Welfare
- Collecting toys for a children’s home or nursery school
- Collecting ingredients for soup for an old-age home or for a shelter for street children in winter
- Collecting books for a school that doesn’t have a library yet
- Organising a Christmas concert for the local old-age home or hospice
- Taking floral bouquets and cards to the local hospital
- Organising a coin-laying event for the local animal protection unit or the South African Guide Dog Association
- Participating in Rose Day which is held annually in October and is organised by the Child Welfare Society or the Rotary organisation
- Having a special Arbour Day event
- Establishing a vegetable garden at your school for the needy people in your area

1.2.9 Assessment

<table>
<thead>
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<tr>
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*continued on next page*
1.2 evaluates actions to address an environmental health problem;

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<table>
<thead>
<tr>
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</table>

1.3 Ways to live with diseases³

1.3.1 LIFE ORIENTATION

1.3.2 Grade 7

1.3.3 HEALTHY LIFESTYLE

1.3.4 Module 3

1.3.5 WAYS TO LIVE WITH DISEASES

Ways to live with diseases (including HIV/AIDS)

It is very important to realise, even at a very young age, that each day that you are alive, is a gift. Nobody ever knows for sure that he will still be alive the next day. That is why it is important to live each day as if it might be your last.

People who are aware that they suffer from a fatal disease, e.g. cancer or HIV/AIDS, need special attention and encouragement to remind them daily of their mortality. They have to endure pain and discomfort that nobody will understand who have not experienced it.

1.3.6 Activity 1:

1.3.7 To make deductions from a poem

1.3.8 [LO 1.3]

Individual

Read the poem on your own, close your eyes and think about the meaning of the words:

If this were my last day I'm almost sure
I'd spend it working in my garden.
I would dig about my little plants, and try
To make them happy, so they would endure
Long after me. Then I would hide secure
Where my green arbour shades me from the sky,
And watch how bird and bee and butterfly
Come hovering to every flowery lure.
Then, as I rested, perhaps a friend or two,
Lovers of flowers would come, and we would walk
About my little garden paths and talk
Of peaceful times when all the world seemed true.
This may be my last day, for all I know;
What a temptation just to spend it so!

Anne Higgins Spicer (Light from Many Lamps, 1951: 15)

³This content is available online at <http://cnx.org/content/m23002/1.1/>.

Available for free at Connexions <http://cnx.org/content/col11029/1.1>
Arbour means ‘tree’.
Lure means ‘to tempt someone to come closer’.

Answer these questions for yourself

- What, in life, is important to this person?
- One could answer: nature, friends and peace.
- What would you like to do on the last day of your life?

1.3.9 Activity 2:

1.3.10 To react to a disease

1.3.11 [LO 1.3]

Group Activity 1

The following list indicates ways to handle a serious disease so that the sick person as well as the people who are affected by the illness may carry on with their lives in a positive way.

Each group must choose at least two of the strategies for discussion, and also make new suggestions with regard to handling the diseases.

Acquire information on the disease
Always keep hoping

- Ask relatives to help
- Pray for the person
- Approach a clinic or hospital for help
- Keep cutlery and plates clean
- Prepare special food for the person
- Contact the local hospice
- Be alert to symptoms that might indicate that you also have the disease

1.3.12 Assessment

Learning outcomes (LOs)

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Assessment standards (ASs)

We know this when the learner:

1.1 proposes ways to improve the nutritional value of own personal diet;
1.2 evaluates actions to address an environmental health problem;

continued on next page
1.3 describes strategies for living with diseases, including HIV/AIDS;

1.4 discusses the personal feelings, community norms, values and social pressures associated with sexuality.

| Table 1.3 |

1.4 Personal feelings, community norms, values and social pressure regarding sexuality

1.4.1 LIFE ORIENTATION

1.4.2 Grade 7

1.4.3 HEALTHY LIFESTYLE

1.4.4 Module 4

1.4.5 Personal feelings, community norms, values and social pressures associated with sexuality

1.4.6 Activity 1:

1.4.7 To discuss dangerous situations in our lives as reported in newspapers

1.4.8 [LO 1.4]

1.4.9 Group activity

Read the newspaper reports on the following pages and discuss them in your groups. Talk about situations experienced by you or your friend, and which you now recognise as being similar, dangerous situations.

1.4.10 Activity 2:

1.4.11 To use news reports for role playing

1.4.12 [LO 1.4]

Alternative group activities

Reports 2 and 3 can be used as “court cases” with role-playing.

Role players are:

- The judge
- The state prosecutor
- The accused
- The lawyer for the accused
- Witnesses

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4This content is available online at <http://cnx.org/content/m23006/1.1/>.

Available for free at Connexions <http://cnx.org/content/col11029/1.1>
1.4.13 Report 1
HERMANUS READY FOR MATRICS’ WEEKEND

HERMANUS – Police reinforcements will be deployed here this weekend in anticipation of thousands of young people who will descend upon the seaside resort and environs for the annual matric weekend.

The notorious weekend after the final subject of the matric exam has been written draws thousands of matriculants, students and other young people to the town every year.

Many of them celebrate their new-found freedom with alcohol.

The police have indicated that they will not allow any of the irresponsible boisterous behaviour that they have had to deal with in the past. No lawlessness of any kind will be tolerated.

According to the local police spokesperson, Insp. Eben Groenewald, police will clamp down on people drinking in public, reckless and drunken driving, public indecency, vandalism, illegal parking, rabble-rousing, misbehaviour and disturbance of the peace.

Offenders will be summarily arrested or fined.

Inhabitants, business people and regular visitors demand that the police act firmly against any form of lawlessness, and that is exactly what they plan to do. The police are well prepared to handle any situation and a policy of no mercy will be followed, warned Insp. Groenewald.

He indicated that the police would cooperate closely with the municipal and provincial traffic police. Beaches, clubs and restaurants will be patrolled and roadblocks will be set up.

Many parents have no idea what their children get up to during the weekend. Experience has taught that most parents would rather believe in their children’s innocence than in statements from the police when their children are arrested.

It is not the intention of the police to spoil the youngsters’ fun, but they are asked to cooperate to ensure that they have a safe and fun-filled weekend in Hermanus.

Insp. Groenewald made an appeal to parents, principals and tertiary institutions to bring this serious warning to the attention of the learners and students in question.

- Translation of report in Die Burger, 15 November 2001 –

1.4.14 Report 2
Court hears of scholars’ night of rape

The man who is accused of raping two local scholars on the night of 25 October, was refused bail in the Stellenbosch magistrate’s court on Wednesday.

The 34-year-old man is accused of 15 charges: 11 of rape, two of indecent assault and two of abduction.

Owing to the seriousness of the charges, he is faced with life imprisonment if he should be found guilty.

The accused testified that he is a social drinker and that, on the night in question, he was out with some friends. He went dancing at a local club. However, he denied that he had had a firearm in his possession or that he had robbed anyone.

Thereafter the wife of the accused testified that she did not believe that 11 rapes were possible in one night. She testified that her husband is the breadwinner and that he cared well for her and the children.

She further testified that she had been at home on the evening in question and that she had been woken by the sound of her husband’s voice. He had a friend with him.

Insp. Van Rooyen testified that the plaintiffs, two scholars, stopped at a set of traffic lights in the early hours of the morning. The accused approached them and asked for a lift. He directed them to a farm outside the town and allegedly even mentioned that they had made a mistake and should not give strangers lifts.

On the farm he allegedly told them that he had a knife and a firearm, but later retracted that, saying that he had just been joking.

On a question from the lawyer for the accused on why two schoolgirls were out in the streets at approximately 02:00 on a school night, Insp. Van Rooyen replied that they had been to a club that night and had taken two friends home to Somerset West afterwards. She testified that the girls had apparently been out with their parents’ permission. The plaintiffs had made a distress call from one of their cell phones when the accused had left them alone for the second time. A helicopter was used in the search afterwards.

Available for free at Connexions <http://cnx.org/content/col11029/1.1>
1.4.15 Report 3

Stellenbosch men killed in gangsters’ ambush

Messrs Gavin (Tand) Alexander (25) and a friend, Cameron (Lappe) Abrahams (17) were fatally shot on Thursday night at about 22:30 in what appears to have been an ambush by gangsters.

The deceased, who were allegedly on their way to a shebeen, were apparently changing a flat tyre when, according to the police, they were approached by gangsters who wanted to hijack their car.

Messrs Gavin (Tand) Alexander (25) and a friend, Cameron (Lappe) Abrahams (17) were fatally shot on Thursday night at about 22:30 in what appears to have been an ambush by gangsters.

He always displayed a positive attitude towards his teammates and management. Management will always remember him as a loyal and powerful player. The club wishes to commiserate with his family and all his rugby friends,” he concluded.

