

solutions for all

Life Orientation

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MACMILLAN

Learner's
Book

11



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Grade 11

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Development of the self in society

Achieving life goals and improving relationships

What will you learn about in this topic?

Planning and achieving life goals: applying various life skills as evidence of an ability

- Types of goals: short-term, medium-term and long-term; steps in planning and goal setting, problem-solving skills, perseverance and persistence
- Important life goals and prioritising them: family, marriage, parenting, career choices and relationships
- The relationships between personal values, choices and goal setting

Relationships and their influence on your own well-being: different types with different people or groups and their changing nature

- Relationships that contribute to or are detrimental to well-being: rights and responsibilities in relationships, social and cultural views that influence and/or affect relationships, qualities sought in different relationships and individuality in relationships
- The impact of the media on values and beliefs about relationships

Let's talk about this topic

In this topic we will talk about two issues that are important in life. One is about setting goals and planning how to achieve them, the other is about our relationships with others and how others affect our well-being.

Success in life is not an accident. It requires clear goals and effective planning. Successful people have a clear picture about what they want in life and have set plans to achieve their goals.

- Do you have any set goals for your life?
- Do you know how to achieve them?

As human beings we live with other people and rely on them for survival. To have a fulfilling and successful life we all aspire to have fulfilling relationships.

- Is having a positive relationship with others an aim of yours?
- Can you differentiate between negative or harmful relationships and positive relationships? Do you have any idea how your relationships may affect your well-being?

Life goals

What you know already

Making your way through life, and succeeding in it, is similar to taking a journey. Just as you would make the necessary preparations for a journey, so you need to prepare for your future. The first step of any journey is to know exactly where you are going and what directions you need to follow to reach your destination. If you did not have goals, it would be the same as undertaking a journey to an unknown destination without a map. Without clear plans to achieve your goals, your journey would be completely aimless.



- Do I know what I want in life?
- Do I have a clear set of goals?
- Do I have any idea how to achieve my goals?



Fig. 1.1 To succeed in life, you need to know your destination, and how to get there.

Word bank



central goals:	the goals that are of utmost importance to you
complex:	complicated, difficult to understand or find an answer to
determination:	willpower, a firmness of purpose
dimension:	part, aspect
life goal:	one of the major goals or dreams you would like to achieve in life
peripheral goals:	the goals that are less important to you
perseverance:	not giving up, to continue in spite of difficulty
persistence:	insisting, pressing forward in spite of difficulty
virtue:	a good and desirable moral quality in someone

What you still need to know



Diversity of life goals

When we think of life goals it is important to remember that human beings are complex. For us to be happy, we need to fulfil our different needs. For example, most of us have some kind of aspirations about family life and what kind of family we wish to have in the future. We also have hopes and wishes about the job and career we would like. Again, we often have certain expectations about our education, social status and relationships. Most people have many life goals that each relate to different parts of their lives.

Therefore, when you set your life goals, you should not focus on only one aspect of your life, such as your education. You will also have goals that relate to other parts of your life, such as your career, family and relationships, as well as your physical and emotional well-being. Having multiple goals in life will make you a more well-balanced person. Having many goals to achieve will satisfy your diverse developmental needs.

Setting life goals

The first question you will probably ask is 'How do I go about setting goals?' Do you remember we compared life to a journey? The first question in taking any trip is 'Where do I want to go?' It is the same with a goal – 'What do I want to achieve?' For example, you may want to become a star athlete, or win a place in a particular tertiary institution. Identifying your ultimate goal is the first step to achieving it.

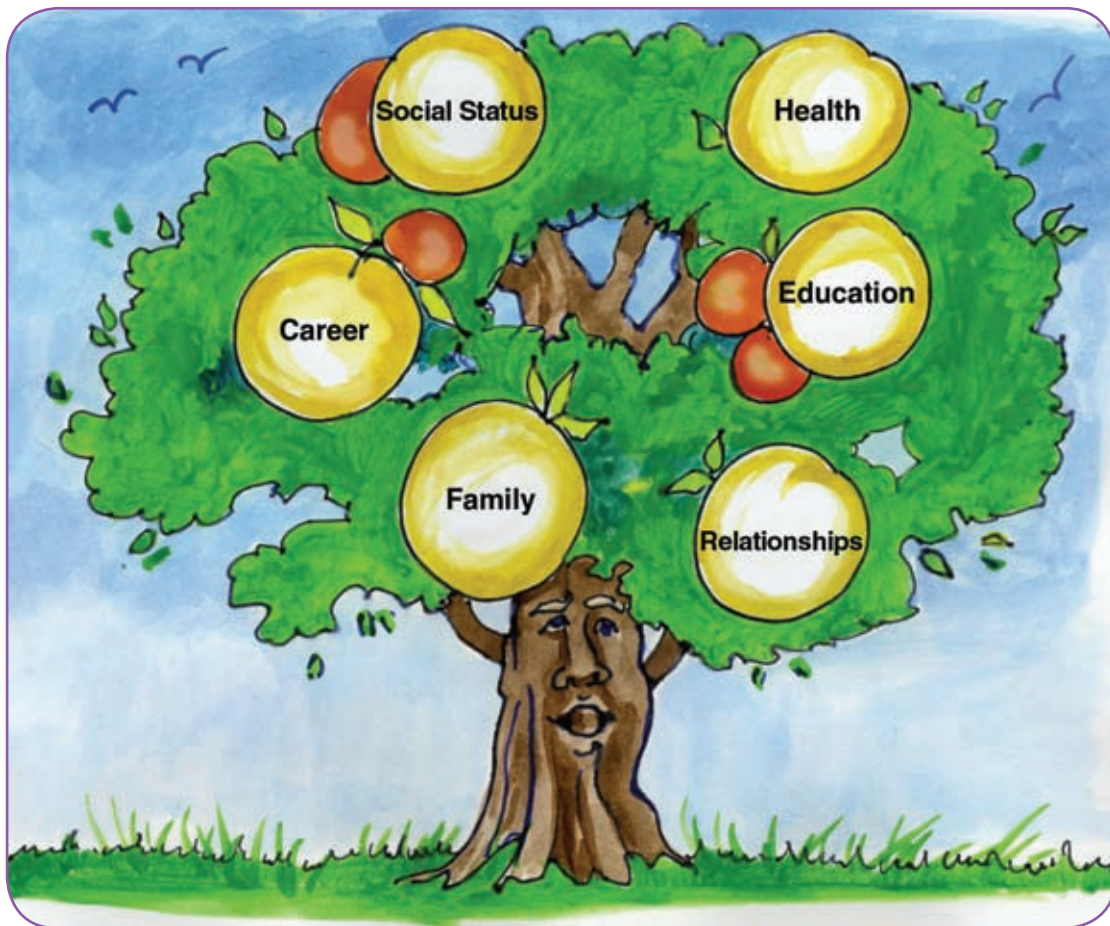


Fig. 1.2 Having goals helps us to have a fruitful life.

Once you know *what* your goal is, you can answer the next question: ‘*How* do I get there?’, and the final question: ‘*When* do I want to get there?’ Knowing your life goals shows ‘*who*’ and ‘*what*’ you want to be in life. But don’t panic if you don’t have clear goals in mind yet. The following questions will help you to set your goals for different aspects of your life.

Personal/character development

- How do you want your family and friends to remember you?
- Is it important for you to be a ‘good person’?
- How important is it for you to make a difference in the lives of others?
- How important is it to you to be honest, loyal, caring and virtuous?

Physical health

- What are your physical and fitness goals?
- How fit would you like to be?
- Is your appearance very important to you?
- Is there any history of ill-health in your family that you need to consider?
- How much time and effort do you want to invest in keeping fit?

Family and marriage

- How should your relationships with the members of your family be?
- What role should they play in your life when you are an adult and independent?
- Would you consider looking after your parents when they are old?
- When do you want to start your own family?
- What is more important to you: to be a parent or to have a successful career?

Relationships

- What kind of friend do you wish to be to others?
- Would you be a friend that others could rely on in times of difficulty?
- How important is it for you to have a boyfriend or a girlfriend?
- When do you think you should start dating?
- When is the right time for you to have a sexual relationship?

Career

- What are your main interests and talents?
- How do you choose to spend your time? With other people? Reading? Playing on your computer? Playing sports, etc.?
- What job would you like to have one day?
- What level of education do you need to have that job?
- Do you wish to follow in your parents' footsteps in terms of career?

Once you have answered these questions, make a list of goals that relate to them. Your list should consist of goals that relate to your personal development, physical health, family, career and relationships, as well as any other goals that you think should be added.

Types of goals

Now that you have a list of your goals, you might have noticed that most goals are linked to time, meaning that they must be achieved within a certain period of time. Thus, you will have short-term, medium-term and long-term goals. For example, the goal of passing Grade 11 is a short-term goal in comparison to becoming a good guitar player, which could take up to several years and could be classified as a medium-term goal. Becoming an engineer, which takes up to six years to achieve, can be classified as a long-term goal. Thus when you are planning how to achieve your goals, you need to decide which goals are short-term, which are medium-term and which ones are long-term. Your short-term goals and even your daily activities should facilitate the achievement of medium-term and long-term goals.

Remember that some goals are life-long and need to be addressed continuously. These include goals such as striving to be a good person or staying physically fit and healthy.

Prioritising life goals

Having a list of goals is not enough. You need to decide which of your goals are the most important to you. Have a look at your list and rearrange your goals in order of importance or preference. Put the most important goals at the top of the list, followed by the goals that are less important to you. Remember that some goals are short term and some are long term. The most logical way to do this is to write your long-term goals first, followed by your medium-term and short-term goals.

Knowing what your preferences are will show you which of your goals need to get most of your attention, and which goals you should spend less time on. This means that the less important goals may, at times, have to be sacrificed for the sake of achieving the most important goals. For example, if your top priority is to become a doctor, you would know that you may have to postpone getting married (a secondary goal) because of time and financial constraints. Prioritising your goals will determine how much time and effort you should invest in each goal.



Fig. 1.3 Feeling on top of the world after winning the game

Classroom activity 1

- 1 Make a list of your life goals. Limit the goals to seven.
- 2 Arrange and number your goals in order of importance.
- 3 Draw a timeline representing your life span. On the timeline, draw goalposts and assign a time period to each a goal. Start with your prioritised long-term goals.
- 4 Share what you have done with a classmate and justify your time allocation.

Planning

Now that you have a better idea of when and where you want to go in life, you need to determine how to get to your destination. Looking at your list of goals as a whole may cause you to panic. It may all look like too much and may seem too difficult to achieve. You may ask 'Where do I start?' Have you heard of the proverb 'How do you eat an elephant?' The answer



Fig. 1.4 How do you eat an elephant? Chunk by chunk!

is 'Chunk by chunk!' You need to divide the long-term or difficult goals into smaller, more manageable short-term goals.

Planning for your goals is like designing a road map that will guide your actions for the next few years. A common mistake that many people make is that they stop at the stage of goal setting without any actual plans to achieve their goals. For example, they tell you what their desired goals are but when you examine their daily plans and activities, you find no relationship between their goals and what they are doing. Why does this happen? Often it is because their plans miss some essential qualities.

Qualities of a good plan

A plan that has been well thought through usually has most of the following qualities:

- **The plan is realistic:** You can achieve your goal and attaining it is not beyond your reach. For example, expecting to lose ten kilograms in a week is not realistic.
- **The plan is flexible:** It is not rigid and can be modified. For example, you plan to walk to school every day in order to lose weight, but you must be flexible so that you allow yourself to use the bus on days that you feel unwell, or on rainy days.
- **The plan is time-bound:** You must be able to achieve your goal within a specific time, otherwise it might be forgotten or taken over by other activities.
- **The plan is suitable:** The plan suits your strengths and weaknesses, as well as your unique circumstances.

With the help of a peer, take one common medium-term goal that you both share and make a detailed plan for achieving it. Check your plan against the above qualities to see how good your plan is.

Problem-solving skills

As part of your planning you need to look at all possible obstacles, and use problem-solving skills to address them. One useful way of identifying problems and addressing them is to do a SWOT analysis for each of your major life goals. A SWOT analysis refers to looking at Strengths (S), Weaknesses (W), Opportunities (O) and Threats (T) that apply to a certain situation. Let us look at a scenario in which one of your life goals is to be accepted into university. The following is a possible SWOT analysis for this goal:

Strength: Your good performance in the subjects necessary to be admitted

Weakness: Your financial situation; you may not have enough money to register

Opportunities: The availability of different bursaries or study loans



Threats: The possibility that you do not qualify for one of the bursaries

By doing a SWOT analysis for the above example, you will notice that it is not all bad news: there are options available to you. The SWOT analysis will allow you to explore the solutions to a particular problem. In the case of the threat that you suspect you may not get a particular bursary, you can find out about other bursaries or apply for a loan.

It is always a good idea for you to consult relevant people who can give you practical advice, especially those who have experience in what you are trying to do.

Can you do a SWOT analysis for one of your life goals on your own?

