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SAMPLE SECTION

The Complete Life Orientation Resource

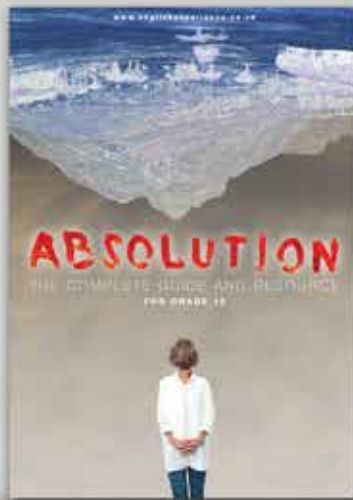
Grades 10-12

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The Complete Life Orientation Resource for Grades 10-12



The Complete Poetry Resource for Grades 10 & 11



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FOREWORD

About The English Experience

The English Experience is an independent South African publishing house that specialises in developing high-quality English and Life Orientation educational resources for IEB teachers and students. The team of passionate, talented experts behind The English Experience works tirelessly to ensure that every resource encourages insight, growth and debate — enriching and challenging both teachers and students — without losing sight of the important goal of examination readiness and success.

Focused on bringing the subject to life, every resource The English Experience publishes incorporates a range of features — including content and contextual questions and stimulating enrichment materials — designed to encourage a critical appreciation of the subject and to inspire the higher order thinking for which examiners are always looking.

The world-class English Experience team includes highly experienced educators, some with over 25 years of classroom experience, passionate experts in various fields, researchers, creative writers, skilled editors, pernickety proofreaders and obsessive fact checkers — together with spirited university lecturers and enthusiastic young minds who help ensure our approach remains unique and fresh.

While examination readiness and success is a non-negotiable, our aspiration is to inspire a genuine interest in, and love of, English literature and Life Orientation.



Visit **www.englishexperience.co.za** to learn more about The English Experience and the range of educational resources the company publishes. You can scan this QR code to launch the site on your phone automatically. Please note, you will need to have the free 'Tag reader' app installed, which you can download from <http://gettag.mobi>

Our approach to Life Orientation

Life Orientation presents a number of fascinating challenges. Designed to equip students with the skills and resilience needed to respond to the demands of the world positively, to make the most of their opportunities and to assume their responsibilities as active, informed adults, Life Orientation is a subject of vital importance. This is a lofty goal that translates into an absorbing and sweeping, inter-disciplinary syllabus, which, at times, can seem ambitiously broad for even the most experienced teacher. Life Orientation is also the study of the self in relation to others and to society, which accentuates the intriguing challenge of relevance as society continues to change rapidly and what is relevant to students today will often be outmoded by this time next year.

This resource has been written with this reality in mind. We have encompassed the far-reaching Life Orientation syllabus in as straightforward a manner as possible, dividing it into consistent sections and providing a smooth, logical progression between tasks.

At the same time, we have worked hard to ensure neither the content nor the structure of this resource is prescriptive in any way. Teachers are encouraged to use their experience and discretion, dipping in and out of subject areas and navigating the curriculum at a pace that suits them and their students.

Every one of the 131 tasks within this resource is focused on the objective of enabling students to live meaningfully and successfully in a rapidly changing world. The materials presented are thought-provoking, rigorous and considered. Students will find that the content of this resource is fresh, engaging and up-to-date, but the secret to its relevance lies in the fact that every task challenges the students to determine what they think and feel about a particular issue or idea.

We have drawn on the very best thinking in every field of enquiry and endeavour for this resource, but the focus remains on giving students the opportunity to practise using tools and techniques that will enable them to test the ideas and investigate the issues presented for themselves. This open-ended resource encourages students to determine, evaluate and substantiate their own positions on the problems and subjects that matter in the world today.

In the end, we have approached the enthralling subject of Life Orientation with two, interrelated goals in mind. The first is to breathe fresh life into what appears to be, at times, an undervalued subject, and the second is to help students learn how to think, not what to think.

Using this resource

This comprehensive resource is intended to be used over three years, from Grade 10 to Grade 12. It is divided into two main sections: 'Self' and 'Society', and there is a logical progression between tasks within each section. We recommend working through the subjects and materials in this resource in the sequence in which these are presented, but each section and every task will also work independently and teachers will find that they can dip in and out of subject areas successfully.

While this resource is designed to be used from Grade 10 to 12, we appreciate that Grade 12 is a compressed year and that time has to be allocated to the Common Assessment Task (CAT) and to preparing portfolios as well, so it is anticipated that the bulk of the materials and tasks presented in this resource will be used during Grades 10 and 11.

FOREWORD













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SELF Self concept	KEY TO USING THE BOXES IN THIS RESOURCE:  Definition or Glossary Provides the meanings of words and terms used in the text  Information Provides additional details or facts about a topic  Alert Something to which you need to pay attention  Quirky fact Fun, interesting, extraneous information  Reflective task  Essay  Presentation  Debate/Class discussion  Transactional writing task  Creative/visual literacy task  Comprehension  Quiz
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Like the Life Orientation syllabus it covers, this resource is wide-ranging and extensive, consisting of 131 tasks. It has been designed to arm teachers with a wide assortment of materials so that they can teach in a rigorous, yet flexible manner that suits their specific needs and timetables.

All of the tasks have been created with the classroom in mind and many of them can be completed in a relatively short amount of time. We appreciate that teachers will need to work at a pace that suits their students, nonetheless, and might not be able to complete all 131 tasks in the time available, which is why individual topics and tasks can be selected and customised to fit the needs of each class.

Within each section, tasks have also been organised into themes or topics and, where feasible, these have been designed to equate to 8-10 week teaching periods. The types of tasks provided are an eclectic mix and build upon one another as each particular subject matter or issue is investigated further. Most of the tasks include stimulating materials and visuals designed to prime the thinking of students about a topic.

In line with the nature of the tasks that students will be required to tackle in the CAT, the tasks within this resource include short essays and comprehensions. The comprehension questions are provided with mark allocations and suggested answers to the questions are included on the companion CD. A marking rubric has also been provided for the short essay on the companion CD. (Please note: rubrics for all of the task types, such as transactional writing tasks and presentations, have been included on the companion CD.)