- Translation of report in Eikstadmnus, 23 November 2001 -

1.4.16 Activity 3:

1.4.17 To discuss a number of news reports

1.4.18 [LO 1.4]

1.4.19 Group Discussion

Discuss the following aspects in your groups:

Reports 1 and 2

- Is casual dating, steady relationships or rape being referred to here?

- Are scholars referred to in these reports?

- What violations are referred to in these reports?

- Approximately how many people or institutions are affected by these violations?

- What is the role of the children’s parents in this situation?

- What is the right or wrong behaviour of the children in the particular situations?

- What is the role of the police in the situation?

- Is HIV/AIDS - in either of the two types of incidents described above – a possible threat?

- What could young people do in similar situations to protect themselves against HIV/AIDS?

- When a person has been raped, it is possible that he/she has contracted a sexually transmitted disease or HIV/AIDS. What should the victim do about this problem?

Available for free at Connexions <http://cnx.org/content/col11029/1.1>
• How would you have acted in these situations?
• What do you think is the right action to take in such a situation?
• Are rapists always unknown to their victims?
• Are people who act lawlessly altogether evil, or do they also have good qualities?
• Can a person with criminal tendencies be easily distinguished?

Share incidents when you or a friend experienced similar or other dangerous situations with the rest of the class.

Report 3

• Identify at least one problem that is related to violence.

• Describe at least three ways in which this problem could be addressed and state what the consequences of the offence are.

1.4.20 Assessment

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Table 1.4
Chapter 2

Term 2

2.1 Ten fundamental values and human rights

2.1.1 LIFE ORIENTATION

2.1.2 Grade 7

2.1.3 RIGHTS AND RESPONSIBILITIES

2.1.4 Module 5

Ten fundamental values and human rights as set out in the South African Constitution

As citizens of this country and learners with a senior position in your school, you should know the basic values and rights as outlined in the constitution of our country. You must reflect on the content, make sure that you understand it, and follow the guidelines that have been set out in it. Seeing that the present government and the new constitution were only instituted in 1995, many people are still unaware of their rights and responsibilities as citizens of this country.

2.1.5 Activity 1:

2.1.6 To discuss human rights and the definition thereof

2.1.7 [LO 2.1]

Read the table below attentively and discuss it with your educator and classmates.

---

1This content is available online at <http://cnx.org/content/m23007/1.1/>.
# Chapter 2: Term 2

## Human Rights

<table>
<thead>
<tr>
<th>Human Rights</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Democracy</td>
<td>We strive towards a sovereign, democratic South Africa:</td>
</tr>
<tr>
<td></td>
<td>• the right to vote for all citizens over 18;</td>
</tr>
<tr>
<td></td>
<td>• a national voters’ roll;</td>
</tr>
<tr>
<td></td>
<td>• elections held regularly;</td>
</tr>
<tr>
<td></td>
<td>• a multi-party government.</td>
</tr>
<tr>
<td>2. Social rights and equity</td>
<td>We strive towards a free and secure country:</td>
</tr>
<tr>
<td></td>
<td>• freedom of expression;</td>
</tr>
<tr>
<td></td>
<td>• sufficient housing;</td>
</tr>
<tr>
<td></td>
<td>• health services;</td>
</tr>
<tr>
<td></td>
<td>• basic schooling;</td>
</tr>
<tr>
<td></td>
<td>• personal safety.</td>
</tr>
<tr>
<td>3. Equality</td>
<td>We strive towards a country where everyone is equal before the law:</td>
</tr>
<tr>
<td></td>
<td>• all citizens must be given equal opportunities in every sphere;</td>
</tr>
<tr>
<td></td>
<td>• we must all be able to live together and communicate as equals.</td>
</tr>
<tr>
<td>4. Non-racism and non-sexism</td>
<td>We strive towards a country where previous racism and gender discrimination will be eradicated systematically:</td>
</tr>
<tr>
<td></td>
<td>• each citizen must be given the opportunity to realise his/her full potential, regardless of race or gender.</td>
</tr>
</tbody>
</table>

*Table 2.1

Available for free at Connexions <http://cnx.org/content/col11029/1.1>
5. Ubuntu (human dignity) | We acknowledge the need for:
| • understanding in contrast to reprisal;
| • redress, not revenge;
| • ubuntu, not indignity.

6. An open community | We strive towards a country with a transparent constitution and judiciary:
| • a system of government that reflects the will of the people;
| • freedom of opinion, the press and religion.

7. Accountability and responsibility | We strive towards a country where each citizen accepts responsibility for his/her own actions:
| • organisations and councils accept responsibility for the groups under their management;
| • basic responsible and socially acceptable behaviour is maintained.

8. Rule of law | As a state, South Africa is founded on the constitution as the highest authority, and the rule of law is supreme:
| • all citizens must respect accepted codes of conduct and discipline; and
| • obey laws, rules and regulations in every sphere of civil life.

*continued on next page*
9. Respect

- we strive towards a community where every citizen will respect and consider him-/herself and his/her neighbour.

10. Reconciliation

We aspire to a future where our country and its people will be characterised by a sense of unity and peaceful co-existence:

- unity in diversity;
- healing from the strife and injustice of the past.

Table 2.2

2.1.8 Assessment

<table>
<thead>
<tr>
<th>Learning outcomes (LOs)</th>
</tr>
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<tbody>
<tr>
<td>LO 2</td>
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<tr>
<td>SOCIAL DEVELOPMENT The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.</td>
</tr>
<tr>
<td>Assessment standards (ASs)</td>
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<td>We know this when the learner:</td>
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<tr>
<td>2.1 discusses the application of human rights as stated in the South African Constitution;</td>
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<tr>
<td>2.2 explains how to counter gender stereotyping and sexism;</td>
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<tr>
<td>2.3 discusses the significance of volunteer organisations;</td>
</tr>
<tr>
<td>2.4 explains how recognition of diverse cultures can enrich South African society;</td>
</tr>
<tr>
<td>2.5 explains the role of oral traditions and scriptures in a range of the world’s religions.</td>
</tr>
</tbody>
</table>

Table 2.3
2.2 The influence of sexism, gender discrimination and abuse on personal relationships

2.2.1 LIFE ORIENTATION

2.2.2 Grade 7

2.2.3 RIGHTS AND RESPONSIBILITIES

2.2.4 Module 6

2.2.5 The influence of sexism, gender discrimination and abuse on personal relationships

Read the following newspaper reports or articles by columnists and try to identify references to sexism, gender discrimination or abuse.

2.2.5.1 Christmas lights? You're worse than your father!

Although the time has come once again to take down the Christmas lights and pack away the tree, Pollux thinks that there are many families who will agree with the recent finding by psychologists that decorating a Christmas tree is one of three things that can cause tremendous stress in a relationship. Apparently the other two are trying to teach one's spouse to drive, and hanging wallpaper as a team effort.

(Translated from the column by Pollux in Rapport, 30 December 2001)

The following are a few remarks to be avoided at all costs when decorating the Christmas tree:

• What the hell do you do with the lights when you pack them away each year? Do you try to knot them together?
• Don't just throw the lights over the tree any old way. You're worse than your father!
• You've got the whole thing upside down. The plug must be under the tree, not at the top of the tree!
• I don't care if you have found two more sets of lights. I'm through with putting up lights!
• Have you been drinking?

2.2.5.2 Children and teachers 'must be protected against violence

CAPE TOWN – One of the recommendations emanating from the findings of the National Council of Provinces after public hearings concerning violence amongst school children, is that both learners and teachers need to be protected.

A disheartening feature of the recommendations made by most provinces is that it is in keeping with existing legislation, but it is obviously not applied.

For example, teachers are forbidden to enter into relationships with learners, and any teachers who are guilty of such conduct, are summarily suspended from duty.

New recommendations are that police are deployed outside schools before and after school hours, that teachers are protected against sexual harassment by learners and that the identity of teachers who report incidents are protected for fear of reprisal by their colleagues.

In various provinces it seems to be common practice to transfer teachers to other schools if they have been found guilty of sexual offences. Suspension, which is already prescribed by legislation, but is apparently not being applied, is recommended by the report.

In Mpumalanga it is believed that an indaba for men, convened by President Thabo Mbeki, could help to counteract these offences.

Available for free at Connexions <http://cnx.org/content/col11029/1.1>
Better guidance and cooperation between schools and social workers especially, is recommended. Other solutions to social ills that are presently being considered, such as poverty relief grants, are also regarded as possible answers to this problem.

In the meantime, the Deputy Speaker, Ms Baleka Mbete, has announced that various chairpersons of parliamentary portfolio committees will meet today to discuss ways in which Parliament can help combat child abuse. (Translated from Die Burger, 23 January 2002)

2.2.5.3 It is hoped that Saartjie will rest in peace at last

As a tale it is as bizarre as it is shocking. It is an account that reveals a great deal about the Europeans’ earlier attitudes towards Africa; about men’s attitudes towards women; about constantly redefining the limits of acceptability and normality. Saartjie Baartman died 186 years ago, homeless and desolate, far removed from the Gamtoos River and the tiny hovel on the Cape Flats where the “Hottentot Venus”, as she would be known many years later, lived for the first 21 years of her unfortunate life, according to the Cape Times.