Necessary personal traits

In addition to proper planning and problem-solving skills, there are traits and personal qualities that can help individuals to achieve their goals. Can you identify any of the following traits in yourself? The more of these qualities and skills you have, the better your chances of success.

- **Perseverance:** This is a quality that helps you to be patient with yourself and keep on trying, even in times of difficulty.
- **Persistence:** This is the quality of trying to or continuing to do something in a determined way, and putting in effort to getting it right. Persistent people do not stop trying and never give up.
- **Hard-working:** This requires investing a lot of time and energy into achieving a goal.
- **Focus:** This means concentrating until you have achieved your goal. It means that you do not continuously keep changing your goals, or do not keep jumping from one task to another without first completing it. There is a saying: 'Keep your eye on the ball.' If you are going to catch that ball, you need to focus on it, otherwise you will drop it.
- **Determination:** This is the willpower and sense of purpose you need to achieve your goal, regardless of the difficulties that may be involved.
- **Self-discipline:** To avoid being distracted from what you are trying to achieve, you need to practise self-control.
- **Excellent time management:** This is related to time planning and the ability to stick to time. It is especially important because sometimes achieving one goal is the stepping stone to achieving the next one. For example, passing Grade 12 is the main requirement for entering university if you want to become an engineer. If you do not achieve the first goal you will not achieve the next one.
- **A positive attitude:** This quality helps you to not get disappointed or despondent when things do not seem to be working out as you planned.

Personal values and the choice of goals

Choosing your goals will reveal what is most important to you, and the values that you cherish. Similarly, the goals that you prioritise will indicate those values that are most dear to you.

Ask yourself the following questions to find out the values underlying your priorities:

- Is it more important to me to make a difference in the lives of people around me or to have a comfortable, normal life?
- Is being married and having a family more important to me than being successful in my career?
- Is being a good person with high morals more important to me than being rich and wealthy?
- Do I place more importance on what other people think of me, or is keeping my individuality without much concern about what other people think of me more important?

By answering the above questions you will notice that your superior value will overshadow the other values. For example, if making a difference in the lives of others is your most cherished value, then other values such as becoming rich or famous become secondary. When necessary, you will sacrifice wealth and fame for the sake of making a difference in the lives of others.

Classroom activity 2

- 1 Think about your personal traits and problem-solving skills. Copy the following table and use the following checklist to rate yourself. In the left-hand column of the table, enter all the personal traits mentioned above and tick the appropriate column.

Traits	Not adequate	Adequate	High	Suggestion for improvement

- 2 Look at the top three life goals that you listed in Classroom activity 1. Explain what values you think they represent in you.
- 3 What are the values held by a famous female singer who instead of touring the world stays at home to nurse her child? What are the values of another singer who postpones having children to finish a world tour? Argue for and against each singer in the form of a class debate.

Relationships and personal well-being

What you know already



Human beings are social creatures: we need each other to live a meaningful life. Most people prefer not to live alone, and a life without others is unimaginable to most. People usually live in communities in their homes and in their villages, towns, cities and countries. People rely on each other for sustenance and companionship, as well as for joy and entertainment.



Fig. 1.5 Harmonious relationships can be extremely fulfilling.

Check myself

- Who are the most significant people in my life?
- Which one of these people has the most influence in my life?
- Do I appreciate the influence they have on me?

Word bank



dysfunctional:	not working or behaving as it should
entertainment:	amusement
significant:	important
sustenance:	livelihood, nourishment

What you still need to know



Different types of relationships and their changing nature

In each stage of our lives, we come to know different types of people who will be important to us in different ways. Some people will become more important to us and others will be less important. For example, in the early stages of our lives as children, parents and siblings are usually the most important people to us. We also get to enjoy the company of extended family and neighbours. As we grow up, our circle of friends and acquaintances grows. At primary school, we

slowly learn to associate with other children and gradually look outside the limited circle of our family members.

When we become teenagers, peers become very important to us as we learn to grow out of the comfort zone of our homes. This is the stage when we strive to form our own independence and individuality. We do this within the context of interacting more widely with the world at large. Because peers become very important to us at this age, we look for their acceptance and usually feel the need to belong to a group. Later in life, however, people are not usually as needy for the acceptance of their peers. They feel that they know themselves, have a unique personality and are content to be different from others in their age group, although they still seek the companionship of friends and look for a life partner.

The changes in the dynamics of relationships are not just based on developmental stages and outside factors. Even the relationship between the same two people can change over time. For example, the relationship between parents and their child will change as the child grows from being a baby into a child, into a teenager and eventually into an adult. Also, the relationships between two friends, employer and employee, and other kinds of relationships can alter with experience and time, sometimes for the better, and other times for the worse. Regardless of the type of change, there will almost always be changes in any relationship.



Fig. 1.6 The nature of a relationship can change over time.



Negative and positive relationships and their impact on well-being

The topic of negative and positive relationships is not new to you. You were introduced to it at primary school when you learnt about safe and unsafe relationships, and later in Grade 10 when you explored power relationships, life roles and gender stereotypes. In this section, you will be exploring the impact of negative and positive relationships on your well-being.

Negative relationships

Negative relationships can be divided into two categories: non-abusive and abusive. Non-abusive, negative relationships are common and refer to those relationships that reflect incompatibility and the inability to communicate. For example, when you cannot get along with a classmate or get into frequent arguments with a member of family, you are in a non-abusive, negative relationship. This kind of relationship can usually be repaired by the people concerned making an effort to understand one another, to compromise, or agreeing to disagree on whatever causes conflict between them.

In contrast, an abusive relationship reflects the consistent presence of physical or emotional abuse such as shouting and verbal abuse, ridicule and continuous criticism, oppression and over-control, and violence and sexual abuse. Prolonged dysfunctional relationships can become a threat to one's health, both physically and psychologically. Research has shown that long-term exposure to abuse leads to low self-esteem, depression and anxiety.

Classroom activity 3

In small groups, research and discuss the life of Michael Jackson. Consider in particular his childhood and the alleged abuse he experienced from his father.

- 1 How did his oppressed childhood affect him as an adult?
- 2 How did his psychological condition influence his physical health?
- 3 What was the cause of his death? Could his death have been prevented?
- 4 Do you know of any similar abuse cases in your community?



Fig. 1.7 Michael Jackson

Positive relationships

Of course, there are also many family relationships that are desirable and have a positive effect on people. Many great artists and successful people name one of their parents as the source of their inspiration. Charlize Theron, the South African Oscar-winning actress, was inspired by her mother, and she followed

her dream and achieved it. According to Charlize, her mother was a good role model, was strong, supportive and understanding, and continually motivated her. Her mother was a friend and a mentor to her.

Positive relationships can be very powerful, as can negative relationships. Both can have a life-changing influence on an individual. Therefore, we must not think that we are powerless if we are in a negative relationship. Our positive attitudes and behaviour can have an influence on ourselves and others. The following quotation explains how powerful our positive thoughts and attitudes are and how they can not only influence our immediate surroundings but also the whole world. What is your opinion on this? Do you agree with the message in this quotation?

'If you desire with all your heart, friendship with every race on earth, your thoughts, spiritual and positive, will spread; it will become the desire of others, growing stronger, until it reaches the minds of all men.'

– Abdu'l-Bahá, Baha'i Writings

Classroom activity 4

Working on your own, draw a mind map displaying the categories of people you associate with. Place each category in a box, with yourself in the centre in a box.

- 1 From each box draw two lines going out, one line joining the box to the names of those who have positive relationships with you, and the other line connecting to a box containing the names of people with whom you wish to improve your relationship.
- 2 Write a two-line summary of what made the relationship positive and two lines on what made the others negative.
- 3 Suggest two ways to improve the negative relationships.

Qualities sought in different relationships

There are many types of relationships and people have different expectations of their relationships. Many people will look for different qualities in the relationship.

For example, you would not expect your teachers to act like your parents. Similarly, you cannot expect your parents to act like your teachers, who have been trained to teach you, even though you may have a close and trusting relationship with them. You expect your parents to give you unconditional love, whereas you expect your teacher to take an interest in teaching you. In each relationship, we look for a set of qualities unique to the relationship, and that is how we fulfil our different needs.



Think about the relationships that you have with your teacher, your parents or caregiver, and one of your close friends. Compare the three relationships. Ask yourself the following:

- How do these relationships differ?
- What qualities do you seek in each relationship?
- What qualities do they seek in their relationship with you?
- Can you expect the same thing from your parents as you do from your teachers or friends?

However, when you think deeply about these relationships, you may realise that in spite of the differences, there are qualities that you wish for in any relationship. Think about the following qualities:

- Mutual respect
- Understanding
- Effective communication
- Loyalty
- Consultation
- Trust
- Co-operation
- A positive and encouraging attitude

Rights and responsibilities and maintaining individuality

Within every relationship we recognise that there are rights and responsibilities. For example, parents have the right to be respected and obeyed by their children, but this right should be coupled with the responsibility of providing for and protecting their children. In a relationship between an employer and an employee, the employer has the right to receive loyalty and good work from their employees but also has the responsibility to treat the employees with respect and pay them for their work.

What do you think the rights and responsibilities of classmates are to each other?

A healthy relationship also makes room for individuality and independence. One person should not be expected to give up all his or her interests, opinions and ambitions to make the other person happy. The demand for too much control, continuous criticism, undermining a person or physical and emotional threats are signs of an unequal relationship and, in severe cases, abuse. Complete surrender to others' wishes is against a fundamental basic human right: the right to freedom of thought.

Classroom activity 5

Read the following case study. Discuss what skills Jane has lost as a result of her relationship with her sisters. How has this affected her life?

Jane was the last child born in a family of four children. Her age difference with her next oldest sibling, a sister, is five years. Jane was a small girl. Her three sisters were bigger in size and apparently better looking. Being the youngest child in the house meant she had to follow orders from everyone and do what they said. Often, when she tried to express her opinion in front of her sisters, they would ignore her and when she objected they would say that she was too small and ask: 'What do you know?'

Sometimes her sisters teased her and made fun of her because she was not good looking. To keep everyone happy, Jane would say and do things like her sisters and mostly kept to herself. When it came to decision making, her sisters made her major decisions for her and she got used to this. Even when it came to her choice of subjects at high school, she relied on her sisters to make the decision. This relationship with her sisters continued for years, so much so that she felt lost if she had to make a decision when her sisters were not around.



Fig. 1.8 A woman working as a traditional healer

The influence of cultural views on relationships

Culture plays an important role in determining what is expected in a relationship and, to some degree, dictates the rules by which individuals are expected to play.

In your culture, how are children supposed to behave in front of their parents? Up to what age are parents expected to look after their children? Are children encouraged to express themselves in front of adults or are they expected to keep quiet? Are children expected to look after their parents when they are old? In some cultures, a woman is expected to be submissive to her husband. Is your culture one of them?

In South Africa, we have a constitution that promotes children's rights and gender equality. However, some of the more traditional cultures are still finding it difficult to give up old views and customs that may contradict some basic human rights enshrined in our constitution.

Classroom activity 6

In groups of five compose a one-page scenario that depicts a typical relationship between parents and children in a traditional culture of your choice. Compare and contrast the expectations of each family member in your traditional family to the expectations of family members in a more modern family.

The impact of media on values and beliefs about relationships

What you know already



Like never before, media have become an integral part of every household. From radio and TV to newspapers and magazines, as well as the internet and cell phones, we all almost certainly have access to one or more of these media. The availability of media to masses of people and the global coverage makes these tools a powerful influence in our lives.

Check myself

- What kind of media do I think is the most common and popular among South African youth?
- What kind of information can I collect from the internet?



Fig. 1.9 The internet has transformed our world into a global village.

Word bank

A B C

impact:	the effect that something has on a situation or person
moral:	concerned with right or wrong behaviour
obsession:	an unhealthy fixation or compulsion with someone or something
perception:	understanding, recognition
promiscuous:	having many sexual partners
gratification:	the satisfaction of a desire

What you still need to know



The internet and its impact on values and beliefs about relationships

The internet has revolutionised the world of communication and media. It has made it possible for millions of people around the world to have access to various sites for information, as well as social networking sites such as Facebook,

Twitter and YouTube. Access to the internet is so easy, especially now that most people can connect to the internet on their cell phones.

Through the internet, people can talk to each other, see each other and gain access to information, mostly without censorship or control by any authorities (although some governments do censor the internet in their countries). This means that people have access to any kind of material deemed 'wrong' or 'unethical'. The question that we need to ask is: 'Does accessibility to various sites, including pornography sites and social networking sites, have an effect on values and beliefs about relationships?'

Let us look at some statistics about internet use and access to pornography sites in South Africa first before analysing their effect on values and beliefs about relationships.

- In 2007, 82.9% of the South African population owned a cell phone and now about 8.5 million can access the internet on their cell phones (<http://www.cellular-news.com/story/43524.php> Africans).
- Every second, 28 258 internet users worldwide are viewing pornography. (<http://internet-filter-review.toptenreviews.com/internet-pornography-statistics.html>)
- In South Africa, 90% of children and youth aged 8–16 have viewed porn on their cell phones, either intentionally or by accident. Of this population, 22% of girls and 20% of boys have sent their photos to pornography sites.