The essay topics and comprehension questions can also be used to guide classroom discussions and teachers are encouraged to use their discretion and to decide whether these flexible tasks should be used for self-study (outside of the classroom) or worked on

individually, in pairs, in groups or as a class. The suggested answers can also be used to guide classroom discussions.

Many subjects are tackled in this resource using classroom debate tasks and, again, teachers are free to use the debate topics to guide classroom discussions if they feel a less formally structured task would suit their students better. A selection of initial, thought-provoking materials is provided with each debate task, but we recommend students conduct their own research as well.

We also recognise that there is a strong overlap in the skills being taught and practised between Life Orientation and English. Accordingly, many of the tasks within this resource could be used as part of the English syllabus as well and this may be an option worth exploring.

We hope you enjoy using this resource as much as we enjoyed putting it together. If you have any queries or suggestions, please do not hesitate to contact us.

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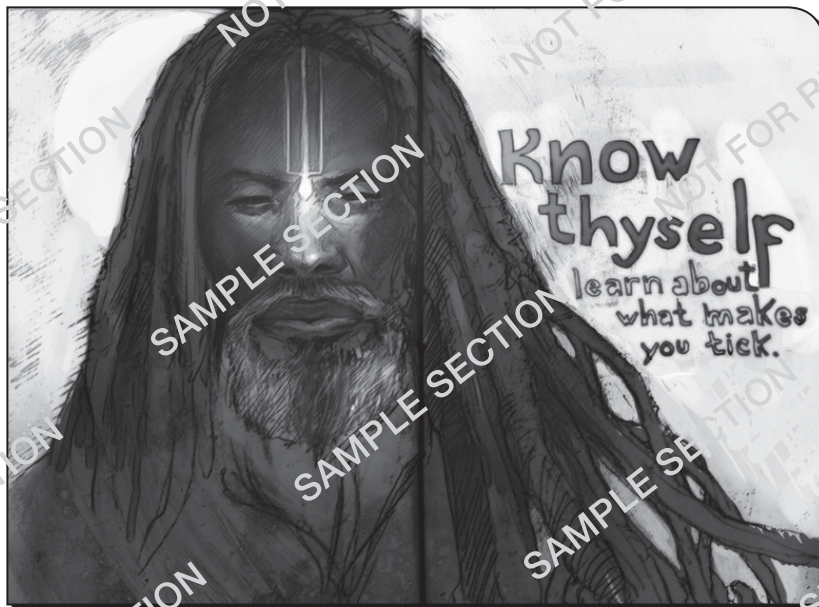
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SELF

WHO AM I?



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'Know thyself' was one of the instructions carved into the Temple of Apollo at Delphi as self-knowledge was considered one of the most important and sacred tasks a person could undertake in Ancient Greece.

1. I am...



Write a short **bio** for your profile on a new social media app. Describe who you are without mentioning anything about your physical attributes or the 'external' things that are in your life, such as where you live, your possessions, your relationships, your family and friends, your roles and responsibilities, your studies etc. Focus only on yourself, how you think, feel and behave, perhaps recognising some of your strengths and weaknesses. Your bio should be between 50-100 words in length.

IMPORTANT TERMS:

Self-awareness: How well do I know myself?

Self-esteem: How highly do I value myself?

Self-development: How can I expand and grow my self-awareness and self-esteem?

WHAT DO YOU SEE IN YOURSELF?

The term 'self' or 'myself' is generally used to describe **the image a person has of himself or herself**. This image usually consists of a list of attributes (physical and behavioural characteristics and traits) and ideas (values and beliefs), which the person considers part of his or her personality or identity. If your perception of yourself is distorted, this description may not be an accurate depiction of you, but it is an accurate statement of what you believe about yourself.

2. A tribute to you



'You say you're not special
because the world doesn't know about you,
but that's an insult to me.
I know about you.'

- Hazel Green Lancaster

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The two protagonists in *The Fault in Our Stars*, Hazel and Augustus, write eulogies for each other. Usually read out at a funeral, a eulogy is a speech or piece of writing that pays tribute and praises someone who has just died. Imagine that you have died and write the **eulogy** that you would like to have read out at your funeral. Your eulogy should focus on your accomplishments, your beliefs and on the people, activities and things that gave you the most pleasure. Your eulogy should be between 150-200 words.

[illegible]

4. A window to your soul?



The Johari window is a fun way of discovering more about who you are. This is a **creative task**. Working in pairs, both of you draw a Johari window on a piece of paper and then read through the list of adjectives and write down six that you feel best describe your personality. Once you have written your list, select and write down six that you feel best describe the personality of your partner.

Compare the list of adjectives you selected for yourself with those your partner selected to describe you. Write any that you both selected in the 'Open' quadrant. Write any that you selected, but your partner did not, in the 'Hidden' quadrant. Write any that your partner selected, but you did not, in the 'Blind spot' quadrant. Do the same for the list of adjectives relating to your partner.

The Johari window

<p>Open (known)</p> <p>(Things we know about ourselves that others know about us.)</p>	<p>Hidden</p> <p>(Things we know about ourselves that others do not know about us.)</p>
<p>Blind spot</p> <p>(Things others know about us that we do not know about ourselves.)</p>	<p>Unknown</p> <p>(Things neither we nor others know about us (could be any of the adjectives neither we nor our partners selected).)</p>

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What do you think of the windows you have completed? Do you think they are accurate? Have they surprised either of you? Have they helped you discover anything new about yourself or your partner?

Johari adjectives

<ul style="list-style-type: none"> • able • accepting • adaptable • bold • brave • calm • caring • cheerful • clever • complex • confident • dependable • dignified • energetic • extroverted • friendly • giving • happy • helpful 	<ul style="list-style-type: none"> • idealistic • independent • ingenious • intelligent • introverted • kind • knowledgeable • logical • loving • mature • modest • nervous • observant • organised • patient • powerful • proud • quiet • reflective 	<ul style="list-style-type: none"> • relaxed • religious • responsive • searching • self-assertive • self-conscious • sensible • sentimental • shy • silly • spontaneous • sympathetic • tense • trustworthy • warm • wise • witty
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11. The image we present

Originally designed to help soldiers encased in armour identify each other, Coats of Arms had become the flags or 'logos' for families in the higher social classes of Europe by the 13th century, inherited from one generation to the next. The colours and images chosen for the Coats of Arms were symbolic of the strengths and achievements of the family being represented and typically selected to convey a feeling of merit and power.