A British ship’s doctor took Baartman to London. He had convinced her that she would become wealthy by exhibiting her body. She was displayed as a sexual freak in circuses, museums, bars and universities. Abolitionists complained about her status as a near-slave. She fell ill and was taken to France.

When she died in 1816 as an impoverished prostitute, she had already become a grotesque source of the stereotypes regarding race and African sexuality. Her skeletal frame and a gypsum cast of her body were exhibited in the Musée de l’Humanité in Paris.

On Tuesday, French senators passed a law that Baartman’s remains be brought back to South Africa. Overjoyed Koisan activists are planning a spiritual ceremony and reburial.

It is hoped that this symbol of subjection and degradation of women will finally be allowed to rest quietly and in a dignified manner, and that this unworthy and painful chronicle of almost 200 years will finally be over.

(Translated from Die Burger, 2 February 2002)

2.2.6 Activity1:

2.2.7 To answer questions on discrimination and abuse

2.2.8 [LO 2.2]

Answer the following questions based on the three above-mentioned concepts:

a) Who is being discriminated against or unjustly treated?

Passage 1:
Passage 2:
Passage 3:

a) Who is acting unjustly in the situation?

Passage 1:
Passage 2:
Passage 3:

a) What kind of unjust attitude or way of thinking is illustrated here? (E.g. gender discrimination, abuse, etc.)

Passage 1:
Passage 2:
Passage 3:
a) What relationship is being damaged through this depraved action?

Passage 1:
Passage 2:
Passage 3:

a) If you were a psychologist, Member of Parliament or counsellor, what would you do to solve the problem or at least to alleviate it?

Passage 1:
Passage 2:
Passage 3:

a) Are you aware of any kind of discrimination or abuse in your school, environment or home?

- Can you do anything about it?
- If you can, what do you think will be the best action to take?

a) Do you think our present government is doing anything to combat discrimination and abuse?
b) Quote a sentence from one of the reports to justify your answer.

(a) How, in your opinion, can discrimination and abuse in your school be stopped or prevented?

(a) What kind of discrimination or abuse distresses or threatens you most?

- Why do you think this aspect upsets you?

(a) What can you do to counteract discrimination and abuse?

2.2.9 Assessment

<table>
<thead>
<tr>
<th>Learning outcomes (LOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 2</td>
</tr>
</tbody>
</table>

SOCIAL DEVELOPMENT The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.

Assessment standards (ASs)

continued on next page
We know this when the learner:

| 2.1 discusses the application of human rights as stated in the South African Constitution; |
| 2.2 explains how to counter gender stereotyping and sexism; |
| 2.3 discusses the significance of volunteer organisations; |
| 2.4 explains how recognition of diverse cultures can enrich South African society; |
| 2.5 explains the role of oral traditions and scriptures in a range of the world’s religions. |

Table 2.4

2.3 Importance of volunteer organisations

2.3.1 LIFE ORIENTATION

2.3.2 Grade 7

2.3.3 RIGHTS AND RESPONSIBILITIES

2.3.4 Module 7

2.3.5 The importance of volunteer organisations

An important person once said: “... the survival of mankind depends on people developing concern for the whole of humanity, not just their own community or nation.”

The South African Bill of Human Rights has a built-in aspect that promotes caring for one another. We call it Ubuntu. There is a Zulu saying that expresses this thought very well: "Umuntu Ngumuntu Ngabantu" (One only becomes a human being through one’s interaction with other people). The concept of Ubuntu is demonstrated by being kind to other people (and animals). This includes hospitality, sympathy and justice, but, above all, to pursue sound moral values.

In the traditional African society, Ubuntu is specifically demonstrated in that orphans and children with problems are admitted into a family, and that all adults fulfil a caring role towards one another as if they were the other person’s parent, brother or sister.

Bear this concept of Ubuntu in mind when you do the next assignment.

2.3.5.1 Activity 1:

2.3.5.2 To organise an awards ceremony

2.3.5.3 [LO 2.3]

2.3.5.4 Assignment (in group context)

2.3.5.4.1 The class organises a type of Oscar awards ceremony. Instead of best movies or movie star, it is about the volunteer organisation that has made the biggest contribution during the past year. Choose a name for the awards ceremony, e.g. the “Mandela Award” or the “Ubuntu Award”.

2.3.5.4.1 Do the following:

- Divide the class into groups of approximately five members each.

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[^3]: This content is available online at <http://cnx.org/content/m23010/1.1/>. Available for free at Connexions <http://cnx.org/content/col11029/1.1/>.
• The members of the group find out more (as homework) about volunteer organisations in their own community, on national level or even international level, by doing research in newspapers, magazines or other media.
• Once your group has collected the information, one organisation that in the opinion of the group has made the greatest contribution, is selected. If necessary, more information can be obtained about this particular organisation. Remember to keep the names that you did not choose, as nominees.
• Choose one member of the group to introduce the organisation to the ‘audience’, and one person to receive and acknowledge the award on behalf of the organisation.
• Imagine it is the big evening and lots of important people are attending.
• The nominations are read out, the prize winners are called up and introduced. It is important that the “presenter” briefly states in which field this organisation has made a contribution and why it deserves the award. The prize is presented and the person who receives the award on behalf of the organisation expresses his thanks. In the acknowledgement the person should, for example, mention what led to their forming the organisation, what its objectives are, and what its message to the community is.

2.3.5.4.2 Hints:
• The educator or one learner from the class can act as master of ceremonies to make the process go smoothly and to welcome the so-called important people and guests.
• Every group could make some or other prize, a statuette or trophy to present to the winners.
• If you really want to make it a special occasion, you could have it in the hall and invite the principal or other teachers and parents to attend.
• You could also have musical items in between to make it a really special occasion.

2.3.6 Assessment

<table>
<thead>
<tr>
<th>Learning outcomes (LOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 2</td>
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<td>SOCIAL DEVELOPMENT The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.</td>
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Assessment standards (ASs)

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<tr>
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<td>2.3 discusses the significance of volunteer organisations;</td>
</tr>
<tr>
<td>2.4 explains how recognition of diverse cultures can enrich South African society;</td>
</tr>
<tr>
<td>2.5 explains the role of oral traditions and scriptures in a range of the world’s religions.</td>
</tr>
</tbody>
</table>

Table 2.5

Available for free at Connexions <http://cnx.org/content/col11029/1.1>
2.4 Hoe diverse cultures enrich our society

2.4.1 LIFE ORIENTATION

2.4.2 Grade 7

2.4.3 RIGHTS AND RESPONSIBILITIES

2.4.4 Module 8

2.4.5 How the diverse cultures in South Africa enrich our society

The motto on our national coat of arms, written in the Khoisan language of the /Xam people, means: Different people unite, or people who differ, unite. These words confirm the great variety of cultures that we represent. If we follow this motto and also take the last verse of our national anthem seriously (“Sounds the call to come together, and united we shall stand, Let us live and strive for freedom, in South Africa our land”), we have a winning recipe for creating a cultural treasure-chest.

Before you can do the assignments, you need to know what the word “culture” means. The Concise Oxford Dictionary (1990) defines it as: The arts and other manifestations of human intellectual achievement regarded collectively, and the customs, civilization and achievements of a particular time or people.

Culture therefore includes the language, food, dances, songs, games, rituals and customs that you learn spontaneously at home. As the world is becoming “smaller” as a result of globalisation and the communication explosion, the boundaries between different cultural groups are becoming increasingly vague and more difficult to distinguish. It is a pity that those things that make a race or group unique are disappearing systematically. It is very important that every subsequent generation should determine its origin in order to take the best from it, develop it and preserve it for future generations. Think of the wonderful cultural riches of the Khoisan, which have nearly disappeared as a result of westernisation. Wonderful rock art, and stories and medicine recipes that are remembered by only a few old people, are virtually all that remains of this rich culture.

2.4.6 Activity 1:

2.4.7 To do research on cultural topics

2.4.8 [LO 2.4]

Group activity

Work in groups of four to six learners.

Each group must do research on one of the following cultural topics in order to determine the different cultures represented in our country:

- Make-up and jewellery
- Clothes
- Food
- Dance
- Music

Over a period of two weeks, collect pamphlets, colour brochures and articles in magazines and newspapers dealing with various cultural treasures and events. Advertisements could also be a good source.

Hint:
A good place to start is tourism offices, art galleries or shops aimed at the tourist market.

Here are also a few web sites where you can find information on cultural aspects in all nine provinces:

This content is available online at <http://cnx.org/content/m23012/1.1/>.

Available for free at Connexions <http://cnx.org/content/col11029/1.1>
Bring the information you have collected to class.
Complete the table below and give examples from your articles and brochures.