The statistics are staggering and parents have been warned about their children watching pornography on their phones. Teenagers watching pornography is not only illegal but many believe that it has a detrimental effect on the viewer.

Social media and its impact on values and beliefs about relationships



Fig. 1.10 Social media can be used for 'cyberbullying'.

Another media source that influences values about relationships is the social media. Social media such as Facebook and Twitter have become enormously popular. Over four million people in South Africa are on Facebook. Are you on Facebook? What percentage of your classmates is on Facebook?

It is important to remember that social networking is a legal activity. The true impact of social networking on relationships comes from its availability, and the huge number of people who can connect to each other in a matter of seconds. Suddenly, a person can be in contact with hundreds of others, see their pictures and



easily communicate with them. Social media have helped many relationships, as they allow people to reconnect with each other.

However, social media have also been misused and at times even abused. People can use social media to criticise others, which has now become known as 'cyberbullying'. One extreme example of such a case is one where a few teenagers wrote malicious comments about one of their classmates on Twitter. When the classmate read those comments he was so distressed by them that he committed suicide.

How do social media impact on values and beliefs about relationships? To answer this question, do the following activity.

Classroom activity 7

In groups of five, read the following case study and discuss how the use of Facebook affected the values and beliefs about relationships between Tholakele and her ex-boyfriend.

Facebook murder! Jealous lover stabs woman with too many 'friends'

By Ntombifuthi Mbhele and Hlengiwe Kaunda

It had to happen one day ... murder has been committed over Facebook!

Tholakele Gcumisa had lots of 'friends' on her page on the worldwide social network – which has four million South African users.

But her obsession was too much for her jealous ex-boyfriend – and it cost her her life.

Tholakele (37) lived with her lover and father of her children in Inanda, outside Durban, for 10 years.

When she started using Facebook he became increasingly suspicious that she was using it to cheat on him with one of her many 'friends'.

A month ago she broke up with the man because of his jealousy.

The last week he threw her cell phone against the wall. She replaced the battery and carried on with her Facebook chats.

According to Tholakele's nephew Bongumusa Dlamini, the boyfriend became very upset.

'He told me a lot people were finding new lovers on Facebook and was worried about winning her back.

'That night he called Tholakele and threatened to kill himself.'

Dlamini told *Daily Sun* that on Monday morning Tholakele was waiting to catch a taxi to work at McCord's Hospital in Durban when she was confronted by the boyfriend.

'He just went mad and stabbed her repeatedly with a long-bladed knife.'

She died while being rushed to the Newtown Clinic in Durban.

Said Dlamini: 'I don't believe Tholakele had another boyfriend. She had many friends on Facebook but we don't know what name she used.

'So we will never know.'

(Source: adapted from *Daily Sun*, 9 September 2011)

TV and its impact on values and beliefs about relationships



Fig. 1.11 TV can have a big impact on the way we behave.

If we analyse learners' favourite programmes we see that a great number of hours are spent watching soapies and movies. The main theme of the serials and soapies is relationships and human encounters. Generally speaking, what makes these films attractive is the life of glamour, beauty, love and wealth. The soaps, which are mostly imported from Hollywood, display fantasy-like lives of people who have lots of money, are after pleasure and are so physically attractive that they look almost perfect. Many of the stories emphasise the importance of family in their dialogue, but as the story unfolds the very same characters who preached it transgress many family boundaries such as loyalty, fidelity and honour.

In pairs, choose one South African soapie and analyse the values it promotes in respect of relationships.

As unreal as they seem, soapies inject some ideas into the minds of the viewers and influence their perception of life. Ways of dressing, talking and behaving are the examples of such influences.

Print media and its impact on values and beliefs about relationships

If you carefully examine newspapers and magazines you will notice that entertainment magazines concentrate on physical beauty, glamour and wealth. They often cover the news about celebrities and their way of life including divorces, change of boyfriends, breakups and pregnancies. Reading such material for a long period of time creates the impression in the mind of the reader that such relationships are normal and should possibly be modelled.

'Consciously or unconsciously, some fans follow the example of celebrities and expect to receive similar treatment from their partners.' Do you agree with this view?

Of course, you should remember that newspapers and magazines cover a variety of topics and, like TV, offer many positive programmes that add value to the lives of people.

What follows is a list of possible impacts of media on beliefs and expectations about relationships:

- Men are expected to look like movie actors: they should be handsome and muscular.
- Women should look like actresses: they should be physically perfect.
- Men should act in what is perceived to be a romantic way.
- Women should be strong and be successful in their careers.
- Parents should give their children too much freedom.
- Children should disobey their parents and rebel against them.



Fig. 1.12 Media can encourage unrealistic ideas about beauty.

The main problem with the above expectations is that most of them are unrealistic and short-sighted, and if followed may lead to disappointment and unhappiness.

Classroom activity 8

- 1 In pairs, discuss Mark B Kastleman's statement 'The drug of the new millennium is internet pornography'. What do you think he meant by this?
- 2 Why do you think some criminals use Facebook as a tool to achieve their goal?

Homework activities

- 1 What do you understand from the following quotation?
'Long-range goals keep you from being frustrated by short-term failures.'
Explain your understanding in a paragraph.
- 2 Choose one of your top goals and write a detailed plan of action for it. Your plan must have time-frames accompanied by a set of actions.

- 3 Investigate the life of one successful South African whose success is due to the positive influence of a family or community member. Write a one-page report on this person.
- 4 Write a one-page (250 words) essay about the advantages and dangers of the use of media in general by teenagers.

Extra practice

- 1 What do you understand from the following quote by Leo Burnett?
'When you reach for the stars, you may not quite get them, but you won't come up with a handful of mud either'.
Explain your understanding in a paragraph. Your explanation should relate the message in this quotation to the topic 'life goals'.
- 2 Think about the friends you have made during your school career.
 - a) Which one of them stands out as the best?
 - b) How do you define your relationship with your friend?
 - c) What qualities in this relationship do you appreciate the most?
 - d) What do you think are your rights and responsibilities in this relationship?
- 3 In small groups, examine a magazine of your choice. Search for at least three advertisements that use pictures of scantily-clad men and women to sell their product. Consider the message that the advertisement is trying to convey. Think about whether the images used are appropriate for the product. Create a table with four columns; in the first column, list the product (e.g. deodorant). In the second column, describe the picture that is being used to sell the product (e.g. a man in a swimming costume). In the third column, state what you think the intended message of the advertisement is, and in the fourth column, suggest how the advertisers could have used different images to convey the same message. For example, if the advertisement is meant to convey the cooling effect of the product, you may suggest a picture of a man standing next to a waterfall in place of the man in a bathing suit.
- 4 In pairs interview any ten learners in your school to find out:
 - a) How many have access to the internet?
 - b) Why do they connect to the internet?
 - c) How many will admit to using their phone to access the sites that are not allowed?
 - d) Make a summary and submit your findings in writing.



Take your knowledge further

Dilano Maritz is a member of the SA Ballet Theatre. Dilano is deaf. He cannot hear the music he dances to; instead he feels the vibrations of the music. Dilano was a baby when he lost his hearing as a result of measles. He attended the St Vincent School for the Deaf where he participated in sports events such as the marathon, cross country, swimming, tennis and volleyball. A teacher recognised his talent for rhythm and feeling for music and encouraged him to dance. In 1996, he won the SA Championships in Scottish dancing. At the age of 14 he started ballet classes.

At first, his mother, a single parent of six children, was hesitant about ballet, especially as he was deaf. Dilano was determined and with the help of sponsorships and the support of his family he enrolled at the National School of Arts. He learnt to watch his teachers and his fellow dancers very closely. He also made sure he knew exactly what was expected of him. He persevered and has danced in many ballets, even in solo dances. His fellow dancers learnt to speak sign language so that they could communicate with him.

- 1 What do you think are the three most important characteristics or personality traits that in your opinion helped Dilano to achieve his goal?
- 2 What obstacles did Dilano have to overcome?
- 3 What advice do you think Dilano could give to people trying to achieve their goals?

Summary

- Life without goals is like a taking a trip without choosing a destination.
- Dividing your goals into short-term and long-term goals will help you to see the bigger picture.
- For you to succeed in life you have to develop qualities that assist you in reaching your goals: perseverance, persistence, patience, hard work and a positive attitude are among them.
- The most important goals in your life should have priority over the others, which means that you should invest more time and effort in them.
- To achieve your life goals, you need good planning and problem-solving skills.
- Different relationships exert different degrees of influence over you.
- Relationships are dynamic. They change and grow.

- Mature relationships should leave room for each person's individuality.
- Within relationships, there are rights and responsibilities.
- People are influenced by the quality of their relationships with other people. Some influences are positive, others are negative.
- Negative relationships can be abusive in nature and can harm one of the people in the relationship.
- Positive relationships on the other hand facilitate and promote the development of the people involved.
- Cultures define, to some degree, the view and roles of relationships.
- Qualities that promote productive relationships are trust, honesty, helpfulness, co-operation and respect.
- The media are very important as they exert influence on how people perceive relationships.
- The way the media portray men and women influences how people understand relationships.
- The internet has opened many positive and negative opportunities for how relationships can be understood.
- The use of the internet for the wrong reasons can be very harmful.
- Some print media and TV soapies bombard us with images and messages that affect our expectations of how men and women should look and behave.
- The media influence the values about relationships between men and women.

Physical Education Week 1: An introduction to physical fitness

What will you learn about this week?

- An introduction to fitness and how to take your resting heart rate
- How to work out your heart rate for a fitness session
- The benefits of being fit and following a fitness programme
- The components of fitness and where they fit into a fitness programme
- Why to include walking or running in your fitness programme
- The fitness component that walking and running fall into
- The safety issues regarding walking and running
- The importance of warming up and cooling down



Let's talk about this week

- What do you think are the benefits of fitness?
- How do you take your heart rate, your resting heart rate and your threshold heart rate?
- Do you think exercising in your heart rate zone will make you fit?
- Would you choose walking and running as a fitness exercise?
- Which exercises do you choose to participate in?
- Why do you think it is important to be safe when exercising?
- Do you think it is important to warm up and cool down?

What do I know already?



- The benefits of being fit and healthy
- That warming up and cooling down are essential parts of the exercises and activities you do
- Stretching exercises and which muscles I stretch when I perform them

Word bank



agility:	being able to move the body in different directions quickly and easily
endurance:	the ability to bear prolonged exertion, pain or hardship
repetitions:	performing the same exercise a certain amount of times, or in a set time period
Resting Heart Rate (RHR):	your heart rate when you are in a resting position
sets:	the number of repetitions of an exercise performs at one time
speed:	the rate of how fast an athlete moves
strength:	the physical power to carry out demanding tasks such as lifting heavy weights
Target Heart Rate (THR):	the heart rate you need to practise at to achieve the maximum effects of your training



Check
myself

- Do I know my fitness level?
- Do I know what my level of participation in exercise is?
- Do I know how to take my heart rate and work out my maximal heart rate?
- Can I walk or run for 30 minutes?
- Did I warm up and cool down?

What do I still need to know



An introduction to physical fitness

In ancient times, humans lived nomadic lives, hunting and gathering their food for survival. While we have many luxuries today that our ancestors did not experience, modernisation has meant an increase in office-based jobs, the rise of convenience foods and the promotion of an indoor culture. As a result, many people live very sedentary lives. In other words, the general activity level of the population has decreased. We need to keep fit to keep healthy.



You have probably heard the saying: 'Prevention is better than cure'. Some of the main health concerns in life are lifestyle diseases such as heart disease, obesity, high blood pressure and certain types of diabetes. Many people develop these diseases because they eat incorrectly and do not get enough exercise.

Research has shown that regular exercise has plenty of health benefits. Being on a fitness programme will help you to:

- reduce your risk of heart disease
- lower blood pressure levels
- improve cholesterol levels
- lessen the risk of osteoporosis
- control asthma
- control adult-onset diabetes
- promote weight loss in your body
- manage stress
- improve blood circulation
- improve the function of the heart

- improve your posture
- improve your agility, balance and flexibility
- improve your strength
- improve your overall lifestyle.

How do I measure my fitness level and fitness intensity?

There are different methods of measuring the intensity of the activities you are going to do, but we will be concentrating on the heart rate method. This is a method of doing exercises based on your heart rate and the zones of intensity that are calculated using this heart rate. Heart rate can be measured using a heart rate monitor, but we can also use a formula to work out what your maximum, minimum and target heart rate should be.

The components of fitness

There are two groups of fitness components: health-related fitness and skill-related fitness. Health-related fitness includes such components as body composition, cardiovascular endurance, flexibility, muscular endurance and muscular strength. Skill-related fitness includes agility, balance, co-ordination, power, reaction time and speed. We will be concentrating on the health-related fitness components.