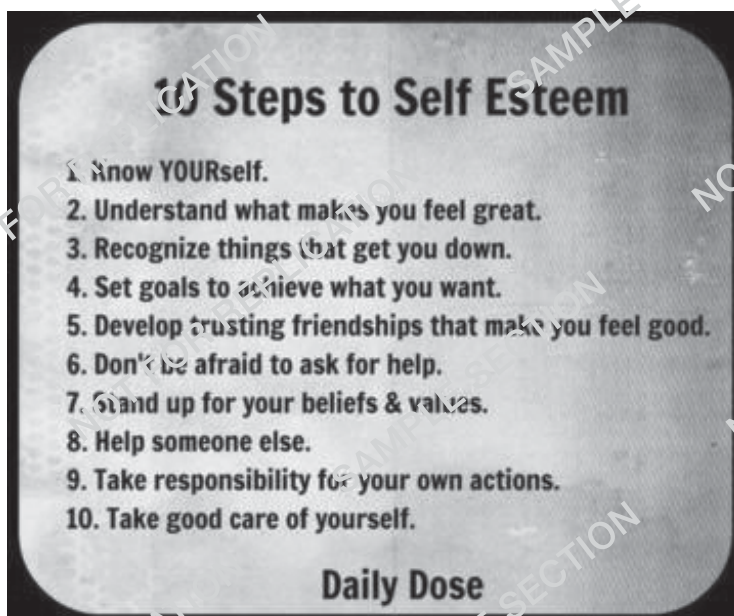


© Medieval Times

Without their heraldry and Coats of Arms, how could we tell which knight was which?



Create your own Coat of Arms using the outline provided. Use each quadrant of the Coat of Arms to depict a different personal achievement or strength. You may use any colours and symbols that are appropriate and represent you in some way, such as animals, flowers, planets, machines, landscapes or mythological creatures. You may draw, paint or use any medium you wish. Write your motto on the banner at the bottom as well. Once you have completed your Coat of Arms, write a short paragraph in the space provided that explains your choices. Your explanation should be 50-100 words in length.



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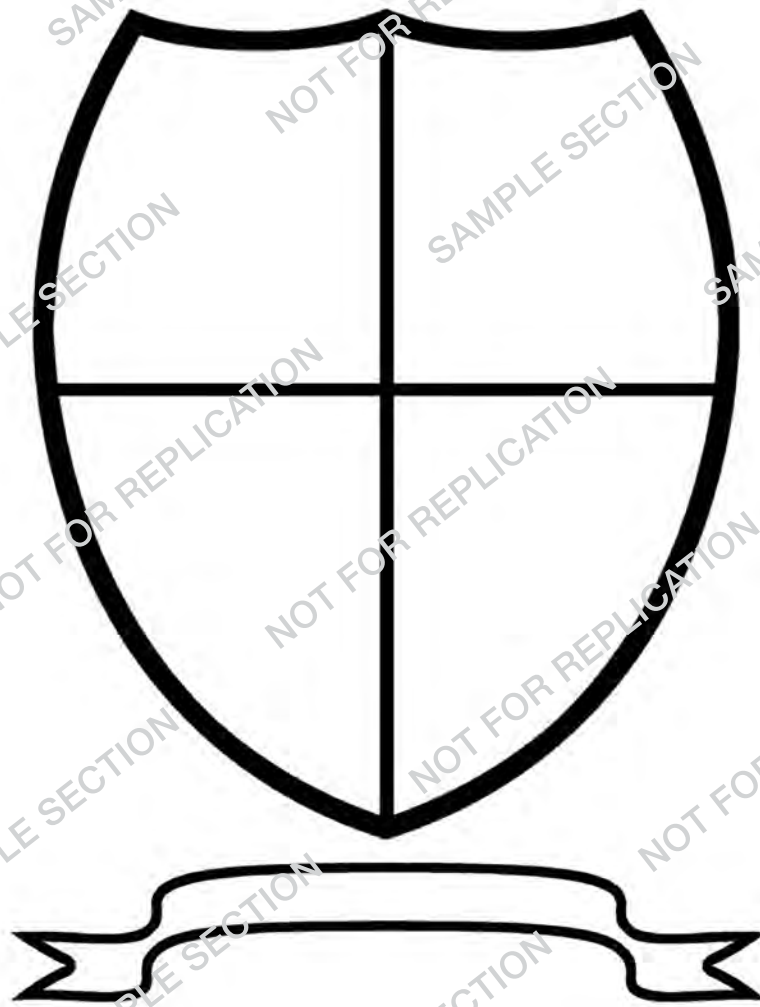
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14. Big boys don't cry



Read this article, an abridged version of an article published on the website of the *Daily Telegraph* newspaper, and answer the questions that follow. Consider the mark allocation of each question and make sure that you provide an adequate response.

No wonder young men have a problem with self-esteem

Overstimulated by technology, warped by porn, lacking male role models, bombarded by perfect body images, it's no surprise that teenage boys struggle as much as girls when it comes to self-image.

By Natasha Devon

8:45AM BST 02 Jun 2014

The emotional needs of young men have (quite rightly) been discussed at length by experts, journalists and politicians over the past five years. Yet what those who present low self-esteem and body insecurity as “feminist” issues fail to grasp is that their male counterparts are struggling just as much; they are simply less able to articulate their needs. After all, generations of social conditioning tells us that men don’t “do” feelings.

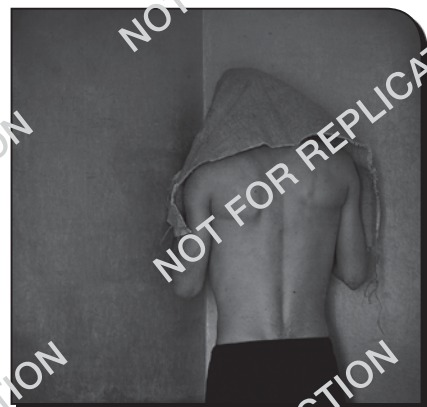
I walk into a classroom of today’s teenage boys and I see a large majority overstimulated by 24 hour internet access, jittery from the sheer pace of their lives, sometimes apathetic towards a society from which they feel utterly disenfranchised, occasionally asserting a kind of laddish, vaguely misogynistic aggression in an attempt to carve some sort of identity for themselves.