For example:
Research topic: Make-up and jewellery

<table>
<thead>
<tr>
<th>Example</th>
<th>Subject/Topic</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Saffron paint patterns on the palms and hands (Mahendi)</td>
<td>Hindu</td>
</tr>
<tr>
<td>b</td>
<td>Beadwork</td>
<td>Zulu</td>
</tr>
</tbody>
</table>

Table 2.6

Research topic:

<table>
<thead>
<tr>
<th>Example</th>
<th>Subject/Topic</th>
<th>Culture</th>
</tr>
</thead>
</table>

Table 2.7

2.4.9 Assessment

Learning outcomes (LOs)

LO 2

continued on next page
SO  Ceral DEVELOPMENT

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.

Assessment standards (ASs)

We know this when the learner:

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2.4 explains how recognition of diverse cultures can enrich South African society;

2.5 explains the role of oral traditions and scriptures in a range of the world’s religions.

Table 2.8

2.5 Oral traditions and writings of various world religions

2.5.1 LIFE ORIENTATION

2.5.2 Grade 7

2.5.3 RIGHTS AND RESPONSIBILITIES

2.5.4 Module 9

2.5.5 Oral traditions and writings of various world religions

Below is a list of writings, holy books and tales associated with certain religions or beliefs.

<table>
<thead>
<tr>
<th>Religion</th>
<th>Book/writings and oral narrations</th>
<th>Additional information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian - Catholic Churches</td>
<td>Bible - Old and New Testaments</td>
<td>Holy writings divided by the Christian Church into two testaments: Old Testament (Hebrew), and New Testament (Greek). There are various versions, in ancient as well as modern languages.</td>
</tr>
</tbody>
</table>

*continued on next page*

14This content is available online at <http://cnx.org/content/m23013/1.1/>.

Available for free at Connexions <http://cnx.org/content/col11029/1.1>
<table>
<thead>
<tr>
<th><strong>Christian - Protestant Churches</strong></th>
<th><strong>Bible – Old and New Testaments</strong></th>
<th><strong>As above.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa - Independent Churches: Zionists, Apostolic Churches</td>
<td>Strongly follow the Old Testament dogma as well as the New Testament doctrine</td>
<td>Most members are ordinary citizens, often illiterate. Lay claim to free guidance by the Holy Ghost.</td>
</tr>
</tbody>
</table>

| **Jewish faith (Judaism)** | **Torah (Hebrew)** | **It contains the Mosaic Law as contained in the Pentateuch, and is the law that regulates the life of Jews. The Torah is a hand-written parchment-scroll containing the following books: Genesis, Exodus, Leviticus and Deuteronomy. It is kept in the 'Ark' in the synagogue and used during public readings.** |

| **Islam** | **Qu’ran or Koran (Arabic)** | **This is the holy book of Islam. The Muslims believe that the true word of God is that which was dictated to Mohammed by the angel Gabriel (Jibra’il)** |

| **Hinduism** | **Bhagavad-Gita, Vedas, Ramayana, Theravam, Thirukkural** | **A holy Sanskrit text that was compiled in about the year 200 before Christ. Directly translated it means “Song of the Blessed One”** |

| **Africa – Traditional Beliefs** | **Oral traditions, especially myths about creation, and rituals.** | **Stories about creation, rituals, holy places, a strong moral code that is passed on orally, and respect for life serve as references for these beliefs.** |

| **Table 2.9** | |

| **2.5.6 Activity 1:** |
| **2.5.7 To obtain passages from a variety of holy writings** |

| **2.5.8 [LO 2.5]** |

Learners must be encouraged to obtain passages or quotations from as many of the above-mentioned writings as possible. These can be written on pieces of cardboard and read to the class. It is important that these quotations be treated with respect.

Here are examples of two such quotations:

"You know the grace of our Lord Jesus Christ; rich as he was, he made himself poor for your sake, in order to make you rich by means of his poverty." (The Bible – 2 Corinthians 8 verse 9.)

"Allah is gracious unto His slaves. He provideth for whom He will. And He is the strong, the Mighty. (Qu’ran, Chapter 42 verse 19)."
2.5.9 Assessment
### Learning outcomes (LOs)

<table>
<thead>
<tr>
<th>LO 2</th>
<th>SOCIAL DEVELOPMENT The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.</th>
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</table>

### Assessment standards (ASs)

| 2.1 | discusses the application of human rights as stated in the South African Constitution; |
| 2.2 | explains how to counter gender stereotyping and sexism; |
| 2.3 | discusses the significance of volunteer organisations; |
| 2.4 | explains how recognition of diverse cultures can enrich South African society; |
| 2.5 | explains the role of oral traditions and scriptures in a range of the world’s religions. |

**Table 2.10**
Chapter 3

Term 3

3.1 Strategy for the implementation and enhancement of a personal self-image and that of others by means of a positive approach

3.1.1 LIFE ORIENTATION

3.1.2 Grade 7

3.1.3 PERSONAL DEVELOPMENT

3.1.4 Module 10

Strategy for the implementation and enhancement of a personal self-image and that of others by means of a positive approach

3.1.5 Activity 1:

3.1.6 To answer questions after having read a newspaper article

3.1.7 [LO 3.1]

Individual assignment

a) Carefully read through the following (translated) newspaper report:

SA Swimmer In Queen’s Jubilee Album

LONDON - The Cape swimmer Natalie du Toit is mentioned in an official commemorative publication for Queen Elizabeth’s golden jubilee as a young person in whom the “spirit of the future” is manifested.

The 18-year old Natalie, a national swimming champion, lost her leg in a motorcycle accident in Cape Town last year while she was training for the Olympic Games in 2004. She is still determined to win an Olympic medal.

She is one of only eight young people from altogether 54 Commonwealth countries who were singled out to feature in this glossy publication. According to Buckingham Palace these youths managed to “overcome obstacles and inspire others”.

Special mention is also made of the Johannesburg child aids activist, the 12-year old Nkosi Johnson, who died of aids in June last year.

1This content is available online at <http://cnx.org/content/m23014/1.1/>. Available for free at Connexions <http://cnx.org/content/col11029/1.1>
According to the editor, Gaythorne Silvester, Natalie was chosen from thousands of youths of the Commonwealth countries because of “the exceptional way in which she reacted to a challenge that crossed her path”.

“Natalie is somebody who exemplifies the spirit of the future. We were immediately captivated when we heard of her brave story via the British Council in South Africa,” the editor explained.

Answer the following questions on a separate piece of paper:

- Name at least three positive character traits of Natalie’s personality.
- What do you think you would have done under similar circumstances?
- What big hardships have made life difficult for you?
- How did you deal with those hardships?
- Name one other person in your family, school or community who you also regard as an exceptional example to others.
- The queen writes that the “spirit of the future” is manifested in Natalie’s life. What does that actually mean?
- Which positive attributes would you like to see manifesting in yourself and fellow South-Africans to become part of the “spirit of the future”?
- If you should encounter a serious setback, what will you do to overcome it?
- How can you support others with problems or physical disabilities to help them overcome their setbacks?
- If you were to prepare a commemorative publication about young people who had overcome setbacks and thereby inspired others, who would you select and why?

3.1.8 Activity 2:

To compile a document to commemorate young people who are examples to others

3.1.10 [LO 3.1]

Group assignment

Compile a commemorative publication on eight young people who, like Natalie du Toit, had overcome personal setbacks and set an example to other South-Africans.

3.1.11 Assessment

<table>
<thead>
<tr>
<th>Learning outcomes(LOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO 3</strong></td>
</tr>
<tr>
<td>Personal Development The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment standards(ASs)</th>
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</thead>
<tbody>
<tr>
<td>We know this when the learner:</td>
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</tbody>
</table>

Available for free at Connexions <http://cnx.org/content/col11029/1.1>
<table>
<thead>
<tr>
<th>3.1</th>
<th>reports on the implementation of strategies to enhance own and others’ self-image through positive actions;</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>evaluates media and other influences on personal lifestyle choices and proposes appropriate responses;</td>
</tr>
<tr>
<td>3.3</td>
<td>explains and evaluates own coping with emotions and own response to change;</td>
</tr>
<tr>
<td>3.4</td>
<td>shows evidence of respect for others and the ability to disagree in constructive ways;</td>
</tr>
<tr>
<td>3.5</td>
<td>demonstrates and reflects on decision-making skills;</td>
</tr>
<tr>
<td>3.6</td>
<td>critically evaluates own study skill strategies.</td>
</tr>
</tbody>
</table>

Table 3.1

3.2 Influence of the media on people’s choices for a personal lifestyle

3.2.1 LIFE ORIENTATION

3.2.2 Grade 7

3.2.3 PERSONAL DEVELOPMENT

3.2.4 Module 11

The influence of the media on people’s choices for a personal lifestyle

3.2.5 Activity 1:

3.2.6 To answer questions on a favourite TV program

3.2.7 [LO 3.2]

Group assignment

Choose by means of a vote your favourite TV film, program or series. Discuss the following questions. At the end of the discussion the group leader must report back to the rest of the class, using these questions as a guideline:

1. Favourite program/series/film.
2. Who are the principal characters?
3. What are the characters’ ages and what do they wear?
4. Why is the program our favourite?
5. In what country does the story take place?
6. Which age group is the program aimed at?
7. Which character stands out and why?
8. Does this character have any personality traits that you would like to have yourself? Which, and why?
9. Does this program have an age restriction? If so, what age?
10. Which character in the story is the “baddie”?
11. Is he/she also popular according to your group?
12. Is there a message or lesson to be learnt from the story?
13. If you could meet one film star from the program live, who would that be? And why?
14. What questions would you like to ask this person?
15. Do you think this program has any influence on your way of thinking, acting or dressing?
16. What TV program do you think is harmful for you to watch?