The different components are:

- **Body composition:** Body composition is used to describe the components that make up the percentages of your body, for example body fat, the content of water in your body, bone density and the amount of muscle in your body. A fitness professional can take your body measurements to determine your fat percentage. This will help him or her to decide if you are a risk factor for heart disease and obesity.
- **Cardiovascular endurance:** This is how much of a certain level of activity your body can maintain over a long period of time. The amount of time that you spend on this type of exercise should be more than 20 minutes to achieve the full effect of cardiovascular exercise.
- **Flexibility:** This is the range of motion around a joint. Flexibility exercises enable you to do exercises and everyday movements with ease.
- **Muscular endurance:** This is how much of a certain level of activity your muscles can sustain over time.
- **Muscular strength:** This is how much weight you can pick up once.



Different fitness activities

There are so many different fitness activities today that everyone will be able to find something they enjoy. Fitness activities do not have to be high-impact or make you sweat a lot. Choose something that you are passionate about – if you love the outdoors, why not try hiking or road running; if you like the beach, play soccer or beach volleyball. If you love music, try aerobics or dance classes. There are fitness activities for the individual or for a team. Whatever your passion, find something to get yourself moving and healthy. Discuss some more examples of the different fitness activities that you can think of.

Classroom activity Week 1

Work on your own

- 1 Think of a fitness activity that you do regularly, or maybe want to try. Write down into which fitness component your activity falls, as well as the muscles that this activity will work. Discuss with your teacher to determine if you used the correct information.
- 2 Take your resting heart rate by sitting down and relaxing. Measure your pulse for one minute. This is your resting heart rate.
- 3 Use the following formula to work out your maximum heart rate and your target heart rate.

Maximum heart rate (MHR) = $220 - \text{age}$

Target Heart Rate (THR) = $(\text{MHR} \times \text{Exercise Intensity}) + 60$

Thus: $\text{THR} = (\text{MHR} \times 0.60 \text{ of intensity}) + 60$

To work out what intensity is right for you, choose what percentage of intensity you should work out at. It is recommended that people should work out at 50–90% of their maximum heart rate. Beginners should work at the low end of this recommendation and increase intensity as appropriate. Thus a good target heart rate for a beginner should be 50% of the maximum heart rate.

Introduction to running/walking

Running or walking can be an excellent warm-up or cool-down activity. Running or walking will increase your heart rate and improve blood circulation, allowing your muscles to receive more oxygenated blood. Running and walking belongs



to the cardiovascular fitness component because you engage in exercise for longer than five minutes.

Before you begin, you need to know how to stand and walk properly. Check your posture and ensure that you are fully upright with a straight back. Make sure that your ear is in line with your shoulders, hips and ankles. When you start to walk, swing your arms and not your shoulders. Bring your elbows inwards as if you are pulling a rope. Move your legs from the hips, placing the heel first. The foot should roll over the majority of the foot and end at the toes.

With running, your stride should be longer and you should lift your knees higher. You still need to concentrate on your posture. Posture is very important, as you can develop serious injuries if running with an incorrect posture.

Safety issues regarding running/walking

- Always walk or run with a partner. Otherwise, try to run or walk in an area where there are lots of other people around.
- Do not run with an MP3 player or other music player. It is dangerous because you cannot hear traffic behind you and you may forget to notice what is happening around you.
- Do not run in the path of traffic.
- Differ your route everyday so people who may be watching you cannot predict where you are going to go.
- Try to go running at different times of the day.
- Try to do your activities before the sun sets.
- Always keep to the basics: clothes, watch and your running shoes. Do not wear expensive or flashy jewellery.
- Be alert and aware of what is going on around you.

Warming up and cooling down

The body functions better when it is warmed up and ready to go. Warming up is not just a physical activity but also a mental one. It prepares the body to exert itself in exercises. There are many benefits to warming up.

The blood flow to the muscles increases, which means that the muscles receives more oxygenated blood. The elasticity of the muscles increase. Warming up increases your heart rate and prepares the body with mental alertness.

It is equally important to cool down. Just walking away after a workout will only damage your body. Your body needs to calm down after the strenuous exercises. Thus is it important to cool down so your body can get rid of the waste products that build up during the exercises.

Physical activity week 1

Work on your own

The whole class will do a 30-minute walk and run. You are going to use the skills that you learned in class to work out your heart rate.

Before you walk or run you should do some warming up activities and stretches. For the cool down, remember to stretch very well.

Physical Education Week 2: Planning and goal setting of a fitness programme

What will you learn about this week?

- How to make goals for your fitness programme
- How to plan a fitness programme
- The benefits of a fitness programme
- Circuit training
- Safety issues regarding circuit training
- Warm-up and cool-down activities

Let's talk about this week

- Where do you use circuit training?
- Is circuit training used just for fitness or can you use it to get fit for a specific sport?
- Why is it so important to have goals in setting up a fitness programme?
- How do you plan a circuit training programme?

What do I know already?



- How to establish my fitness level
- How to take my heart rate and do exercise at my own pace
- The fitness components

- That a proper warm up and cool down is very important
- The benefits of exercise

Word bank



circuit training:	a series of exercises completed directly after each other
goal:	something that somebody wants to achieve
planning:	a method of doing something that is worked out in advance



- Can I follow a training programme?
- Has my confidence improved?
- How many sets of a circuit can I do?
- Did I warm up and cool down?

What do I still need to know? ???

Developing an exercise programme

A programme is as challenging as you make it. When you plan your training or fitness programme, you need to make sure that you have time for it and that you have all the necessary information. You can set up a programme on a beginner level or you can make it as difficult as you like.

All of this depends on your planning and goal setting for your programme. You have already done the first part of your planning for your training programme by establishing your resting heart rate.

Goal setting of an exercise programme

By setting up goals for your programme, you will increase your chances of fully committing to your fitness programme. You will develop self-confidence and have a better idea of what you want to achieve with the programme. There are three different types of goals:

- **Outcome goals:** This type of goal is where you have a sense of competition. In other words, you want to better someone else's performance. For instance, if you know that the person you are going to compete against is going to run 5 minutes on the 1 500 metre track event, your goal should be 4 minutes 50 seconds.
- **Process goals:** This goal determines the technique and improving on your technique. For example, in long jump, you need to run a little faster to jump higher or you need to have a better stride.

- **Performance goal:** This is the standard that you want to achieve, for example when you want to run a 10 km race in 40 minutes, or lose weight for the summer holidays. This is the type of goal most people follow when setting up their programme.

When you set up your goal you need to set up SMARTER:

S – **Specific:** make your goals specific and detailed

M – **Measurable:** This is where you stand today and where you will stand in the future. You should be able to measure your goal.

A – **Accepted:** Share your goals with other people with the same plan.

R – **Realistic:** Can I achieve this goal?

T – **Time phased:** Make a date for when you want to achieve your goal

E – **Exciting:** To have a goal is exciting because that goal will only inspire you every time you look at it.

R – **Record:** Write down your goal and all the exercises you have done. It will motivate you to do better.

(Source: adapted from www.brianmac.co.uk/goals.htm)

Make a short plan with realistic steps. This will improve your self-confidence.

Planning an exercise programme

Now that you know what your goals are, you can start to develop your own programme. There are several steps that you need to follow to make your programme a reality. Just remember that you need to stay in your zone of ability. Do not show off!

1. **Determine your heart rate:** You already have done the first step of your planning in Week 1.
2. **Determine your intensity:** This is how hard you are going to train. You also learnt about this in week 1. You used the formula to work out your percentages and the intensity scale.
3. **Your training zones:** You can either use the heart rate training zones of the intensity that you want to exercise at or you can stay within the recommended zones. If you do not train regularly you should exercise between 50–60% of your heart rate. If you do regular exercise, you should exercise between 60–70% of your maximum heart rate, or you can train to improve your aerobic capacity where you will train between 75–85% of your heart rate.
4. **Decide on the type of exercise that you want to do:** Do you want to try running, cycling, strength training or aerobics training? You also can decide on a combination of cardiovascular, strength and muscle endurance.
5. **Frequency of exercises:** The amount of exercises you can do during the week will depend on your goals, and your level of fitness. You can decide how many repetitions you want to do, how many sets and how much rest you want to take. Remember that when you want to train for endurance, you should train more and rest less. Strength training will



mean fewer repetitions, and more rests. Weight loss programmes should include more repetitions, high cardiovascular exercise and less rest.

6. **Time of exercise:** This is the question of how many times per week you can train, and for how long. The type of exercise that you choose to do will also determine how long you will train for. When you do cardiovascular exercises you should train for at least 30 minutes. When training for strength or muscle endurance, the intensity will be much higher and you will not be able to keep up the pace for long period of times. You will need to have rest periods in between.
7. **Warm up and cool down:** Every training programme should have a proper warm-up and cool-down.

Example of a fitness programme plan

Name:

Age:

Goal:

Starting date of fitness programme:

Goal date of achievement:

Heart rate zones:

Which intensity:

Type of exercise:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Type of exercise							
Frequency							
Time							
Warm up and cool down							

What qualities do I obtain from being physically active with a training programme?

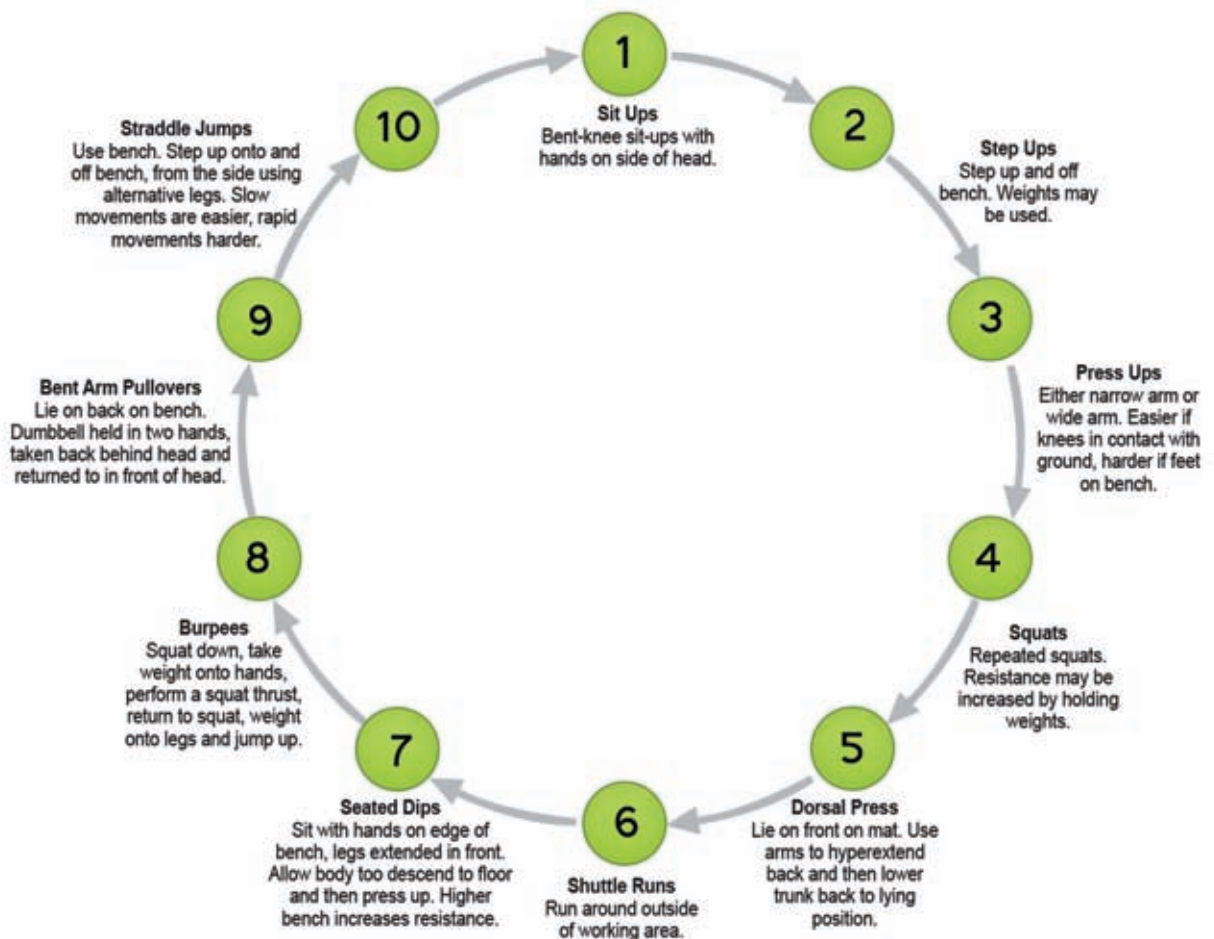
Self confidence is the sureness of feeling and the belief of ability. Self confidence is derived from being physically fit and engaging in fitness activities with groups. Here are some other examples of how self confidence can be achieved:

- By successfully completing a difficult activity, you might feel confident in trying something even more difficult.
- Surround yourself with positive, dedicated people. By becoming involved with good performers, you will motivate yourself to reach the same level of achievement.
- Repeating positive reinforcement or motivation (such as 'I can do it!') works wonders on confidence levels.

What is circuit training and into which fitness component does it fall?