Great swathes of their generation have fathers who are absent, either physically or emotionally, and have probably spent their school years being taught by women. In the absence of male role models, many have turned to social media and online pornography to learn about life’s fundamentals.

If they have any doubts about their personal and social rejection, they need only refer to the media, which has taken to harping on relentlessly about how men are the enemy in the name of female empowerment.

Make no mistake, a beauty and fitness industry which has relentlessly pursued the male market over the past decade, coupled with the increasingly visual nature of a society which communicates almost exclusively via the net, has taken its toll on young men as well.

What can be done to help them? Parents and teachers can create environments where young men feel safe and empowered enough to tell us that they feel vulnerable. Dads, uncles



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and male family friends can lead by example, instigating conversations around topics such as body image and mental health. The medical profession can supply the same level of understanding and resources for men suffering from issues such as eating disorders and depression as they do for women. Most importantly, as a society we can all work to reduce the stigma that still surrounds men who talk openly about their feelings. We need to recognise that emotions have no gender.

© The Daily Telegraph (2014)

1. According to the author, what have men been conditioned not to do? (1)

2. What four qualities does the author suggest are present in the majority of teenage boys she has encountered in classrooms? (4)

3. What does the author argue is the cause of boys turning to social media and online pornography to learn about life? (1)

4. According to the author, which industry is using the increasingly visual nature of society to exploit young men? (1)

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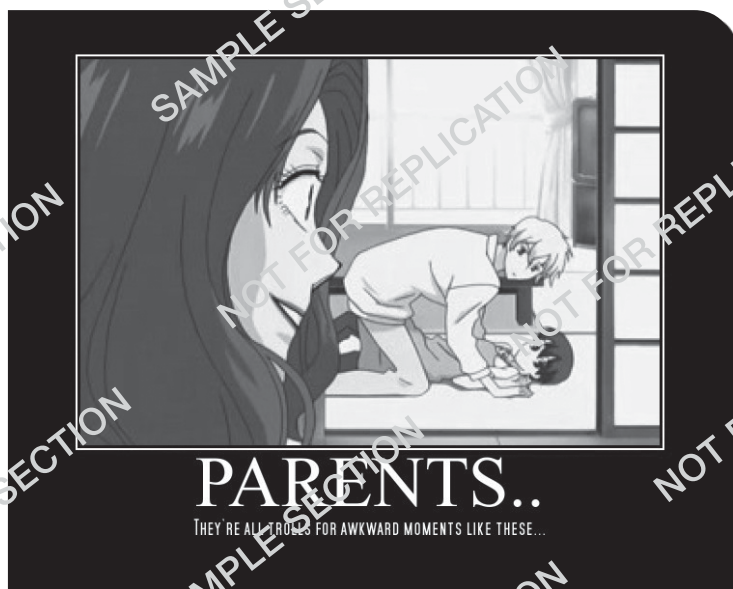
5. Which two topics does the author believe men should talk about? (2)

6. From which two issues do men and women with low self-esteem suffer? (2)

7. Name four solutions which the author proposes to help tackle low self-esteem among boys. (4)

[15]

WHY DO I DO WHAT I DO?



The teenage years can be an emotional assault course for all concerned. A gulf can grow between teenagers and their parents during adolescence. One of the reasons many of us find it so hard is because it is a time of rapid physical development and deep emotional changes. These changes are exciting, but can also be confusing and uncomfortable for child and parent alike.

By the age of 16, most of us have completed the physical changes associated with puberty and are focused on questions about

identity and on a quest for a clearer sense of self. It's not uncommon for our friends to assume greater importance than our families during this time as we explore the social norms of our peer group, such as choices in clothing, hairstyle, vocabulary and music. We are likely to have a small group of friends who share our emerging values and behaviours.

As we explore our individuality and seek independence, we start to test rules, question authority and assert our opinions. Earning money from part-time jobs and learning to drive helps us start to achieve a measure of independence, and new activities like driving and dating need to be negotiated. It's also a time when we start to explore risky behaviours, such as experimenting with substances and sexual activity.

22. A difficult adjustment



Read this article, an edited version of a piece published on website of *The Nemours Foundation*, and answer the questions that follow. Consider the mark allocation of each question and make sure that you provide an adequate response.

The clothes that you wear. The food that you eat. The colour of your bedroom walls. Where you go and how you get there. The people you hang with. What time you go to bed. What do these things have in common? These are just a few examples of the many hundreds of things that your parents controlled for you when you were a child. It's a good thing, too: kids need this kind of protection

and assistance because they aren't mature enough to take care of themselves and make careful decisions on their own.

Part of being a teenager, however, is developing your own identity. You are changing and growing into a new person who makes his or her own decisions, and your parents may have a difficult time adjusting. They aren't used to the new you yet.

In most families, it's this adjustment that can cause a lot of fighting between teens and parents. You might get angry because you feel your parents don't respect you and aren't giving you space to do what you want, and parents get angry because they aren't used not to being in control or they disagree with your decisions.

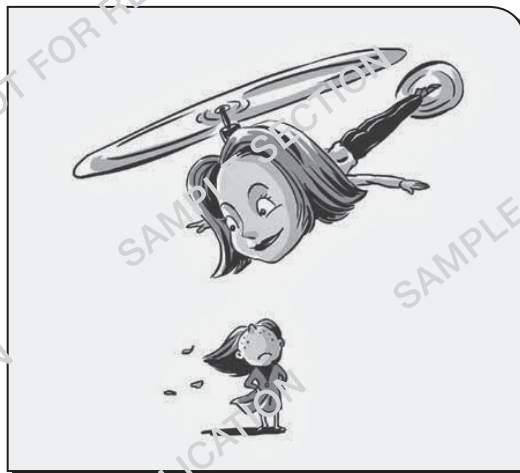
It's easy for feelings to get very hurt when there are conflicts like these. And more complicated issues – like the types of friends you have or your attitudes about sex and partying – can cause even bigger arguments because your parents will always be intent on protecting you and keeping you safe, no matter how old you are.