2This content is available online at <http://cnx.org/content/m23025/1.1/>.

Available for free at Connexions <http://cnx.org/content/col11029/1.1>
17. Do you think any film stars or models have a positive or negative influence on your view of yourself?
18. If you could choose a role model from the world of entertainment, who would that be?
19. Why would you like to emulate that person?
20. What have you learnt from the TV program “Idols”?

It is important to end the discussion by comparing the answers of the various groups. Under the guidance of the educator, the most noteworthy attitudes and values are scrutinised, while also identifying role models that can have a negative effect on their fans. Pay attention to the unrealistic body image that TV programmes portray as the norm.

### 3.2.8 Assessment

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</tr>
</tbody>
</table>

Table 3.2

### 3.3 Dealing with emotions and reacting to change³

#### 3.3.1 LIFE ORIENTATION

#### 3.3.2 Grade 7

#### 3.3.3 PERSONAL DEVELOPMENT

#### 3.3.4 Module 12

Dealing with emotions and reacting to change

#### 3.3.5 Activity 1:

#### 3.3.6 To deal with emotions and reacting to change

#### 3.3.7 [LO 3.3]

Individual assignment

³This content is available online at <http://cnx.org/content/m23022/1.1/>.

Available for free at Connexions <http://cnx.org/content/col11029/1.1>
Here is a list of factors that you might want to change, as they influence your life and emotions in one way or the other, possibly causing stress (tension). A mark out of 10 is allocated to each answer. 1 Means that it causes the least disruption in your life, while 10 indicates the worst that could possibly happen to you, even causing some people to consider suicide.

Read the list carefully and underline or highlight the changes that applied to your own life over the past year. Be honest and realistic. Think about how these marks differ from one another, e.g., is one change just slightly more unsettling than another, or is there a marked difference in marks between the two?

<table>
<thead>
<tr>
<th>Life changes that may cause stress</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moving to a different house in the same town</td>
<td>1</td>
</tr>
<tr>
<td>Moving to another province</td>
<td>2</td>
</tr>
<tr>
<td>Moving to a new country</td>
<td>3</td>
</tr>
<tr>
<td>Changing of schools</td>
<td>2</td>
</tr>
<tr>
<td>Ending a close friendship</td>
<td>2</td>
</tr>
<tr>
<td>Ending a close relationship</td>
<td>3</td>
</tr>
<tr>
<td>Parents who are divorced</td>
<td>5</td>
</tr>
<tr>
<td>Serious illness of a close relative</td>
<td>5</td>
</tr>
<tr>
<td>Death of a much loved pet</td>
<td>3</td>
</tr>
<tr>
<td>Death of a school friend</td>
<td>3</td>
</tr>
<tr>
<td>Death of your best friend</td>
<td>5</td>
</tr>
<tr>
<td>Death of a brother or sister</td>
<td>7</td>
</tr>
<tr>
<td>Table 3.3</td>
<td></td>
</tr>
</tbody>
</table>

| Death of a parent                                                       | 9    |
| Violence in your neighbourhood                                         | 3    |
| Burglary of your house                                                 | 1    |
| Serious injury to yourself or personal illness                          | 8    |
| Changes to own body                                                    | 4    |
| Unemployment at home                                                   | 4    |
| Table 3.4                                                               |

If any of the above mark allocations according to your own experience seem particularly strange or “wrong”, change it by writing a mark out of 10 in pencil. To one person the death of a pet might be very traumatic, while another might not find it so disturbing. In the same way the gangster violence in your neighbourhood might be such that your life is endangered daily, in which case you would probably allocate a higher mark.

List some of the changes that have taken place in your life which are not mentioned above, and allocate a mark out of 10 in each case.

Now add up the marks next to each of the items you have underlined.

What do these totals mean?

1 - 10
You encounter change and stress that you can handle. Your life remains more or less the same, although there are days when you feel more positive than other.

10 - 20
You have experienced quite drastic changes in your life, which probably make you feel unhappy at regular intervals. Talk about it to a teacher that you trust, or discuss it with your parents.

20 and more
You are experiencing an incredible amount of stress and change. You must seek help from a teacher, parent or spiritual leader who can refer you to a psychologist. Remember: don’t give up. There IS help available, and life can change for the better again!

3.3.8 Assessment

<table>
<thead>
<tr>
<th>Learning outcomes(LOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 3</td>
</tr>
<tr>
<td>Personal Development</td>
</tr>
<tr>
<td>The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.</td>
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<td>3.1 reports on the implementation of strategies to enhance own and others’ self-image through positive actions;</td>
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<tr>
<td>3.2 evaluates media and other influences on personal lifestyle choices and proposes appropriate responses;</td>
</tr>
<tr>
<td>3.3 explains and evaluates own coping with emotions and own response to change;</td>
</tr>
<tr>
<td>3.4 shows evidence of respect for others and the ability to disagree in constructive ways;</td>
</tr>
<tr>
<td>3.5 demonstrates and reflects on decision-making skills;</td>
</tr>
<tr>
<td>3.6 critically evaluates own study skill strategies.</td>
</tr>
</tbody>
</table>

Table 3.5

3.4 Respect for fellow human beings and dealing with differences

3.4.1 LIFE ORIENTATION

3.4.2 Grade 7

3.4.3 PERSONAL DEVELOPMENT

3.4.4 Module 13

Respect for your fellow human beings and dealing with differences in opinions and attitudes

4This content is available online at <http://cnx.org/content/m23026/1.1/>.
3.4.5 Activity 1:

3.4.6 To portray and discuss a situation in which the private space of others is respected

3.4.7 [LO 3.4]

Group activity

ROLE-PLAYING

The class divides into groups. Each of them plans a scene to portray a series of situations in which respect (or the lack thereof) is shown for one another and others’ personal space. Also invent conflict situations between various role players. The scene must have positive as well as negative characters; pacifiers and troublemakers, bullies and sweeties.

Each group could also have a character that complicates decision-making and conflict situations with particular tasks.

Class discussion

It is very important that this will not merely be a concert, but that the various ways of handling conflict, as well as mutual conduct, will be properly discussed afterwards. At this point it is imperative for the teacher to provide moral guidance. By the end of the session, learners should be able to discern between destructive and supportive or respectful conduct.

3.4.8 Assessment

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<tr>
<td><strong>LO 3</strong></td>
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<td>Personal Development: The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.</td>
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Assessment standards (ASs)

We know this when the learner:

3.1 reports on the implementation of strategies to enhance own and others’ self-image through positive actions;

3.2 evaluates media and other influences on personal lifestyle choices and proposes appropriate responses;

3.3 explains and evaluates own coping with emotions and own response to change;

3.4 shows evidence of respect for others and the ability to disagree in constructive ways;

3.5 demonstrates and reflects on decision-making skills;

3.6 critically evaluates own study skill strategies.

Table 3.6

Available for free at Connexions <http://cnx.org/content/col11029/1.1>
Chapter 4

Term 4

4.1 Outdoor adventure and orientation

4.1.1 LIFE ORIENTATION

4.1.2 Grade 7

4.1.3 PHYSICAL DEVELOPMENT AND MOVEMENT

4.1.4 Module 14

Outdoor Adventure And Orientation

4.1.5 Group Work:

4.1.6 [LO 4.1]

This project can be presented on different levels: within the context of the classroom, of a grade, of the school or as a fun activity on a family day at school (for example Spring Day). Depending on the number of people involved and the time available, this exciting activity can be adapted to suit specific needs.

Outdoor programme in the context of the classroom

4.1.7 Pre-planning

• Identify a suitable venue, and book it if necessary.
• Obtain permission from the principal to leave the school grounds.
• Obtain permission from the principal to wear sportswear or casual wear to school.
• Obtain permission from parents for learners to leave the school premises during school time and possibly make use of transport.
• Arrange transport provided by parents, or alternatively, by bus.