Circuit training is a type of body-conditioning training that combines resistance training with high-intensity cardiovascular work. On a circuit, you will move from one activity to another with only short rests in between. You will burn more calories and boost your heart rate. You will feel energised and ready for the day after a session of circuit training. This is the type of exercise to choose if you want to become fit very quickly, as you will use every muscle group in your body. Circuit training not only improves your fitness, but also your mobility, strength and endurance, but be careful not to overtrain.

An example of a circuit





Safety issues regarding circuit training

- Make sure that you perform the activities with the correct posture, as your teacher will demonstrate to you.
- If you have back and knee problems, be careful with the lunges and the squats.
- Make sure that you have a bottle of water with you. These exercises are very difficult and you need to constantly fuel up and hydrate.
- If you are doing your activity outside, wear sunscreen to protect your skin.
- Wear comfortable clothes and have a towel with you if you are allergic to grass.
- Make sure the area where you are doing your activity is clear from sharp objects.
- Use the Borg scale of exertion. The scale starts at 1 and ends at 10, where 1 is very easy and 10 is very difficult. Constantly ask yourself, where on the scale you are?

Classroom activity Week 2

Work on your own

- 1 Determine what your goal in your fitness programme is using the SMARTER method.
- 2 Plan your fitness programme according to the seven steps set out in planning your training programme.
- 3 Try your own programme for a month and keep a log book of all your activities. Paste your goals and plan in the front of your log book. Keep your log book interesting and motivating!

Physical activity Week 2

Work on your own

Before engaging in any activity, remember to warm up. Jog or walk for five minutes, or play a game for five minutes. Remember to stretch afterwards.

You will perform the following exercises. There will be no rest in between each exercise. When you are finished with one exercise, go straight to the next one.

- 200 m of running
- 5 pull ups
- 30 sit ups of your choice
- 10 burpees
- 15 push ups
- 15 squats

- 200 m run
- 20 supermans
- 15 dips
- 10 lunges
- 200 m run

You have 15–20 minutes. See how many of these sets you can do in 20 minutes. Give yourself a short rest between sets.

Cool down: After strenuous exercise you need to stretch very well so that you are not stiff the next day.

Physical Education Week 3: Community influences on your physical fitness programme

What will you learn about this week?

- Community influences on your choices of being physically fit and following a fitness programme
- Types of endurance activities
- Safety issues regarding endurance activities
- Warm up and cool down activities

Let's talk about this week

- What are the social and cultural influences on sport?
- What are the different endurance activities you can participate in?

What do I know already?



- How to set up a goal for a fitness programme
- How to prepare my own fitness programme
- Know what circuit training is
- The safety issues regarding a circuit training programme



Word bank



endurance training:	exercises that increase stamina and fitness
environment:	the external factors that influence the life and activities of people, such as where a person lives



- What is my level of endurance fitness?
- Do I know what endurance running is?

What do I still need to know?

Influences on participating in fitness activities

There are always choices that you have to make in life. When you planned your training programme you automatically incorporated your lifestyle at home and school into the programme. We all have certain responsibilities that we prioritise, thus certain choices will influence our fitness programme. The main objective is to strike a balance.

There are certain aspects that influence your participation of fitness activities:

- **Family:** Do you have certain family responsibilities that influence your choice of sport? Maybe you have to be at home at a certain time to look after your brother or sister. Some families do not have the money to pay for certain extras like different sports.
- **Rights and responsibilities:** According to the White Paper of Sport and Recreation, everybody has the right to participate in sport and recreation activities.
- **Social influences:** The type of relationships you have and the group of friends you socialise with will influence your choice of fitness activities.
- **Cultural views:** In some cultures, people are not allowed to participate in certain sports.
- **Environment:** The factors in your life, such as your home environment and where you live, can make it a struggle to participate in sport and physical activities.

What are endurance activities?

Endurance activities are those activities that you do for longer than 20 minutes. They aim to increase your body's stamina. Endurance activities work most of your big muscle groups such as your hamstrings, calves, back and abdominal muscles.

Different types of endurance activities

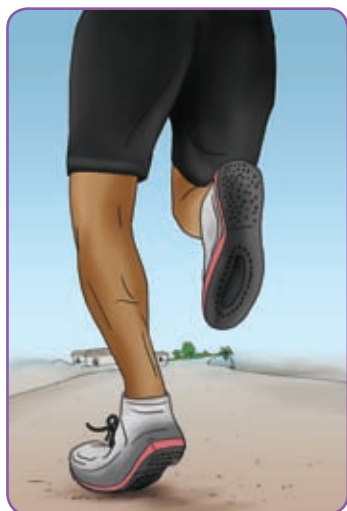
There are many types of endurance activities. Some examples are athletics, middle-distance running, long-distance running, road running, cross country skiing, cycling, mountain biking, duathlon, triathlon, adventure racing, orienteering and many more.

Different types of exercises you can do to improve your endurance fitness include the following:

1. **Long slow distance training:** This is a type of endurance training where high-intensity training is followed by training at a 'conversation pace'. An example of LSD training is slow jogging. This type of training is usually combined with interval training.
2. **Tempo training:** The intensity of this training is a bit higher than competition pace. This type of exercise improves the amount of energy supplied to the body for fuel. The exercises are repetitive, for instance 20 × 200 metre running.
3. **Interval training:** This type of exercise combines bursts of high-intensity training with slower periods of low-intensity work. These types of exercises can get you fit very quickly.
4. **Repetition training:** This is training a muscle group through sets and exercise repetition. An example of repetition training are leg curls. Perform three sets of ten repetitions with a short rest (40 seconds) between the sets. This will improve your running speed and your running economy.
5. **Fartlek training:** This is training on uneven terrain, where you follow the terrain uphill and downhill, keeping an easy pace.

Lessons you can learn from endurance activities

- You learn to be patient.
- You learn to be respectful towards other people.
- You gain confidence and self worth.
- You feel just great!



Safety issues regarding endurance activities

- Wear the proper shoes for the activity. Each activity will differ but in most cases, good running shoes will do.
- Always wear comfortable clothes. Performing an endurance exercise will mean lots of sweating; damp clothes will feel uncomfortable. Always keep an extra set of dry, clean clothes in your bag. If you walk around with damp clothes, your body will cool down rapidly and increase the chances that you will become sick. Look after yourself.
- Sweating also means that you will lose fluid, so you need to hydrate every ten minutes. You need to refill your kidneys!



- When doing the sport barefoot keep your eyes open for sharp objects.
- When you are busy with an activity in the sun, remember to put plenty of sunscreen on your skin.
- If you are cycling, remember to always go in a group. Wear a helmet, and gloves to protect your hands and wear the correct cycling gear. The gear is there to protect you, should you fall.
- As with all exercise, concentrate on your posture and your breathing.

Classroom activity Week 3

Work on your own

- 1 What are the influences on your physical fitness programme? How would you resolve any obstacles?
- 2 You know the basics of how to set up a fitness programme. In today's lesson you received more guidelines on how to train for an endurance fitness event as well as how to improve your fitness level for endurance. Make a weekly plan for endurance training. You only have to give the basics. Below is an example of an endurance programme.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Tempo training	Repetitions	Long slow distance	Interval training	Rest	Long slow distance	Rest
3 × 1 000 metre	10 × 100 metres	40 minutes slow run	5 × 1 minute runs		40 minutes slow run	

Physical activity Week 3

Work on your own

Before engaging in any activity, remember to warm up. You are going to jog or walk for five minutes, or play a game for five minutes. Remember to stretch afterwards.

Today we are going to try one of the endurance activities. Bring some extra clothes and your running shoes to your Physical Education class. We are going to run!

Cool down: After strenuous exercises you need to stretch very well so that you are not stiff the next day.

Careers and career choices

Future choices

What will you learn about in this topic?

- The connection between your subject choice and further studies at a higher education institution
- The various higher education institutions available for further studies
- National Senior Certificate requirements for admission to additional and higher education courses for certificate, diploma and degree studies
- Admission Score Points (ASP) for entry into higher education programmes
- Description of financial aid options available in the form of bursaries, scholarships, SETA-funded options, learnerships, apprenticeships and internships
- Financial obligations when accepting financial aid

Let's talk about this topic

- How do you think your subject choices will influence your future?
- What options are available to you for further study?
- What are the differences between the various higher education institutions?
- Do you know what the requirements are to achieve a NSC with the entry degree indicated on it?
- What are the minimum requirements for entry into higher education programmes and how does this link to your subject choices?
- What is the Admission Score Point System (ASP) and how does it work?
- What are the admission rating criteria for traditional universities, universities of technology and comprehensive universities?
- Do you know what financial aid for further higher education studies is available to you when you finish school?
- What will your financial obligations be if you decide to accept financial aid?

Careers and career choices

What you know already



Subject choices

In Grade 10 you made a specific subject selection. Your subject choices in Grade 12 will affect your chances of gaining entry into higher education courses. Grade 12 is your exit point into higher education. If you have selected Mathematics as a core subject, you will have access to Commerce, Engineering, Humanities, Education and Law degrees. Mathematical Literacy with Life Sciences will give you access to B.Tech and BSc degrees. The type of degree you register for will determine your future career path. For example:

- if you want to become a Management Accountant, you will need to do a B.Com

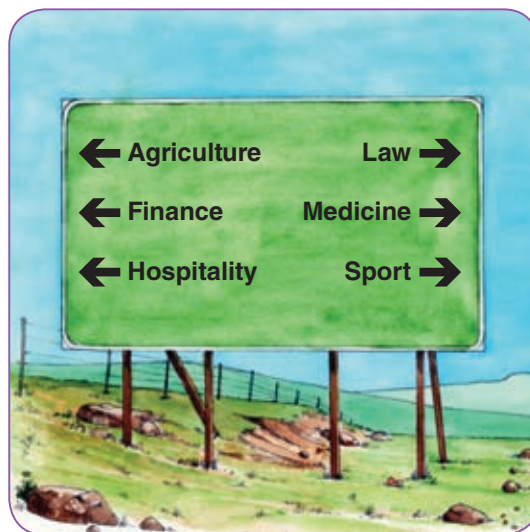


Fig. 2.1 What career will you choose?

(Management Accounting) degree or a B.Accounting degree and a B.Com Honours (Management Accounting) degree at a traditional university. You could do a B.Tech degree at a university of technology or study at a private or distance education institution

- to work as a Food Technologist you will need a National Diploma in Food Technology. You can move onto a B.Tech degree in Food Technology
- to be a winemaker you will need a BSc in Viticulture and Oenology
- to become a dentist you will first need to achieve a National Diploma and then move onto a B.Tech degree in Dental Technology.

This should give you an idea of how your subject choice lends itself to the selection of a further higher education degree, diploma or certificate and eventually a career.



- Have I made the correct subject choices?
- Which subjects will help me in my future career?
- Which subjects will *not* help me in my future career?
- Have I really thought about what I would like to do when I finish school?

Word bank



career:	a profession within which you choose to work such as teaching, nursing, accounting, banking, etc.
career path:	a plan you follow while working to develop your career in a specific field
job:	forms part of your career and involves the tasks you do every day at work for which you are paid a salary
lifelong learning:	learning, all the time, for as long as you live
occupation:	a person's profession



Fig. 2.2 You need to decide what you would like to achieve in your career.

What job would be right for me?

We wish you could stand on your head, mutter a magic phrase and ‘voila’ – in an instant be given the insight as to what the best job would be for you. Imagine what life would be like if we could do this?

Before you chose your Grade 10 subjects you were told to start thinking about what you would like to do after school. ‘Find a job’ your teachers tell you. ‘Experience the world’ your best friend tells you. ‘Make sure you find a job that makes you money’, your parents inform you. Meanwhile, you are thinking, ‘I am only in Grade 11! I don’t know what I want to do. Why am I under so much pressure? I still have to get through Grade 12!’ This is a tough decision to make and you are only in Grade 11!

Looking at this from a different angle may be helpful. Have you ever thought about what you really do *not* want to do after school? Perhaps this is a different

point from which to start your potential job search? Only you can make a decision about your future. Even once you have made a decision, you may find yourself doing something you really ‘love’ and after three months doing something totally different. Choosing a job involves some processes of trial and error.

With the internet available you have an incredible opportunity to start searching the various jobs that exist. Besides this, do you really know yourself? You need to know your likes, dislikes, strengths and weaknesses before you even begin thinking about your future career. So, what steps do you need to take to start the process of thinking about a job? Think about the five areas below to guide you in a specific direction.

Your hobbies

Consider the following questions:

- What do I like to do in my free time?
- What am I good at?
- Do I like working with my hands?
- Do I prefer working with ideas or with objects?
- Am I good with people?
- Do I prefer being alone?
- Do I prefer spending time outdoors or indoors?
- Do I like numbers, scrapbooking, puzzles, computer and video games, writing, blogging, coaching sport or tutoring?