Parents often feel rejected and, in a sense, they are being rejected, but this is often necessary for young people to develop their own identity. Parents may sometimes feel that they have failed.

It can be surprisingly upsetting for a parent when you have your first serious relationship, or they find out that you have started to have sex. For the first time in your life together, they are not the most important person to you. The sense of shock will pass, but they may need a while to adjust to the new state of affairs.

It can take several years for parents and teens to adjust to their new roles. In the meantime, concentrate on communicating with your parents as best you can. Sometimes this can feel impossible, like they just don't see your point of view and never will, but talking and expressing your opinions can help you gain more respect from your parents, and you may be able to reach compromises that make everyone happy; for example, if you are willing to clean your room in order to stay out an hour later, both you and your parents walk away with a good deal.

© TeensHealth



Helping or hovering? How about the American parents who moved to college with their daughter, calling it their 'gap year'? Some parents do their offspring's homework and would be happy for them to live at home until they are 28 years old.

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1. To what do many parents have a difficult time adjusting? (1)

2. Name two reasons why parents might get angry. (2)

3. What two intentions will most parents have, no matter how old their children are? (2)

4. What two feelings do parents commonly experience as teenagers assert themselves? (2)

5. What realisation might shock a parent when you have your first serious relationship? (1)

6. What two benefits might you get from communicating with your parents? (2)

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SEX AND SEXUALITY

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'Sex', 'sexuality' and 'gender' are all terms that we use to describe ourselves and our identity. Most of us feel quite familiar with these terms, but they might not be as straightforward as we think. Again, most of us are quite comfortable with the term 'sex', and the activity to which it refers, but physical sex is only a part of who we are as sexual beings. Even people who are not having sex are sexual beings.

'Sexuality' is also a term that is often much broader and more subtle than we think. It is not defined by the people with whom you have sex and encompasses more than our body parts, gender identity and sexual orientation. It also refers to how we feel about our bodies, our sexual experiences, and our thoughts, ideas and fantasies. It is an integral part of who we are, what we feel and how we respond to others. The *srcp.org* website offers this useful quote for appreciating how expansive this aspect of ourselves can truly be: 'Sexuality is expressed in the way we speak, smile, stand, sit, dress, dance, laugh and cry.'

Sexuality is unique, diverse and deeply personal. If you think about the billions of people in the world, each with their own unique identity, it becomes clear just how flexible these terms need to be in order to accommodate us all. Everybody's sexuality is different and dynamic. What is right for us may be very different to what is right for someone else. It is okay to be different. Everyone has the right to explore his or her sexuality in a safe, consensual and responsible way.

Diversity of sexuality, sex and gender is a natural, normal and valuable part of the human experience. We all have the right to make decisions about our sexuality and gender identity to suit the way that we feel inside. We should respect, if not celebrate, each other's right to be different.

The term **sexuality** is defined as the sum of your sexual orientation (preferences and behaviour), your sexual activity and your capacity for sexual feelings — how you feel and how you choose to identify yourself.









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Take your pick; there are a lot of options from which to choose.

24. Who's who?

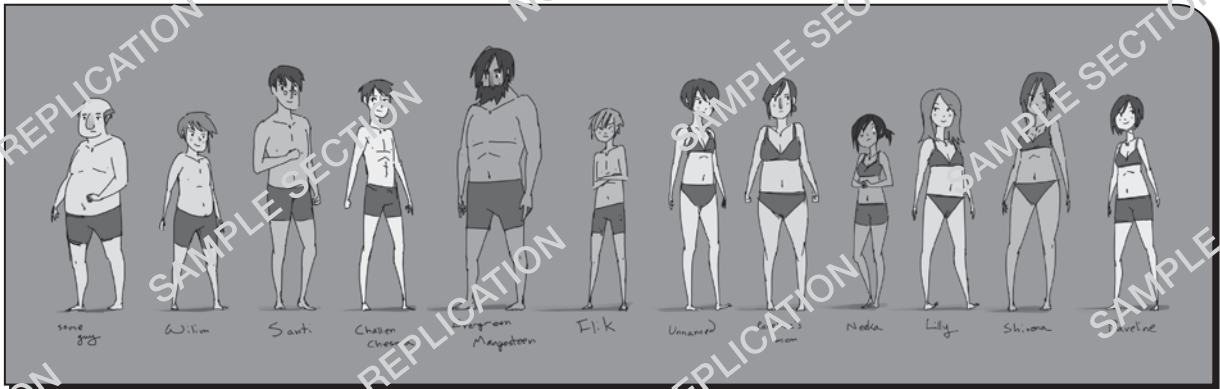


Complete the following table of sexual identities by writing the name of the group of people associated with the symbol in the 'Title' column and a short description of the people to whom they are attracted in the 'Description' column.

Symbol	Title	Description
		
		
		
		
		
		

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37. What is the best exercise for your body type?



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Everybody is different when it comes to body type or shape, so it is hardly surprising that there is no 'one size fits all' approach to exercise. People with varying body types face different challenges when it comes to losing or gaining weight, gaining muscle or toning up and, while it is impossible to change your body type completely, by doing the correct work out for your body you can make the most of what you have been given by enhancing and balancing your physique.

Read the following article and study the pictures and descriptions of the different body types. Identify the body type that you feel best describes you. Write a short **essay** explaining why you believe the body type you have chosen best describes you, and what this suggests your ideal physical exercise regime should be. Your essay should highlight anything you found particularly surprising or insightful about making your decision and whether you found the information useful or not. Your essay should be between 150-200 words. (15)

What are the most common body types?