4.1.8 Material provided by teacher

• Maps of the area/terrain – sufficient for each group
• A series of instructions for each group
• A compass per group
• First aid kit

1This content is available online at <http://cnx.org/content/m25876/1.1/>.

Available for free at Connexions <http://cnx.org/content/col11029/1.1>
4.1.9 Learners’ requirements

- Sportswear or casual wear with comfortable walking shoes
- Sun hat
- Sun tan lotion
- Water bottle filled with water
- Food parcel
- Pencil
- One clipboard per group

4.1.10 Assessment

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<th>Learning outcomes(LOs)</th>
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</table>

Table 4.1

Instructions for mapping and reconnaissance

Instructions for mapping and reconnaissance:

A “treasure hunt” approach is most appropriate for this activity. Certain “prizes” or objects are hidden in various places to serve as proof that the team has reached the correct landmarks.

Each group receives a map and a series of instructions.

Instructions on how to reach about five landmarks should be given in writing to each group.

The following skills must be tested:

**Path finding:** Instructions can be given by means of compass directions.

**Map reading:** By means of specific geographical directions or descriptions of the terrain.

**Problem solving:** Learners must, for example, build a raft to cross the river.

**Decision-making:** Alternative routes containing various obstacles could be suggested. The learners must discuss it and reach consensus regarding the solution.

**Speed:** The time in which the landmarks are reached must be planned in such a way that learners will have to exert themselves physically to complete the task. Bonus marks or landmarks could be incorporated to motivate them.

**NB. It is important that the groups be divided fairly, e.g. an equal number of girls and boys per group, able sportspersons, stronger and weaker learners, etc.**
4.2 Gymnastic activities

4.2.1 LIFE ORIENTATION

4.2.2 Grade 7

4.2.3 PHYSICAL DEVELOPMENT AND MOVEMENT

4.2.4 Module 15

Gymnastics activities

4.2.5 [LO 4.2]

A series of gymnastics movements creates an ideal opportunity for individual assessment.

Material: Gymnastics mats and any other gymnastics apparatus increase the learners’ scope of choice. Learners spend the first 15 minutes of the lesson on working out their series and practising their movements. The teacher must give advice and assistance. Allow learners to explore their personal creativity.

Each learner must prepare a series of gymnastics movements that cover the following:

Figure 4.1

a) Opening
b) Forearm balancing
c) Backward roll
d) The headstand
e) The Arab spring
f) Position/movement of own choice
g) Closing

Within the scope of these movements attention must be given to changing of form, speed and direction, as well as to balance, rotation and elevation.

Aspects that can be assessed are the following:

- accuracy in performing the movements
- posture
- fluency with which the series is performed

This content is available online at <http://cnx.org/content/m23029/1.1/>. Available for free at Connexions <http://cnx.org/content/col11029/1.1>
Criteria for assessment (a mark out of 10):

![Figure 4.2](image)

One mark is deducted for each error.

a) Complying with the instructions  
b) Fluency  
c) Maintaining the positions for approximately four seconds  
d) Timing  
e) Accuracy

NB: The following aspect is important in executing the headstand:

- The position is executed like the forearm balancing position with the exception that the hands and the head form a triangle.

NB: In executing the backward roll the following aspects are important:

![Figure 4.3](image)

- Begin with an outstretched position and then bend the ankles, knees and hips.  
- Sit down, bend the arms and place the hands behind the head.  
- Roll backwards, with bent knees. Move over from the shoulders to the hands.  
- Exert strong pressure with the hands to continue with the movement.

End in a squatting position.  
To ensure that the knees stay together, the learner can grip a beanbag between the knees.

NB: In executing the Arab spring the following aspects are important:  
(Remember that the leap is basically a cartwheel movement with a quarter turn.)

Available for free at Connexions <http://cnx.org/content/col11029/1.1>
• Start as one would for the cartwheel, but place the hands at a backward angle (diagram).
• Execute the turn on the hands, with the legs splayed to the back and the fore.
• With strong hand support, kick downwards with the legs held together.

4.2.6 Assessment

<table>
<thead>
<tr>
<th>Learning outcomes (LOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 4</td>
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<tr>
<td>PHYSICAL DEVELOPMENT AND MOVEMENT The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.</td>
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Table 4.2
CHAPTER 4. TERM 4

4.3 A fitness programme for cycling

4.3.1 LIFE ORIENTATION

4.3.2 Grade 7

4.3.3 PHYSICAL DEVELOPMENT AND MOVEMENT

4.3.4 Module 16

4.3.5 A fitness programme for cycling

4.3.6 [LO 4.3]

- Cycling is one of the healthiest and most pleasant ways of achieving fitness.
- You don’t need an expensive bicycle to become fit for cycling.
- If this programme is followed at school, groups of 2 - 4 can take turns in using the same cycle. Encourage learners to bring their own cycles to school.

A 12 - week cycling programme, adapted from Die Burger (11 September 2002) is set out below.

The programme has been divided into four macro cycles. These macro cycles are followed by a mandatory period of rest that gives the body a chance to recover and to rebuild in preparation for the next level.

**Macro cycle** (consists of three weeks followed by four days of complete rest)

NB. It is of vital importance to warm up for 10 - 15 minutes before a practice session and to cool down afterwards.

<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half an hour at a medium pace</td>
<td>Half an hour at a light or moderate pace</td>
<td>Day of rest</td>
<td>One hour: Combination of jogging, light and speed cycling sessions 2 times 15</td>
<td>2 times 15 medium speed-sessions</td>
<td>Day of rest</td>
<td>Half an hour at a medium pace</td>
</tr>
</tbody>
</table>

or

or

3 times 10 min. speed-sessions | 2 times 15 min. medium speed-sessions | as well | Steady light pace cycling session | 3 times 10 min. speed-sessions |

**Table 4.3**

Assessment

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3This content is available online at <http://cnx.org/content/m23030/1.1/>.

Available for free at Connexions <http://cnx.org/content/col11029/1.1>
## Learning outcomes (LOs)

| LO 4 | PHYSICAL DEVELOPMENT AND MOVEMENT | The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development. |

## Assessment standards (ASs)

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### 4.4 Invasion Game

#### 4.4.1 LIFE ORIENTATION

#### 4.4.2 Grade 7

#### 4.4.3 PHYSICAL DEVELOPMENT AND MOVEMENT

#### 4.4.4 Module 17

#### 4.4.5 INVASION GAME

This is an ideal opportunity for creativity and fun within the context of group activities.

An “Invasion Game” is characterised by the fact that a certain person or team’s “territory” is invaded. It can be effected by physical touching or by being hit by a tennis ball, for example. When an opponent has successfully invaded the other’s territory, a point is scored.

### 4.4.6 Leggie

**Material for the game:** a cricket or tennis ball for every two groups.

- Divide the class into groups of 5 - 10 learners. There must be an equal number of groups.
- Two groups stand at a distance of 5 m opposite each other.
- Each group tries to roll or throw the ball underhand underneath the legs of their opponents.
- One point is allocated to the one group if an opponent from the other team tries to catch the ball but drops it.
- One point is scored each time that the group succeeds in sending the ball between the legs of their opponents.
- The team with the highest score at the end of the game is the winner.

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4This content is available online at <http://cnx.org/content/m23032/1.1/>.
4.4.7 Group Work

- Divide the leaders into groups of about 10 each.
- Teams are given 10 - 15 minutes in which to devise their own game and to write down the basic rules of the game.
- Each team gets an opportunity to demonstrate its game to the rest of the class.
- Learners choose the most successful game and then the whole class gets the opportunity to play the selected game.

Hint: Encourage learners to create an interesting name for their game.

4.4.8 Assessment

<table>
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Table 4.5

4.5 Good sportsmanship and fairness

4.5.1 LIFE ORIENTATION

4.5.2 Grade 7

4.5.3 PHYSICAL DEVELOPMENT AND MOVEMENT

4.5.4 Module 18

Good sportsmanship and fairness on the sports field and athletics track

The media regularly bring malpractices on our sports fields to our attention. It is evident that any form of competition and the adjudication thereof have the potential to bring out a great deal of aggression and chaos amongst competitors and spectators alike if strict rules are not in place and if they are not adhered to.

A number of newspaper reports that highlight this principle and illustrate the kinds of problems that are sometimes experienced, follow below.

5This content is available online at <http://cnx.org/content/m23033/1.1/>.
4.5.5 Group Work

4.5.6 [LO 4.5]

Divide the class into groups.

Each group gets one report to discuss.

The group must deal with the following questions:

- What sport is discussed here?
- On what level is this sport played (e.g. school sport, national level, etc.)?
- Who is/are the guilty party/party?
- What kind of violation is referred to here?
- What could have prevented this negative situation from developing?
- If your group were in charge of handling the situation, what would you have done in order to (a) defuse the situation, and (b) prevent it from occurring again?
- Have you ever experienced situations at school where unfair behaviour on the sports field, poor sportsmanship or spectators’ misbehaviour has caused problems?
- If so, discuss possible solutions to your school’s problems.