There are many jobs available that will make use of your skills and interests. You just have to match your interests and skills with the right job for yourself. For example, you may enjoy coaching children’s soccer on the weekend. However, this does not mean you want to become a professional soccer coach. Perhaps you love music – potential jobs could be working for an advertising agency, radio station, in a theatre or representing musicians. Maybe you like working out the scores for various sport matches and predicting the winner. This interest could be applied to professions such as accounting or banking as both require strong numeracy skills that include the ability to look at variables and predict outcomes. You need to do some research to see how some of your interests and skills could apply to professions that you may not normally consider.

Your values

Your values will play an important role in your finding the right job. Refer back to the values you learnt about in Topic 1 and how your values influence your goal-setting.



The type of life you want

Are you the adventurous type where travel, taking risks and change appeal to you? Or are you the type of person who would be happy to live in one place, have a stable career and start a family young? If you are adventurous then maybe you can combine your job and life. For example, you could be a photojournalist in war zones. If you are more conventional, a stable career as an accountant, banker, human resource manager or shop owner may be more suitable.

What you enjoy learning about at school

When learning, what comes easily to you? Do you enjoy Mathematics, English, Life Sciences, Engineering Sciences or perhaps another subject? What subjects do you love and which do you hate? If you really dislike Mathematics and Science but love English, then the following jobs may not be suitable – doctor, dentist or scientist. However, you could consider being a teacher, a lawyer or having a job where you work closely with other people. Analysing what you excel at and are not so good at will help point you in the right direction. You will also have made your subject choices based on what you like and dislike.

What sacrifices you are willing to make

Ask yourself what you would be prepared to sacrifice for your career. For example, if you want to become a pilot, air hostess or truck driver you will probably spend a lot of time away from home. If you want to become a scientific researcher and develop a cure for a rare disease you will probably spend many years studying. If you want to become a famous rock star, actor or actress you need to be prepared to experience a lot of rejection before you get your big break. Think hard about the potential sacrifices you would need to make and use this to guide you in your career choice.

Education requirements and salaries

It is very important to know what the educational requirements are for your chosen career. It is also important to think about the earning potential (salary) of the profession you choose. Even famous rock stars started with some education in music. Some even have degrees in music. What education requirements will you need to become a ballet dancer, a banker, a teacher or an accountant? Do you know what you will be paid? If being a musician is your ambition, would you be prepared to do gigs for free just to become known? If you want to become a teacher will the perks that you get, such as school holidays, make up for the salary you get paid? The only way you will find out is to do some research. Ask people you know questions about what education they had and how much they earn. Use opportunities online to search for these requirements. Go onto the internet and research different careers.

Classroom activity 1

- 1 Write a list of jobs that you would really *not* want to do when you have finished school.
- 2 Write a list of jobs that you would consider doing.
- 3 You need to advertise yourself to a potential employer. Create an advertisement where you 'sell yourself' by listing your strengths, positive attributes and values and anything else that you feel would be relevant to a potential employer.

Your education options

Learning is a lifelong process, whether you decide to study after school or go straight to work and perhaps continue your studies through the job you obtain. You may even want a break from studying and choose to take a gap year. There are a number of educational options available to you. You can:

- continue your studies through public Further Education and Training colleges (FETCs) if you want to work in a vocational or artisan trade
- study at a public Higher Education Institution
- study at a private institution
- develop yourself further through learnerships and apprenticeships while working
- go on a gap year where you postpone your studies for a year and do something of value either locally or overseas.



Fig. 2.3 South Africa has many tertiary institutions to choose from.

The different institutions – what are they?

Public Further Education and Training Colleges (FETCs)

At public FETCs you will learn a vocational trade (FET Vocational Occupational programme) or artisan trade (NATED Occupational programme). You will qualify for a specific job or career, for example in engineering, finance or tourism. Studies involve theory and practical training. Practical training is done either at the college or in the workplace. Upon completion of your studies at an FET college you can either enter the job market or you can gain your practical experience through an apprenticeship or internship at a specific workplace.

Public Higher Education and Training

Higher education is learning that takes place after you finish school at a university, a comprehensive university or a university of technology. You can study towards many different qualifications such as engineering, science, law, medicine, teaching, acting and journalism. Go to any university's website and look at all the different degrees available.

Differences between the higher education institutions

University	This is the traditional academic university. Upon successful completion of your studies you will be awarded a degree. Traditional universities tend to focus on research and theory. Examples include: University of Cape Town, Potchefstroom University and Rhodes University.
Comprehensive university	A comprehensive university is the place to go if you want to combine academic and career-based studies. Upon successful completion of your studies you will be awarded a degree or a diploma. Examples include the University of Johannesburg and the University of South Africa (UNISA).
University of technology	At a university of technology your studies will be strongly career focused. Upon successful completion of your studies you will be awarded a certificate, diploma or degree in technology. Examples of a university of technology include the Cape Peninsula University of Technology, Central University of Technology (Bloemfontein) and Durban University of Technology.

Studying at private institutions

This is a third option for learners who want to study further after school. A private institution is registered with the Department of Higher Education and Training (DHET) to provide training or is registered with an accredited body. It is not the same as a FET college or a public Higher Institution. There is usually a wide variety of subjects to choose from, depending on what the private institution is registered for. Courses can be between two to three days, a few months or even one year. Upon successful completion of the course you will be issued with a certificate.

Classroom activity 2

Find a partner and think about the following. If you were going to study further, which higher education institution appeals to you the most and why?

Admission to higher-education institutions

What you know already

National Senior Certificate requirements

You are one year away from entering Grade 12 and receiving your National Senior Certificate (NSC). The NSC is a registered qualification at Level 4 on the National Qualifications Framework. You should already know that the subjects selected in Grade 9, 10 and now Grade 11 will influence your future. You will only get your NSC if you meet all the requirements for grades 10, 11 and 12 and have completed the school-based (internal) assessments as well as the external Grade 12 assessment.

To get the NSC you need to:

- achieve 40% in three subjects (one must be an official language at Home Language level)
- achieve 30% in three subjects
- provide evidence that you have completed the school-based (internal) assessments (if you have failed a subject).

The NSC rules state that you will only receive your NSC if you have selected 7 (seven) subjects. You need to have:

- two official languages (one language on the Home Language level and the other on either Home or First Additional Language level). One of the languages must be the language of learning and teaching (LOLT)
- Mathematics or Mathematical Literacy
- Life Orientation
- a minimum of three other subjects.

Provision has been made for those learners who have special needs and those who are immigrants.

Your performance in Grade 11 and eventually Grade 12 is rated according to UMALUSI's seven-level scale of achievement.

Rating code	Competence description	Percentage (%)
7	Outstanding	80–100
6	Meritorious	70–79
5	Substantial	60–69
4	Adequate	50–59
3	Moderate	40–49
2	Elementary	30–39
1	Not achieved	0–29

Remember that your final NSC results may not guarantee you admission to any programme of study in higher education. You will need to submit your Grade 11 results for provisional admission into a higher education institution. In addition, you will need to comply with the specific institution's admission criteria.

UMALUSI will indicate on your final Grade 12 NSC whether you can enter into higher education for a specific programme.

- In my opinion, I have met the requirements to achieve the NSC so far.
- I feel confident that I will meet the internal assessments for Grade 11.
- My Grade 10 results reflect how well I will perform this year. Or, I need to work harder this year as my Grade 10 results were not good enough.
- What was your final rating for Grade 10 according to the rating scale above?
- How can I improve my performance in Grade 11 to ensure I will achieve top ratings?

Check
myself

Word bank

A B C

cognitive:	the skills we need that make it possible for us to think, remember and learn; we need these skills to analyse sounds and images, remember information, to connect information together and to focus on a particular task
external assessment:	assessment set by an external assessment body, e.g. UMALUSI
faculty:	a division or branch of learning at a university or college, e.g. Faculty of Science
gap year:	taking time off from studying (usually a year) to do something else, e.g. travelling
internal assessment:	assessment done during school time that counts towards your NSC (National Senior Certificate)
knowledge:	knowing and understanding something about a topic through experience or education
level of competence:	a rating you are given, on a scale of 1–10, for a specific subject to show your level of achievement
niche:	a business that specialises in one type of product or service
simulation:	imitating something that is real, for example flying an aeroplane in a practice environment before you actually fly the real thing

What you still need to know



Admission requirements for higher education

If you are planning on entering higher education after school, remember that most of the higher education institutions will do a provisional selection based on your Grade 11 results. When you submit your admission application form, you need to submit your final Grade 11 report. You will then submit your original Grade 12 results when registering with the higher education institution.

The following higher education options are available to you once you have your NSC. Your NSC must indicate that you have admission into higher education programmes. This type of education is referred to as undergraduate studies. Depending on your results and subject combination, you can choose from the following undergraduate qualification types:

- Higher Certificate
- Advanced Certificate
- Diploma
- Advanced Diploma
- Bachelor's Degree

As mentioned previously, the different higher education institutions have different entrance or access requirements for their programmes. It is very important that you contact the relevant admission offices to find out the admission requirements for the different programmes. You can start researching admission requirements in Grade 11, or before.

When you have finished your undergraduate studies, which are usually three to four years long, you can continue onto postgraduate studies and obtain the following qualification types:

- Postgraduate Diploma
- Honours Degree
- Master's Degree (only once Honours completed)
- Doctoral Degree (only once Masters completed)

Undergraduate qualification types

Higher certificate

This is an entry-level higher education qualification. It is vocational or industry based. The Higher Certificate will provide you with basic introductory knowledge, cognitive and conceptual tools and practical techniques in the area in which you are studying. When you apply for a job with a Higher Certificate it means you have achieved a basic level of higher education and knowledge and are capable of applying your knowledge and competence in

the workplace. A Higher Certificate includes a simulated work experience or work integrated learning.

Advanced Certificate

You have to have a Higher Certificate before you can acquire an Advanced Certificate. This certificate is also vocational or industry based. You are provided with an excellent knowledge base in a particular field or discipline that is more specialised than what you acquired during your Higher Certificate. You will be applying your knowledge and skills in a specific niche business environment. An Advanced Certificate includes a simulated work experience or work integrated learning.

Diploma

A Diploma is a qualification that is professional, vocational or industry specific. A Diploma will enable you to demonstrate focused knowledge and skills in a particular area. Diplomas open many doors to different careers. You will be able to apply your skills and knowledge almost immediately when entering the work environment. Diploma programmes include a simulated work experience or work integrated learning.

Advanced Diploma

You must have a Diploma before progressing to an Advanced Diploma. Advanced Diplomas are flexible in that they are designed to meet your specific need. The Advanced Diploma provides further intellectual enhancement, can allow you to change your career path or provide you with the knowledge and skills to work within a niche work environment. It allows you to continue developing your skills and knowledge. In some cases, you can use your Advanced Diploma as an entry level into some Bachelor degrees.

Bachelor's Degree

A Bachelor's Degree will enable you to apply your knowledge and skills gained and demonstrate your initiative and responsibility in an academic or professional context. A Bachelor's Degree is available in a variety of different disciplines. The principles and theory you are taught will enable you to enter the labour market, professional training, postgraduate studies or professional practice in a variety of careers.

Minimum requirements for entry into higher education programmes

Higher education determines the minimum entry requirements for admission to the Higher Certificate, Diploma and Bachelor's Degrees. Certain programmes will require certain combinations of recognised NSC subjects and levels of achievement. The following is an indication of the minimum requirements for each qualification type.



Fig. 2.4 Working towards a Bachelor's Degree usually entails attending lectures.



Fig. 2.5 At the end of your course, you will graduate with a degree, certificate or diploma.

Entry to Higher Certificate programmes	The minimum admission requirement is a NSC with a minimum of 30% in the language of learning and teaching of the higher education institution (offered at First Additional Language level) and 40% in languages offered at Home Language level.
Who offers these programmes?	Various FET colleges offer these programmes in a wide variety of fields.

Diploma programmes	The minimum admission requirement is an UMALUSI certified NSC with an achievement rating of 3 (this is moderate achievement, 40–49%) or better in four recognised NSC credit subjects. You will also need a minimum of 30% in the language of learning and teaching of the higher education institution (offered at First Additional Language level) and 40% in languages offered at Home Language level.
Who offers these programmes?	Various FET colleges and universities of technology offer these programmes in a wide variety of fields.



Entry to Bachelor Degrees	<p>The minimum admission requirement is an UMALUSI certified NSC with an achievement rating of 4 (this is adequate achievement, 50–59%) or better in four subjects chosen from the following designated subject list:</p> <ul style="list-style-type: none">● Accounting● Agricultural Sciences● Business Studies● Dramatic Arts● Economics● Engineering Graphics and Design● Geography● History● Consumer Studies● Information Technology● Languages (one Language of Learning and Teaching at the higher-education institution and up to two other recognised language subjects)● Life Science● Mathematics● Mathematical Literacy● Music● Physical Sciences● Religion Studies● Visual Arts <p>You will also need a minimum of 30% in the language of learning and teaching of the higher education institution (offered at First Additional Language level) and 40% in languages offered at Home Language level.</p>
Who offers these programmes?	<p>Various universities and some universities of technology offer these programmes in a wide variety of fields.</p>

Admission Score Points (ASP)

Higher education institutions will use an admission rating system to which you need to comply in order to gain admission to their programmes and/or faculties. This is called Admissions Score Points (ASP). The point system is different for the various higher education institutions. You will need to contact the admission offices of where you are thinking of studying to obtain their ASP. Alternatively, if you have access to the internet you can start researching the admission requirements.