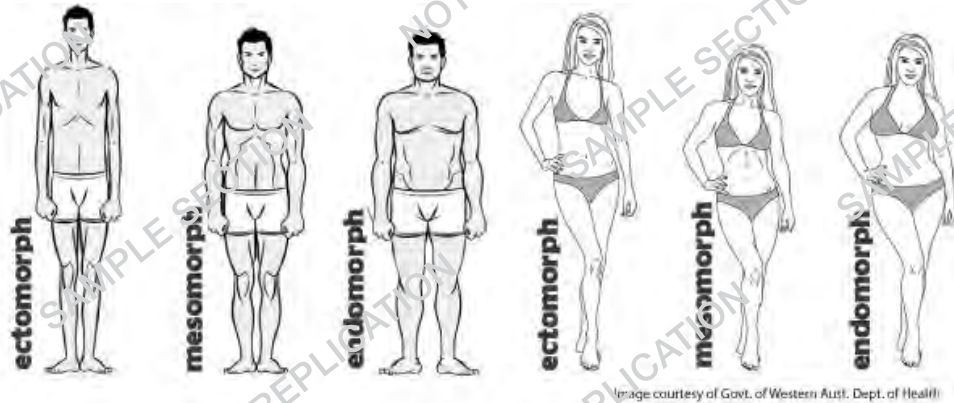
By Naomi Tupper

There are three main body types:

- **Endomorphs**, who have a tendency to store fat either in the belly region or in the bottom and thighs;
- **Ectomorphs**, who may struggle to gain fat and muscles and are generally thin; and
- **Mesomorphs**, who are considered to have an athletic build with plenty of muscle and very little fat.

All of the body types have different challenges when it comes to working out, from the difficulty losing weight experienced by endomorphs, the ongoing battle to gain weight and not to look too thin for the ectomorphs and the challenge of working out without bulking up too much for the mesomorphs.

Consequently, different body types need different work outs to target these specific problem areas.



The best exercise for your body type:

1. Endomorphs

Even though people with this body type may have a harder time than other body types maintaining a healthy weight, with a good diet and exercise there is no reason why they cannot have a slim appearance. As extra weight is a key problem area for individuals with this body type, the first thing to consider when working out is a programme that burns calories, in conjunction with a low calorie diet.

Cardio type workouts are generally considered to be the most effective for this; however, if an individual is overweight, it may be necessary to choose a cardio activity that is low impact, such as swimming, walking or cycling, at least at first to avoid unnecessary strain on the joints.

Lifting weights can also be incorporated into an 'endo workout', as this helps to strengthen the muscles and joints and to increase muscle mass, which in turn can increase metabolic rate. This can also be key for women with large breasts in order to strengthen back muscles and improve posture.

Weight or resistance training that focuses on specific areas can also help to tone up limbs and help to eliminate common problems such as flabby upper arms or untoned thighs.

If you are more of a pear shaped endomorph and tend to store weight in the lower body, it may also be beneficial to build muscle and tone your upper body to give a more balanced appearance.

2. Ectomorphs

Whilst being an ectomorph may seem desirable to those who are constantly faced with the challenge of weight loss, the inability to gain weight can be just as frustrating. Ectomorphs, particularly females, often crave a more womanly shape or curves. The aim for this body shape when eating and working out is to maximize the calories consumed, conserve calories burnt, and build muscle.

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Diet wise, small frequent meals rich in healthy fats are often the most achievable way to maximize caloric intake for this body type. It should still be noted that although unhealthy foods may not cause weight gain in this population, these can still increase the risk of heart disease and other illnesses, so a healthy diet is still a necessity.

Ectomorphs are often good at activities such as long distance running, due to their lightweight frames, but to gain a few curves and muscles, it is better to keep cardio activity to a minimum and focus instead on resistance training.

This can add muscle to a thin frame, giving more shape and it also has the benefit of strengthening bones and reducing the risk of osteoporosis.

3. Mesomorphs

Although they have a tendency to gain muscle rather than fat, people with this type of body can become overweight if they do not exercise or eat correctly. They also face the problem of bulking up very easily when they do work out, which is often considered unattractive by women.

Using resistance training, such as lifting weights, tones the body, but it can lead to large muscles in this body type, so to tone without gaining too much muscle, muscular conditioning and strengthening activities like yoga and pilates are ideal.

Due to their larger percentage of muscle, mesomorphs often have a slightly higher metabolism and can therefore get away with eating a little more than endomorphs; however, although mesomorphs may not see the effects of a poor diet or overeating as obviously as endomorphs, they are still at risk of diseases associated with unhealthy eating and will still gain weight if they are eating more calories than they are burning.

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43. Let the games begin!



Work in teams (groups). Your teacher will assign each team a game from the following list. Each team has to research its allocated game: its origins and how it is played. Based on this research, each team has to create a short **presentation and demonstration** to introduce classmates to the game. Your presentation/demonstration should be no more than five minutes in length. Your presentation should explain the origins, strong points and limitations of the game. Your demonstration should explain the rules, scoring and strategy of the game to classmates effectively. Safety and equipment considerations must be included in each presentation and, if required, worn during each demonstration. Warm up and cool down considerations should also be included.

As an optional extra, your teacher may decide to allocate the rest of the class into teams for a knock-out tournament. Every team will play a match in round one and then the winners of each match will advance to the next round, until there is one team left. (If there is an odd-number of teams, one team will be given a 'by' each round until there is an even number of teams.)

Games:

- Dodge Ball
- Dibske
- Kick-the-Can
- Lintonga
- Tug-of-War
- Jukskei
- Capture-the-Flag
- Kho-Kho
- British Bulldog
- Kabaddi
- Rounders (Soft Ball)



© Ivy League Sport and Coaching Services (2015)

'Always remember the five 'D's of Dodge Ball: Dodge, Duck, Dip, Dive and Dodge.'

43. Do I hold myself back?



Read the following extract from *Mindset: The New Psychology of Success* by Carol S. Dweck about a study she conducted on high school students, and answer the questions that follow. Consider the mark allocation of each question and make sure that you provide an adequate response.

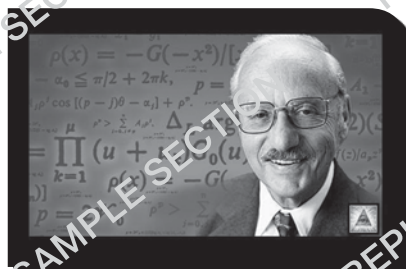
Mindset and school achievement

The transition to junior high is a time of great challenge for many students. The work gets much harder, the grading policies toughen up, the teaching becomes less personalised. And all this happens while students are coping with their new adolescent bodies and roles. Grades suffer, but not everyone's grades suffer equally.

No. In our study, only the students with a fixed mindset showed the decline. They showed an immediate drop-off in grades and, slowly, but surely, did worse and worse over the next two years. The students with a growth mindset showed an increase in their grades over the two years.