Additional assignment

Learners can bring examples of poor sportsmanship or sports violations that they read in the local papers to school for discussion. It is unfortunate that similar incidents also occur in school sports. Local papers often carry reports on such incidents.

4.5.7 Die Burger, 13 August, 2002 (translated report)

Second Rugby Shock

The reaction of some South Africans to the disgraceful conduct of a spectator at Saturday’s rugby test is actually just as shocking as his behaviour.

The conduct of Mr Pieter van Zyl, who ran onto the field in a critical stage of the test between the All Blacks and the Springboks, and tackled the Irish referee David McHugh, dislocating his shoulder in the process, was cafish.

Those people who immediately sided with Mr Van Zyl by collecting money to pay for his legal costs, and supported him because he had decided to “wake the ref up a bit”, must realise that they are defending totally unacceptable and uncivilised behaviour.

This kind of behaviour cannot be tolerated in any civilised country where people have agreed to live together according to certain universally accepted norms. It is essential that people understand that the majority of decent people in this country condemn such behaviour and demand that it be punished.

The fact that some people approve of his actions is not only alarming, but is also an indication of the moral confusion in a society that has lost sight of the fact that the game must be played according to the rules if chaos is to be avoided.

There is no point in making all sorts of excuses for his behaviour and in saying, “Yes, but...” while trying to find extenuating circumstances. What he did is wrong. There is no grey area.

Van Zyl’s excuse afterwards was that he acted in such a roguish manner because the referee was “anti-South African”. He and his supporters must understand that such dishonourable behaviour is anti-South African because it has a ripple effect.

In a civilised country spectators show their dissatisfaction by booing or hissing. They don’t rush onto the field in full view of millions of people (including children) and attack the referee. This also applies to soccer thugs who have in the past attacked not only the referee, but also other spectators.

But nowadays it seems as if people are increasingly regarding such hooligans as heroes. Heaven forbid!

Available for free at Connexions <http://cnx.org/content/col11029/1.1>
4.5.8 Eikestad News, 30 August 2002 (translated report)

Club suspended in centenary year

A dark cloud is threatening the centenary celebrations of the Pniel Villagers Rugby Club after the club was suspended for two matches.

The suspension was imposed as a result of a brawl that broke out after the match between Pniel Villagers and UWC on the UWC field on 10 August.

The chairman of the club, Mr Keith Cyster, commented that the whole village was in a state of mourning, because everybody in the community “eats, works and breathes rugby – it is like a religion”.

According to Cyster the match was played in a good spirit and the spectators were treated to sparkling rugby. In the second half – after a half-time score of 0-27 - Pniel Villagers fought back valiantly to win the match 32-30.

After the players had left the field, a UWC player who had been given a yellow card earlier on in the match, rushed towards Garland Alberts of the Pniel Villagers team, insulted and punched him.

The UWC player then turned menacingly on his opponents’ female supporters. The Pniel Villagers players immediately reacted violently, whereupon stones rained down upon them all from the pavilion.

Cyster said that the UWC spectators even hurled bricks that they had torn from the paving and the steps of the pavilion at the Pniel Villagers supporters.

He also confirmed that some of the players and supporters had been treated for stab and slash wounds.

The Pniel Villagers management asked their counterparts from UWC to identify the culprits and to resolve the matter internally, but they received no response.

The Western Province Rugby Football Union therefore suspended both clubs for two matches. Pniel Villagers were given a fine of R5 000 and ordered to pay R1 500 damages. UWC were ordered to pay R2 000.

Pniel Villagers immediately appealed against the suspension and the club was allowed to play against Kuils River last Saturday.

The appeal committee’s decision is expected to be made known next week.

Mr Koos Basson, the president of the WP Rugby Football Union, has said that the union will not tolerate any form of violence on the rugby field. He gave the assurance that severe action would be taken against offenders.

4.5.9 Die Burger, 21 August 2002 (translated report)

Trainer in hot water over attack on day of July

Durban – The KwaZulu-Natal trainer Anil Maharaj is facing suspension for life after he allegedly attacked a paid supervisor at Greyville on the day of the July.

The incident occurred in public on Saturday 6 July after the tenth race when Maharaj is said to have given the supervisor, Steve Arendse, a bloody nose. Maharaj is also accused of having sworn at officials of the Jockey Club and of displaying aggressive and insulting behaviour in the supervisor’s rooms at Greyville.

David Beasely, a senior advocate from Gauteng, is the chairman of the investigating council.

Other charges against Maharaj include swearing at the chief supervisor, Roger Smith, after Maharaj had telephoned him in connection with the handicap of a horse of which he was in charge.

Apparent Maharaj also telephoned the senior handicapper, Colin Buckman, in connection with the same horse, swore at him and insulted him by calling him a “dog”.

In a transcript of a tape recording that was made in the manager’s rooms and was presented as evidence, Maharaj is alleged to have approached the chairman of the supervisory council, Trevor Taylor, to lay a charge, but he was informed by Taylor that the case was already being investigated.

Maharaj left the manager’s rooms, whereupon he came to blows with Paul Gadsby, the riding master of the Jockeys’ Academy. Maharaj accused Gadsby of attacking him, but according to Taylor, Gadsby had not touched Maharaj.

A violent exchange of words followed, whereupon Maharaj allegedly attempted to hit Taylor and was restrained by members of the supervisory council.
Maharaj was finally persuaded to leave the manager’s rooms, but later returned with some security officials after allegedly having struck Arendse on the parade track.

Maharaj was informed that his conduct would be investigated, whereupon he was escorted from the track on Taylor’s instructions.

Gadslby admitted under cross-examination that he had struck Maharaj, but only after Maharaj had sworn at him.

Reggie Reddy represented Maharaj and the case was adjourned until 23 October.

4.5.10 Die Burger, 11 March 2002 (translated report)

Chaos after two women claim to have won cycle tour

CAPE TOWN. A huge dispute occurred at the winning-post of the Cape Argus and Pick ‘n Pay cycle tour after Anriëtte Schoeman from the Eastern Cape was first crowned as the winner in the women’s category, but later had her results suspended after a relatively unknown cyclist had entered complaints about her performance.

Ronel Liss, a former field athlete from Stellenbosch, told track officials seconds after the prizes had been awarded, that she had been the first woman to cross the line.

The organisers decided to delay the initial results so that an investigation could be done into Liss and Schoeman’s results. Ms Marlene Blaauw, spokesperson for the organisers, explained that it could take up to 48 hours.

TV recordings show that Liss had indeed crossed the line first and that she had ended about 15 seconds before Schoeman.

However, the other leading women in the race allege that they had not seen her at any other stage in the race.

The media and officials descended upon Schoeman after she had crossed the line.

She told them what a wonderful moment it was for her to win the race the third time running. Then she was congratulated by the Mayor of Cape Town, Mr Gerald Morkel, as she stood on the rostrum as the winner.

While Schoeman received her prize, Liss stood all on her own at the bottom level of the podium. The problems started after all the congratulations had been done.

The great unanswered question is in what stage of the race she passed Schoeman. Neither Schoeman, nor Ronel van Wyk – who was initially identified as runner-up – nor Adele Janse van Vuuren (initially placed third) can remember seeing Liss pass them.

Mr Jago Liss, Liss’s husband, said that he was at the winning post when she passed it first. He had completed the race earlier after having set off in the A group.

The first group of women had set off in the C group together with other male competitors.

According to Liss, he had prepared for the race together with his wife and she was exceptionally fit. He did not doubt for a minute that she had won the race.

Sapa reports that Liss had entered as an unknown after she had done her preparatory training in Germany and states that she had only returned to Stellenbosch at the end of last year.

“The local cyclists said that they don’t know me because I had not participated in any other local cycle races before,” Liss said.

“I set off in the C group and I think I passed Annette along the coast near Scarborough. My great problem is that the organisers say that the mat at Muizenberg did not register me when I crossed it.”

Schoeman said after the chaos that she was extremely disappointed, but that she trusted that the investigation would get to the root of the matter. Until then, at least, she had her medal and the trophy that had been presented to her.

“I am very, very disappointed. First the joy and now this anticlimax,” she said.

“If she has won, I would like to congratulate her, because that would mean that she has had an incredible race. But first the organisers will have to prove to me that it is true.”

According to Schoeman’s trainer, Alex Cooper, the incident is just further proof that the organisers must treat women the same as male competitors, and give them their own group, service vehicle and judge.

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In another sensational turn of events the organisers had to stop the race for the first time in 10 years after temperatures of up to 39 °C were recorded at Ou Kaapse Weg. The race was stopped at 2.45 p.m., almost five hours after the first competitors had set off.

It is estimated that about 5 000 of the more than 40 000 competitors were affected by this decision.