Admission ratings for universities

Below is an example of a rating system that is used for universities to determine if you qualify for admission. This is a points system. The number of points you need to obtain will be determined by what you plan to study. The amount of points needed will also differ according to the school-leaving subjects required for admission and how each higher education institution converts symbols or percentages into points. Below is an example of an Admissions Point System for universities.

Achievement rating	Points
8 (90% or better)	8
7 (80%–89%)	7
6 (70–79%)	6
5 (60–69%)	5
4 (50–59%)	4
3 (40–49%)	3
2 (30–39%)	2
1 (30% and below)	1


Admission ratings for universities of technology

As for universities, the admission rating system will differ between the various universities of technology. Below is an example of an admission rating scale that is used.

Rating code	Rating	Marks %
7	Outstanding achievement	80–100%
6	Meritorious achievement	70–79%
5	Substantial achievement	60–69%
4	Adequate achievement	50–59%
3	Moderate achievement	40–49%
2	Elementary achievement	30–39%
1	Not achieved	0–29%

Admission ratings for comprehensive universities

The information that follows is based on the admission requirements for UNISA where you can study for either a degree or a diploma.



To be able to register for a Bachelor's Degree you need to have your NSC with the entry level indicated as 'degree'. To be able to register for a Diploma you must have your NSC with the entry level also indicated as 'degree'.

Classroom activity 3

- 1 Below are the final Grade 11 results for two learners: Learner A and Learner B. Learner A wants to register for a Bachelor of Commerce Degree at a university. She needs 40 points to receive a firm offer. This university does not give points for Life Orientation. Working alone and using the admissions-rating table, work out if she has enough points to register for a Bachelor of Commerce Degree.

Learner A

Subject	NSC Rating	ASP
English	5	
Xhosa	5	
Maths	5	
Geography	7	
Life Science	6	
History	4	
Life Orientation	5	
Total points:		

Learner B wants to register for a Bachelor of Arts Degree. He needs 40 points to receive a firm offer from the University. There are no points for Life Orientation.

Learner B

Subject	NSC Rating	ASP
English	7	
Zulu	5	
Maths Literacy	5	
Life Science	3	
Drama	7	
Art	7	
Life Orientation	6	
Total points:		

Admission Score Points (ASP) Rating Table

NSC Rating	%	ASP English	ASP Maths	ASP Maths Literacy	ASP all other subjects
8	90–100	16	8	6	8
7	80–90	14	7	5	7
6	70–79	12	6	4	6
5	60–69	10	5	3	5
4	50–59	8	4	2	4
3	40–49	9	3	0	3
2	30–39	9	0	0	0
1	0–29	9	0	0	0

- 2 How many points does Learner A have? Can she register for a Bachelor of Commerce Degree? Will she need to work harder in Grade 12 and in which areas?
- 3 How many points does Learner B have? Can he register for a Bachelor of Arts Degree? Will he need to work harder in Grade 12 and in which areas?
- 4 If you had to take the most recent results you have received for Grade 11, work out your Admission Score Points and see if you achieve 40 points! Would you be able to go to this university based on your current results?

Admission ratings for FET Colleges

If you are not sure whether you want to register for higher education you can consider doing a certificate or programme at a FET college. To register at a FET college the following minimum criteria will apply:

- You will need at least a Grade 9 pass or certificate or your NSC.
- Attend an approved bridging programme designed to enable you to access a certificate or programme at NQF Level 2.
- Obtain Recognition of Prior Learning (RPL) to meet the basic requirements for access to NQF Level 2.

If you wish to do artisan trade-related occupational programmes referred to as N1 and N2 programmes in order to enter the labour market as an apprentice, the following admission criteria apply:

- Mathematics is required for all artisan trade-related apprenticeships.
- Engineering Science is required for all artisan trade-related apprenticeships.

- Engineering Drawing or Industrial Electronics or another relevant subject, depending on the artisan trade requirements.
- A relevant artisan Trade Theory subject such as Electrical Trade Theory, depending on the artisan trade requirements.

It is important to contact the FET college before you enrol on a N1 or N2 programme because if you have your NSC you may be given credit for some of the N1 and/or N2 programmes.

Application tests

Some higher education institutions require you to write Access Tests (ATs) which are sometimes referred to as National Benchmark Tests (NBTs). Depending on what you are studying, you may need to write a combination of ATs, including tests for language (in two different languages) as well as a test for Maths. The purpose of the ATs is to determine if you are ready to study in terms of generic language, numeracy and thinking skills and in terms of curriculum-based skills in Mathematics and Physical Science. The ATs provide the institution with important information as to what support you may need, if any, if you qualify for admission. You will need to contact the admissions office to find out if you need to write an AP or NBT.

Application procedures

You are responsible for completing the relevant higher education institution application forms. You need to contact the admissions office and obtain the application forms to complete. You need to find out when applications for each year close so that you can submit your application form on time. Most higher education institutions allow you to submit your application forms online.



Fig. 2.6 You will need to apply to a tertiary institution.

Classroom activity 4

Work in a small group for this activity. You work for a higher education institution. They have asked you to design a suitable brochure to sell their programmes to Grade 12 learners. Your message needs to attract learners to the higher education institution and to a particular qualification type, e.g. a Higher Certificate, Diploma or Degree, etc. Use the information provided above to create the content for your brochure.

The gap-year option

If studying is not for you in the near future then you could consider taking a gap year. Doing this can be beneficial in terms of your personal and career development. However, a gap year is not just about taking a year off from life. If you want it to work for you, you will need to plan and explore your options. After your gap year you should feel fulfilled and you should have learnt something about yourself, life and the opportunities that exist. Questions to ask yourself if you are thinking of a gap year include the following:

- Do I want to spend my gap year locally or overseas?
- Where would I want to go?
- How will I get there?
- How much will it cost?
- Am I going to work?
- Do I need insurance?
- What do I need to sort out before I go?

Here are some ideas for what to do on a gap year:

1. Go on a working holiday (e.g. work as an *au pair*, work at a summer camp or coach sport).
2. Become involved in volunteer projects (e.g. AIDS awareness, environmental projects).
3. Travel.
4. Take an academic gap year (e.g. attending language courses).

What you know already



Financial aid for higher education studies

In the previous section we investigated the different options available for further study after school. Let's assume that you have worked out your Admission Score Points and found out you can study further. There are a number of financial assistance options available to you if you do not have the money available to study.



- Am I comfortable with the admission requirements for various higher education institutions?
- Do I need to find out more information?
- Where can I go to find out more information?

Word bank



apprenticeship:	where you learn a craft or trade on-the-job with a skilled person
artisan:	a skilled manual worker who practises a trade or craft
bursary:	money you apply for towards your studies that you may need to work off
internship:	when you gain supervised practical training in a workplace to learn how to do a specific job
learnership:	a programme of study while you are working that combines practice and theory
scholarship:	financial aid you are given if you have achieved well academically or within other areas, such as sports or music
study loan:	money you borrow from a bank or other institution to pay for your studies
surety:	this is when a parent or guardian will sign on your behalf to promise to pay back the money owed to the bank if you are unable to pay

What you still need to know



Description of available options

You are smart and want to achieve something in life but don't have the money to study further. What are your options? As you are aware, higher education studies are expensive. You can expect to pay anywhere between R15 000 and R20 000 for each year of undergraduate study. Specialised studies such as medicine can cost much more.

Did you know that in South Africa there are a variety of financial aid options available to you to further your studies? Consider these different options before deciding how to pay for your studies and apply for an award, bursary, scholarship or loan for which you are eligible. Let's discuss some of these options.



Fig. 2.7 Bursaries are a form of financial assistance.

What is a bursary?

A bursary is money that you are awarded to enable you to complete your studies at a higher education institution. Bursaries are only awarded if you need financial assistance. Your performance at school can influence how much money

you will be awarded with your bursary. There are many South African companies and institutions that will award a bursary if you qualify for it.

Be aware that some bursaries have conditions attached to them. These are called 'contract bursaries'. If you are given a contract bursary you may need to work for the company that has given it to you when you have completed your studies. Mining and engineering companies usually give contract bursaries.

To find out what bursaries are available, check if your school has a bursary register or you can contact the financial aid office of the higher education institution. Make sure you apply before the closing dates.

What is a scholarship?

You could be awarded a scholarship in the form of financial aid to help you further your education. Scholarships are awarded according to different criteria. A merit scholarship will be awarded according to your academic, artistic, athletic or other abilities or achievements. Sometimes scholarships are awarded to you if you plan to follow a specific career or field of study, for example the Old Mutual Scholarships are awarded if you are going to pursue a career as an actuary or in accounting. Some scholarships are only awarded for post-graduate studies at universities or colleges. The competition for scholarships is very high.

Check if there are conditions attached to the scholarship you may qualify for. For example, you may be required to work for a particular employer for a specific period of time. Generally, scholarships do not need to be repaid.

What is a Sector Education Training Authority (SETA)?

SETA stands for Sector Education Training Authority. There is a SETA for each economic sector in South Africa, for example, Wholesale and Retail SETA; Services SETA; Education, Training and Development Practices (ETDP) SETA; Culture, Arts, Tourism, Hospitality and Sport SETA (CATHSSETA), and so on. SETAs are responsible for co-ordinating training and development in their sector. For example, there is a wholesale and retail sector, a services sector, a transport sector and so on.

How does this relate to you? SETAs are the places you would go to to find out about career and study opportunities within the relevant sector. Each SETA will identify priority skills that are needed in their sector for South Africa. SETAs are also responsible for developing learnerships based on the priority skills identified, which we will discuss next.

What is a learnership?

The option of a learnership is for you if you are a South African citizen, have left school, don't have money to pay for your studies, want to study and don't qualify for a bursary. A learnership enables you to work and obtain a qualification at the same time.

A learnership is a work-based learning programme that leads to a nationally recognised qualification. A learnership consists of structured learning as well as practical work experience which you get while being employed by a company, a government department or a small business. A learnership runs over a period of a year. You have to sign a contract for a year with the SETA and your

‘employer’. In that year you are required to receive training, obtain practical experience and complete a portfolio of evidence. In some cases, the organisation may employ you full-time. However, they are not obligated to employ you after the learnership is finished.

You will have to meet the entry requirements for the learnership and complete a placement assessment. If you don’t meet the entry requirements for a specific learnership you may meet the entry requirements for another one at a different level.

You will be paid to work and study. You do not have to pay anything towards your studies. The government has set standard rates for you to be paid while doing the learnership (called a stipend). However, the organisation may pay you more than this. Remember that the stipend is a small amount of money to get you from home to work and perhaps pay for a meal every day. Don’t expect to earn loads of money while you are completing your learnership! Focus more on the experience you will gain in an actual work environment.

You will need to contact the SETAs to find out what learnerships are available in the field in which you are interested. All the SETAs have websites. To find them you can use an internet search engine to search the phrase ‘SETA + South Africa’ to find their web addresses.

What is an apprenticeship?

If you are interested in entering an artisan trade occupation, then you need to consider doing an apprenticeship. An apprenticeship is a combination of workplace learning together with learning directly related to the artisan trade occupation. Upon successful completion of the national trade test, as well as your practical experience, you will receive a national artisan trade qualification. You don’t have to pay for your apprenticeship. SETAs will fund apprenticeships as there is a huge shortage of skills in this area in South Africa at present.

An apprenticeship advert can be found in newspapers and on the internet. The following is an example of an apprenticeship position as an electrician.



Fig. 2.8 An electrician is an example of a priority trade occupation.

Electrician apprenticeship	Electrical apprenticeships available to candidates with a minimum N3 or equivalent. Must be ages 18 to 30. Please make sure that we have your e-mail address on your CV for communication purposes.
City	Durban
Salary	R4 500 per month
Duration	3 years
Contact	Peter. Please email CVs to peter@email.com

(Source: adapted from <http://www.bestjobs.co.za/bt-jobbd-attieverter-42888.htm>)

Examples of priority trade occupations in South Africa currently include electricians, millwrights, mechatronic trade workers, motor mechanics (including diesel mechanics), carpenters and joiners, cabinet makers, plumbers, bricklayers and stone masons, structural steel and welding trade workers, boilermakers, welders, printers and goldsmiths (jewellers).

What is an internship?

In South Africa an internship will apply to you once you have completed your studies. An internship will provide you with workplace experience. Internships are usually between six months to one year in duration. As an intern you will work under a supervisor who will give you specific tasks to do and will evaluate your work. Currently in South Africa internships are sponsored by companies and some SETAs.

Classroom activity 5

With a partner, design a website page that provides Grade 11 learners with the information necessary for them to get financial aid. You can draw what your website will look like. This must cover bursaries, scholarships, SETAs, learnerships, apprenticeships, internships as well as study loans. The design must be visual; it should be easy to navigate your 'site' and your page should contain the facts. Indicate possible links to other websites that learners can use to find additional information.