Here's how the students with a fixed mindset explained their poor grades. Many maligned their abilities: "I am the stupidest" or "I suck in math". And many covered these feelings by blaming someone else: "[The math teacher] is a fat male slut ... and [the English teacher] is a slob with a pink ass" or "because the teacher is on crack".

With the threat of failure looming, students with a growth mindset instead mobilised their resources for learning. They told us that they, too, sometimes felt overwhelmed, but their response was to dig in and do what it takes. They were like George Danzig. Who?



George Danzig: problem solver

George Danzig was a graduate student in math at Berkeley. One day, as usual, he rushed in late to his math class and quickly copied the two homework problems from the blackboard. When he later went to do them, he found them very difficult, and it took him several days of hard work to crack them open and solve them. They turned out not to be homework problems at all. They were two famous math problems that had never been solved.

The low-effort syndrome

Our students with the fixed mindset who were facing the hard transition saw it as a threat. It threatened to unmask their flaws and turn them from winners into losers. In fact, in the fixed mindset, adolescence is one big test. *Am I*

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According to Carol S. Dweck, when people have a **fixed mindset**, they believe their basic qualities, like their intelligence and talents, are fixed traits. They spend their time documenting their intelligence and talents, instead of developing them. They also believe that inherent talent alone creates success, without effort. In a fixed mindset, your failures define you.

In a **growth mindset**, people believe that their most basic abilities are malleable and can be developed through dedication and hard work, that untrained brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. In a growth mindset, your failures are temporary setbacks from which you can learn to do better.

smart or dumb? Am I good-looking or ugly? Am I cool or nerdy? Am I a winner or a loser? And in the fixed mindset, a loser is forever.

It's no wonder that many adolescents mobilise their resources, not for learning, but to protect their egos. And one of the main ways they do this (apart from providing vivid portraits of their teachers) is by not trying. This is when some of the brightest students simply stop working. In fact, students with the fixed mindset tell us that their main goal in school – aside from looking smart – is to exert as little effort as possible.

This low-effort syndrome is often seen as a way that adolescents assert their independence from adults, but it is also a way that students with a fixed mindset protect themselves. They view the adults as saying, “now we will measure you and see what you’ve got” and they are answering, “no you won’t”. John Holt, the great educator, says that these are the games all human beings play when others are sitting in judgement of them.

For students with the growth mindset, it doesn't make sense to stop trying. For them, adolescence is a time of opportunity – a time to learn new subjects, a time to find out what they like and what they want to become in the future. They believe that working hard is not something that makes you vulnerable, but something that makes you smarter.

© Carol S. Dweck (2006)

*'There is nothing either good or bad,
but thinking makes it so.'*

— Shakespeare, Hamlet



© lehuss (Deviantart.com)

1. Read the following list of observations and decide whether a person with a fixed or growth mindset would be more likely to say each of these by ticking the relevant box. (5)

Saying	Fixed	Growth
'I'm just not good at dancing.'		
'You're so smart!'		
'You must have worked very hard.'		
'She is a natural born singer.'		
'Skill comes from practise.'		

2. Name two common causes of low-effort syndrome in adolescents. (2)

3. Which three benefits do students with growth mindsets get from continuing to try? (3)

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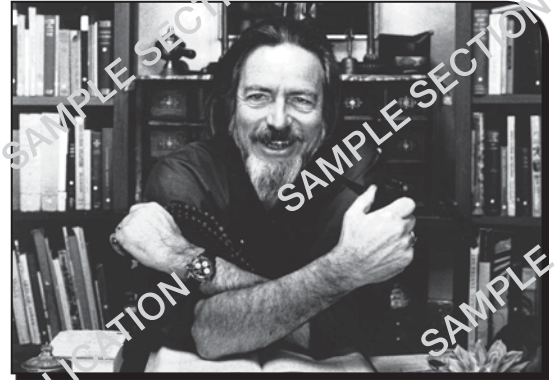
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54. How would you enjoy spending your life?

It can be a tough question to answer, yet answering this question can be an essential first step towards figuring out your career ambitions and preparing yourself for life after high school and beyond. Having a realistic career plan is a useful way of ensuring you maximise your options, make the most of your potential and get to do something you really enjoy.

It is important to remember that career planning is an ongoing process and that your interests and priorities may well change over time. It is not really about putting a set plan in place, but about learning to plan really well as things inevitably change. To be really useful, a career plan needs to be more than just a set of directions to a specific destination. It should be a dynamic map that you can consult to help you to make crucial professional decisions more easily along the way.



'This is the real secret to life: to be completely engaged with what you are doing in the here and now and, instead of calling it 'work', realise it is play.'

– British philosopher, Alan Watts

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CAREER CONSTRUCTION

In many cases, careers are no longer chosen, but constructed. It is about 'being employable', rather than 'having employment' and that means learning new skills regularly throughout your life.

What do you desire?

Edited extract from a lecture delivered by Alan Watts.

What do you desire? What makes you itch? What sort of a situation would you like?

I ask these questions often in vocational guidance with students. They come to me and say, 'we're getting out of college and we haven't the faintest idea what we want to do'. So I always ask the question, 'What would you like to do if money were no object? How would you really enjoy spending your life?'

Well, it's so amazing, as a result of our kind of educational system, crowds of students say, 'Well, we'd like to be painters, we'd like to be poets, we'd like to be writers, but, as everybody knows, you can't earn any money that way'. Or another person says, 'Well, I'd like to live an out-of-doors life and ride horses' and so I say, 'You want to teach in a riding school? Ok, let's work this through. What do you want to do?'

When we finally get down to something that the individual says he or she really wants to do, I will say to him or her, 'Ok, you do that ... and forget the money because if you say that getting money is the most important thing, you will spend your life completely wasting your time. You'll be doing things you don't like doing in order to go on living, that is, in order to go on doing things you

don't like doing, which is stupid. Better to have a short life that is full of what you like doing, than a long life spent in a miserable way'.

After all, if you do really like what you're doing, it doesn't matter what it is, you could eventually become a master of it and then you'll be able to get a good fee for whatever it is. So don't worry too much. Somebody is interested in everything. Anything you can be interested in, you will find others will be interested in.

But it's absolutely stupid to spend your time doing things you don't like, in order to make money to carry on living, spending your time alive doing things you don't like ... and to teach your children to follow in the same track.