4.5.11 Die Burger, 27 November 2000 (translated report)

Soccer violence is a blow to South Africa’s image

The soccer violence that erupted among women on Saturday in the finals for the Africa Nations Cup for women, “is damaging to the image of the country as being capable of hosting large tournaments,” Mr Molefi Oliphant, president of the South African Soccer Association (Safa), said yesterday.

Oliphant said that the violence, that led to the match being stopped early after the crowd had pelted players with bottles and stones, was a major set-back for South Africa in the bid to host the World Cup soccer tournament in 2010.

Nigeria was ahead with 2-0 when the match that was being held in the Vosloorus stadium on the East Rand, was stopped 20 minutes before the end.

Mr Ismael Bhamjee, executive member of the Confederation of African Soccer (Caf), said on Saturday that South Africa had to be prepared to face punishment from the international soccer federation.

Other matches that had been planned for Vosloorus were moved to other venues.

“People must accept that one can also lose a soccer match. Our people need to be educated in this respect,” Oliphant said.

Mr Ngcondo Balfour, minister of sport, indicated that Safa would do an independent inquiry and said that the Vosloorus stadium should not be used again for international matches until the inquiry had been completed.

On Saturday night fights broke out in different areas of Johannesburg – amongst others in Hillbrow – where innocent Nigerians were allegedly attacked.

Jaco Nel reports that a large group of men stormed out of the Sands Hotel in Berea, attacked two cars and killed two of the occupants. The police initially believed this incident to be soccer related.

Later that night a Nigerian and a man from Sierra Leone were arrested.

According to police spokesperson, inspector Mary Martins-Engelbrecht, the two cars, each with two occupants, stopped in front of the hotel at half past twelve yesterday afternoon.

The group stormed the vehicles and two occupants fled, but the others were bludgeoned to death by the crowd.

4.5.12 BEELD, 7 June 1993 (translated report)

A taxi driver from Durban alleges that he picked up the Cape Town athlete Herman Matthee (27) on the morning of the Comrades marathon from a hotel in Durban, and that he dropped him off at a shopping centre along the marathon route about 25 minutes later. Matthee was disqualified on Thursday evening because it is believed that he did not run the full 89.9 km between Pietermaritzburg and Durban. He ended seventh in the race and received a gold medal.

The taxi driver, who identified himself only as Elijah and who works for Swift Taxis in Stanger Street, said yesterday that he picked Matthee up from the Seaboard Hotel in Point Road, Durban, at approximately eight o’ clock on the morning of 31 May.

By this time the race had already been on for two hours after competitors had set off from the Town Hall in Pietermaritzburg at six o’ clock sharp.

It is alleged that Elijah dropped Matthee off about 25 minutes later at a shopping centre in Kloof, about 25 km from Kingsmead cricket stadium, where the race ended. According to Elijah he charged R100 for the trip. He recognised Matthee on photographs of the race and is convinced that he is the man who drove with him in his taxi.

“I can’t say that the man was fully dressed in running clothes. He wore shorts and had a jacket around his shoulders.” Elijah can’t say for sure that it was a tracksuit top.

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The man said nothing while we were travelling towards Kloof. There was no conversation between us,” Elijah said yesterday. 
Matthee’s father, Mr Johan Matthee, said yesterday that his son was unhappy because he had to hear of his suspension through the media.
He believes that it is now a private matter between him and the race organisers. Matthee will not make any more statements on the matter to the media.
The organisers intend to look at Matthee’s performance of last year after allegations were made that he did not run the full marathon together with the other competitors then either. He ended twelfth in that race.

4.5.13 Assessment

<table>
<thead>
<tr>
<th>Learning outcomes(LOs)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 4</td>
<td></td>
</tr>
<tr>
<td><strong>PHYSICAL DEVELOPMENT AND MOVEMENT</strong></td>
<td>The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment standards(ASs)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>We know this when the learner:</td>
<td></td>
</tr>
<tr>
<td>4.1 participates in an outdoor adventure programme through orienteering in different environments;</td>
<td></td>
</tr>
<tr>
<td>4.2 performs a sequence of physical activities including rotation, elevation and balance movements;</td>
<td></td>
</tr>
<tr>
<td>4.3 participates in and reports on a fitness programme;</td>
<td></td>
</tr>
<tr>
<td>4.4 designs and plays a game that includes the concept of invasion;</td>
<td></td>
</tr>
<tr>
<td>4.5 investigates fair play in a variety of athletic and sport activities.</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.6

4.6 Orientation towards one’s future career

4.6.1 LIFE ORIENTATION

4.6.2 Grade 7

4.6.3 ORIENTATION TO ONE’S FUTURE CAREER

4.6.4 Module 19

4.6.5 [LO 5.1 to 5.5]

4.6.6 Personal information

Full first name(s):
Surname:
Date of birth:
Name and surname of parents or guardians:
Name and surname of parents or guardians:
Address:

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Telephone number(s):
Mobile phone number(s):
E-mail address:
School(s) attended up to the present:
Serious illnesses / operations / accidents:

Make a copy of your birth certificate and keep it in the file. If your parents still have the clinic card indicating the immunizations and vaccinations you had as an infant, copy it and place it in the file as well.

4.6.7 1. Short-term interests and objectives

Make a list of your present school subjects / learning areas in order of preference.

Fill in the latest mark or symbol you achieved.

Make a list of your extramural activities in order of preference:

If you are able to link an achievement or a mark to the activity, place it in the second column:

- e.g. under 13 rugby: third team OR piano Unisa Grade 4 - 85%.

- If you received a special award in a certain field, insert it under “Achievement”, e.g. flute, Cum Laude - Kuruman Eisteddfod; trophy for the best Woodwind Instrumentalist.

- Leadership:

Write down any leadership position that you hold at school: (For example library prefect, tuck shop assistant, scholar patrol officer, etc.)

- Community service:

Complete this column if you are involved in any community service, e.g. cleaning the kennels at the Animal Welfare Society or washing penguins at SANCOB.

(If you have nothing to fill in here, you should think about becoming involved in some kind of community service. Perhaps you could simply take your elderly neighbour’s dog for a walk every afternoon.)

4.6.8 2. High school interests

Make a list of the high schools in your area. Arrange them in order of preference. Start with the school that is your first choice.

- Motivate your first and last choice.
- Which optional subjects (electives) do you plan to choose in grade 8?

4.6.9 3. Tertiary education possibilities

Reflect on what you want to do once you have completed your school career; e.g. university studies, technikon studies, au pair work, overseas travel, etc.

If you are considering attending a university, technikon or college after completing your matric, complete the table below. Arrange your entries in order of preference.
If you intend to take a “gap year”, hope to work as an au pair or are planning a future career, enter your choices in order of preference:

4.6.10 Career research

Make a list of three careers that you would possibly like to follow one day, in order of preference:

In a few sentences, say why you have chosen them.

- What kind of study or training do you need to follow each of these careers?

- Which high school subjects do you need in order to prepare yourself for these careers?

- Which personality traits and aptitudes do you need for the career in which you are interested? Do you have these qualities and aptitudes?

4.6.11 Testimonial

- What is a testimonial? Find the meaning of the word in the dictionary.

- If your class teacher is asked to write a testimonial on your behalf, what do you think it will be like? Imagine that you are the teacher, and write such a testimonial yourself.

- Write a testimonial for your best friend. Be positive but objective.

4.6.12 Dreams for the future

Write a few sentences about your plans for the future. You may give your imagination free reins. (Remember, Mark Shuttleworth wished that he could go on a space trip, and his dreams came true!)

4.6.13 Address list

Compile a list of addresses, telephone numbers, contact persons, e-mail addresses and websites that you may need when you start working or studying.
4.6.14 Information documents

Collect brochures, newspaper clippings, magazine articles, etc. that have to do with possible fields of study, institutions, careers, etc., in which you are interested. Put them in flip files.

Hint:
Newspaper supplements that are aimed at potential school leavers often contain information on careers and fields of study.

4.6.15 Certificates, achievements, results, etc.

Save your certificates, reports and any documents regarding sports, academic, cultural and leadership achievements in this section.

4.6.16 Assessment

<table>
<thead>
<tr>
<th>Learning outcomes(LOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 5</td>
</tr>
<tr>
<td>Orientation to the World of Work The learner will be able to make informed decisions about further study and career choices.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment standards(ASs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>We know this when the learner:</td>
</tr>
<tr>
<td>5.1 discusses interest and abilities related to career and study opportunities;</td>
</tr>
<tr>
<td>5.2 explains the value and importance of work in fulfilling personal potential;</td>
</tr>
<tr>
<td>5.3 identifies services and sources for career and study information;</td>
</tr>
<tr>
<td>5.4 reports on an initiated or simulated career-related activity;</td>
</tr>
<tr>
<td>5.5 demonstrates time management skills and accountability in carrying out responsibilities.</td>
</tr>
</tbody>
</table>

Table 4.8

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