Other sources of financial aid

National financial aid

South Africa has a National Student Financial Aid Scheme (NSFAS) that provides students with a student loan and a study loan to study at public higher education institutions. A student loan is a loan that will cover the costs of your studies. However, a study loan also covers the costs of your studies but this does need to be paid back. The Department of Education funds the NSFAS. The amount you receive varies according to your financial need and what you are going to study. You have to be a South African citizen to qualify for this financial aid.

According to the NSFAS, most of the study loans can be converted into bursaries, which then do not need to be paid back depending on your academic progress. For example, a 100% pass rate would result in a 40% bursary rebate on an NSFAS loan. To apply for a NSFAS loan you need to contact the relevant higher education institution's financial aid office.

The NSFAS can be contacted directly for general enquiries on loans and bursaries at info@nsfas.org.za. The DHET call centre (0800 872 222) can also provide assistance and information on NSFAS bursaries (SMS: 32261). The website address for NSFAS is www.nsfas.org.za.



Student loans

Banks in South Africa provide student loans. Loans are available to both South Africans and non-South Africans with valid study permits. Before you can apply for a student loan you must be registered at a public higher education institution. Proof of this registration is necessary to apply for the loan. Someone else, such as a parent or guardian, will need to sign surety for you. You start paying back the loan when you have finished your studies. However, you are responsible for paying the interest on the study loan throughout the term of the loan.

Paying your own way

If you work you can save up to pay for your studies. You could also work part-time while you study and gain valuable workplace experience. This requires discipline and hard work. You need to set aside time for studying and time for working so that you keep up with your academic work.

Financial obligations

If you are going to apply for financial aid you need to make sure you understand what you are responsible for paying back or what conditions may apply to you not having to pay the money back. Remember that some bursaries or scholarships require you to work for the company who provided them for a certain period of time. So make sure you research all of your financial options before accepting the first offer you receive.

Let's say you have applied to the NSFAS for a study loan. The money you receive will cover the costs associated with your further studies. NSFAS requires that you pay back the study loan. They indicate that the loan does not have a high interest rate, that the loan will be granted without the need for guarantees or sureties and that if your academic progress is really good they will convert a portion of the loan into a bursary.

In the event that you do have to pay back the study loan, the NSFAS will work out a reasonable payment plan, based on what you are currently earning (if you have secured a job). You only start repaying the loan once you get a job. All repaid loans are then used to fund other students who require financial assistance.

Let's say you find a job. Your starting salary is R2 500 per month (R30 000 per year). Your repayments will start at 3% of your annual salary, which will be R900 and will increase to a maximum of 8% when your salary reaches R59 300 or more (which will be when you start earning about R4 744 per month).

Classroom activity 6

Working in a small group, read the following article about funding for further studies. Once you have read the article, design a presentation that you would give to learners requiring some form of financial assistance, highlighting what the various options are.

NSFAS road show reaches poor learners

The National Student Financial Aid Scheme (NSFAS) launched a road show in the Western Cape in February 2011 together with the Department of Higher Education (DHET) and local tertiary institutions. The road show provided an ideal opportunity to talk to vulnerable learners from some of the poorest schools in the province about the importance of further education.

The aim of the road show was to share information that will help these needy youth gain access to tertiary education and available financial aid.

Without career guidance many learners make the wrong subject choices needed to pursue tertiary studies. Sessions thus included career advice workshops to help learners identify their strengths in order to succeed in a chosen field of study. NSFAS called on the expertise of Ingrid van der Merwe, Senior Careers Advisor at UCT's Career Development Programme to address the learners on how to choose a course of study.

NSFAS also partnered with an initiative by the Minister of Higher Education and Training and the NQF and Career Advice Helpline which is run by the South African Qualifications Authority (SAQA). Learners in need of study and career advice can contact the Helpline on 0860 111 673.

The Road Show covered enrolments into tertiary institutions as well as support services offered to students. This included free careers counselling, learning assistance, job placement support and disability support. Many of these additional support programmes will help to motivate learners to achieve greater success academically.


These two NSFAS events mark the beginning of an extensive campaign to create awareness among the poverty stricken youth of our nation. The plan is to continue these road shows in the different provinces of South Africa in 2011 and to effectively communicate the services of NSFAS to many more poor learners.

For more information about NSFAS contact the Call Centre on 021 763 3232 or SMS your question to 32261. Visit www.nsfas.org.za or email info@nsfas.org.za.

(Source: <http://www.nsfas.org.za/news/nsfas-road-show-reaches-poor-learners.htm>)

How to pay back a study loan

Pretend you have finished school. You have decided to study further and you have not received a bursary or scholarship. You don't want to work and study at the same time, so a learnership or internship is not an option for you. You have applied to an institution for a study loan. Pay careful attention to the terms and conditions of any loan you accept to help pay for further studies. Do not borrow more than you need or can repay comfortably after leaving school. You need to develop an action plan to pay it off once you have found a job. This is how it could work.



Step 1: Make sure you know exactly what type of loan you have taken out as there are different options available. Carefully read through the contract before you sign it. Work out how much you will owe in total (including interest).

Step 2: Investigate the loan repayment options available. Some institutions may want you to repay your loan immediately, others will give you some time to find a job and then start repaying. However, interest payments never go away, so the sooner you start paying the less you pay in interest. Your options are as follows:

- Pay in full if you have the money.
- Arrange to make monthly payments with interest.
- If you have found a job, negotiate with the institution that you start off with lower payments and increase the payments as your salary increases or arrange to repay your study loan over a long-term period.

Step 3: Work out a budget. Track what you spend and receive for one to two months. See where you can make some savings and start repaying your study loan sooner.

If you do end up in trouble, remember to contact the institution who gave you the loan and work out a repayment schedule that suits you both.

Homework activities

- 1 Do a self-analysis. You can write down information about the following: your likes, dislikes, favourite and least favourite subjects at school, your values, sacrifices you are prepared to make for your career, your hobbies and the type of life you want for yourself in the future.
- 2 Based on your self-analysis write down three or four potential careers that may interest you now.
- 3 Do some research where you investigate the type of qualifications you will need to enable you to work towards the careers listed in Question 2.
- 4 Identify whether you have the right subject combinations to gain access to these qualifications.
- 5 Research the admission requirements from at least two higher education institutions that offer the courses you wish to do and write down what is expected of you. For example, what scores must you achieve this year to help you work towards meeting the admission requirements?
- 6 Describe the financial aid options you will look for to help pay for your higher education studies and provide a reason for the options you selected.

Extra practice

- 1 Contact at least two higher education institutions of your choice. Find out the following:
 - a) What their specific admission requirements are for a particular area of study in which you are interested.
 - b) Obtain a copy of their admission form.
 - c) Find out what documents need to be attached to the admission form, such as your Grade 11 results, a copy of your ID book and so on.
 - d) Find out the costs associated with studying at the higher education institution.
 - e) Identify if there are any financial aid programmes available.
- 2 Do some research on financial assistance options available to you using the internet or by phoning various organisations such as banks, companies and higher education institutions. Ask them about specific repayment terms.

Take your knowledge further


Read the following extract and answer the questions that follow.

‘It’s not the mountain we conquer, but ourselves.’

– Sir Edmund Hillary, the first person to summit Mount Everest

If you have a dream of what you would like to be or what you want to achieve, you must set goals for yourself. If you don’t set goals, you will not get anywhere in life. Decide what you need in life. Then decide what you want in life. Finally, decide if it is worthwhile to put a plan into action to get what you want and what you need.

- 1 Do the following:
 - a) List ten things you love to do. It could be a particular sport, singing, dancing, reading, playing video games or even daydreaming.
 - b) Everyone has one or more talents. What are you good at? Are you good at numbers, words, sport, art, cooking, telling jokes, planning, listening, building or fixing things, etc? Write down at least five talents that you possess.
 - c) Describe a time when something or someone deeply inspired you.
 - d) Imagine you had the opportunity to spend an hour with any person, living or dead. Who would that person be? Why did you choose them? What questions would you ask this person?

- 
- 2 Have you discovered anything new or interesting about yourself? Do you have an idea of how you can work your talents and interests into a fulfilling career for yourself?

Summary

- We have explored the different educational options available to you if you wish to study further.
- We listed the requirements you need on your NSC to enter into higher education institutions.
- There are different admission rating systems for the different higher education institutions.
- We have explained the Admission Score Points criteria.
- To gain admission to some undergraduate studies you need to complete certain application tests in addition to meeting the ASPs.
- If you need financial aid to study further there are a number of options available.

Physical Education Week 4: Boot camp Day 1

What will you learn about this week?

- A career as a professional athlete
- Boot camp, and the fitness component it falls into
- Safety issues regarding boot camp training

Let's talk about this week

- What are the pros and cons of being a professional athlete?
- What are the benefits of participating in boot camp?
- Which fitness component does boot camp fall into?
- What are the safety precautions that should be followed when participating in boot camp?

What do I know already?



- The different components of fitness
- The individual benefits of physical fitness
- My body should have built up a muscle memory of all the exercises I have done this term
- How to set up a basic fitness programme

Word bank



aerobic:	competing in an activity with the presence of oxygen
anaerobic:	competing in an activity without the presence of oxygen
athlete:	somebody with the abilities to participate in physical exercise, especially in competitive games and races
boot camp:	an outdoor activity done in a group
professional:	this is an athlete who is a specialist in his or her sport



- Do I know the different fitness components?
- Do I know what level of fitness I am?
- Do I know how to put a training program together?

What do I still need to know?



Being a professional athlete

Have you ever wondered what it must be like to be a professional athlete? While it may seem very glamorous, being a professional athlete is hard work. They are expected to train every day, and perform administrative work. They are expected to attract sponsors and often struggle to receive adequate funding.

An athlete's working conditions will depend on their sport. Athletes get to travel the world, but this means that they are away from home for long periods of time. Athletes need to put in many hours of training and travelling, and the pressure to perform can be enormous. There is also the constant threat of an injury cutting their career short.

Advantages and disadvantages

The most obvious advantages of being a professional athlete are the money that can be earned and the travel opportunities. Professional athletes face a lot of pressure, however; when they perform badly, they not only disappoint themselves but their fans as well. Professional athletes are also expected to conduct themselves in certain ways, as they are role models for millions of people. Can you name any professional athletes who have disappointed their fans?



Becoming a professional athlete

Professional athletes are the best in their field. If you want to pursue a career as a professional athlete, you need to be excellent at your sport, and be prepared to train hard and constantly improve your skills and fitness level. A good start to becoming a professional athlete is to join a team or club and train with a coach who has a good knowledge about the sport.

Salaries

Athletes' salaries reflect how good they are, and how much their team values them. While some soccer players' salaries may seem high to us, they are usually the players that are helping their team to win competitions. It is also the best athletes who will attract the most lucrative sponsorships and endorsements. The type of sport will also determine how much an athlete is paid. Can you find examples of the world's best-paid athletes?

What is boot camp?

Do you like the outdoors? What about training early in the morning and the smell of fresh air? Boot camp is an outdoor activity where a group of people come together to do a mixture of different types of exercises such as interval training, weight exercises and circuit training. This type of exercise is highly inspirational and motivating; because the exercises are performed in a group, participants encourage each other to work harder. Boot camp will also improve your overall fitness.

There are different types of boot camp, depending on the goal of the participants. There are weight-loss boot camps, boot camps for women only, sport-specific boot camp and so on. We will concentrate on the different types of boot camps in the next physical activity period.

In which fitness component does boot camp fall?

Boot camp covers most or all of the fitness components. It is a combined type of programme that covers endurance, strength, speed and cardiovascular training. There is limited rest in boot camp.

Benefits of doing boot camp

- Weight loss
- Increased power
- Aerobic conditioning
- Anaerobic improvement
- Speed development
- Endurance
- Strength
- Meeting new people
- Becoming mentally strong

Safety issues regarding boot camp activities

- Make sure that your instructor is certified.
- Make sure that when you perform the exercises, you have the correct technique, the correct posture and that you breathe correctly.
- Eat a small energy-boosting meal before the boot camp session. Boot camp is very difficult and your body needs fuel.
- Take lots of water to drink and hydrate constantly.
- Use sunscreen to protect your skin against the sun.

Classroom activity Week 4

Work on your own

Think of a sport that you would like to do professionally and research it. Think about your future and the influence that being a professional athlete could have on your lifestyle. Write down the advantages and the disadvantages of the sport as a career for your life and lifestyle.

Physical activity Week 4

Work on your own

Before engaging in any activity, you are going to warm up. Go for a jog or walk for five minutes, or play a game for five minutes. Remember to stretch afterwards.

You are going to do a boot camp course Day 1. There will be several exercises that you are going to do. The boot camp for today will only be a beginner's level. Each week, you will progress as your level of fitness improves.

Cool down: After strenuous exercise, you need to stretch very well so that you are not sore the next day.

Physical Education Week 5: Boot camp Day 2

What will you learn about this week?

- Careers in the sport and recreation industry
- Types of exercises used for fitness boot camp