And so, therefore, it's so important to consider this question: *What do I desire?*

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Planning a career starts with understanding your interests, skills and abilities. The first step is to figure out or identify what's important to you: what motivates you, and why.

Start by drawing a table with two columns on a piece of A4 paper. In the first column, list the school subjects you most enjoy and write a short explanation of why you enjoy each one in the second column. Next, list the extracurricular topics about which you are most interested in reading and learning and, again, write an explanation of why in the second column. Then list the activities you most like to do in the first column and write an explanation of why in the second column. Finally, list the skills or abilities you have already started mastering and describe what you enjoy most about performing them in the second column.

What I enjoy:	Why I enjoy it:

As you start writing down your answers, you are likely to find there is some repetition, maybe even a great deal of repetition. You may be expressing a similar kind of fulfilment or satisfaction in different ways. If so, you may be able to group similar answers together.

Once you have written your list and grouped similar items together, the next step is to prioritise the items in your list, either by how strongly you are drawn to them or by how often a particular type of item appears in your list. See if you can identify your top three or four items/interests. Can you think of a career or type of work that will satisfy all or most of these items? If you can, this may be an occupation that you might find particularly satisfying or to which you are well suited. You may need to research further and discuss your interests with your peers to match your list to potential careers.

57. Create a job advertisement

Industries come and go and experts argue that around 60% of the jobs for which graduates will be competing in 2025 have yet to be invented. The big changes that advances in fields like

robotics, virtual reality, 3D printing and automation will bring over the next 10 to 15 years suggest that the hottest job in 2025 is likely to be something that nobody has heard of yet. It's not hard to imagine you spending your days piloting drones, designing stylish virtual reality avatars, healing patients with nano-technology or repairing complex 3D printers.



© Ishmakey (Deviantart.com)

The jobs of the future will be very different from those of today, but what will the offices of the future look like? Will we even need offices?

DECODING JOB ADS

Job advertisements are an important means of finding and securing employment. They are usually the first point of contact between a potential employer and someone looking for work. Recruiters and employers use job advertisements to find the right people for the position. There is no superfluous information in the advertisement, but many of us get distracted by the job title and skim read the rest of the copy. Learning to interpret job advertisements and to decode the jargon recruiters use is essential to ensuring you can identify and secure the right job for you. These skills will help you decide whether the task will stimulate you and whether the company culture will suit your temperament, and to tailor your application and CV so that you are offered an interview.



Research the industries and jobs that are likely to exist in 2025. Choose a future job (one that does not exist today) that you would find exciting and **create an advertisement** for that position. Your advertisement should include: a job title; a summary of what the job entails, including key tasks and responsibilities; a list of the skills, qualifications or attributes applicants need to have; and a description of the rewards of the job, including salary, benefits and other perks. Your advert should be between 80-100 words in length.

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65. 'We the people'



© David Goldblatt (Gordon Gallery)

Members of the 1996 Constitutional Assembly on the steps of the Senate House outside the Houses of Parliament in Cape Town.

In democratic countries, such as South Africa, the legislature or Parliament plays an important role. Members of Parliament (MPs) are elected by the people of the country to represent their interests and act as 'the voice' of the people. Parliament has four main responsibilities. The first is to facilitate the involvement of the people in the administration of their country (by letting the public present their views to MPs and listen to their debates). The second is to draft and pass laws. The third is to monitor the activities of government (by withholding or handing out taxpayers' money). The fourth is to elect the president (from its members). Parliament has 400 members and it is 'dissolved' every five years to give the people of South Africa an opportunity to cast their votes and decide who should represent them for the next five years.



© The Times/Esra Alexander

A fight broke out in Parliament when security personnel tried to throw EFF MPs (dressed in red overalls) out for refusing to be quiet during a speech being given by President Jacob Zuma in February 2015. President Zuma was ignoring their questions concerning when he would pay back some of the public money spent on his private Nkandla homestead.

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In the course of their duties, MPs debate and vote on the laws that affect our lives as citizens. Imagine that you and your classroom peers are MPs. **Debate and vote** on the following list of issues. The teacher is the adjudicator and will manage the process, keeping time and tallying the votes. Each student may present his or her opinion on each issue, arguing either for or against it, just as MPs may during debates in Parliament. Students may also choose to refrain from voting on an issue, which will reduce the number required for a 'majority' of the classroom. At the conclusion of the exercise, the adjudicator will announce the results of the votes.

1. Should same-sex marriages be made illegal?
2. Should it remain a criminal offence for minors (persons under the age of 17 years old) to engage in consensual sexual activity?
3. Should the legal age for drinking be raised to 21 years of age?
4. Should the legal age to drive be reduced to 16 years of age?
5. Should nude selfies of teenagers under the age of 18 continue to be classified as 'child pornography' under South African law?
6. Should South Africa lower the voting age to 16 years of age?
7. Should marijuana be legalised?
8. Should prostitution be legalised?
9. Should abortion be made illegal?

66. Budget time: who gets to stash the cash?

Most of us budget in some way. There are three basic steps to any budget: working out how much money you have, deciding how you are going to spend your money, and then making sure you do not over spend. It is the same for the government, just on a larger and more complicated scale. The 'national budget' is the financial plan of the government for the year ahead. The National Treasury department is responsible for managing the finances of the government. The Treasury creates the national budget and presents it to the cabinet (senior members of government) for approval. Once approved, the Minister of Finance (head of the Treasury) presents the budget in Parliament.

The Treasury creates the national budget using the same three steps. It estimates how much money the government is going to receive from taxation and other sources. Then it determines how much money it will cost to run the country for the year. During this part of the process, it receives requests for money from the other government departments and provinces. It is also informed of the spending priorities of the government by cabinet (what government would like to achieve with the money). It then takes all of these factors and requests into consideration and allocates the available funds for the year ahead.



© Julie-de-Warquier
(Deviantart.com)

'Hello Mr Piggy, meet Mr Hammer'. Budgets help us to afford the things we want.



Men in Blue: Former South African Finance Minister, Nhlanhla Nene (centre), on his way to deliver the 2015 budget speech.



Imagine you are the Minister of Finance. It is budget time and your responsibility to decide how much of the total money available should be allocated to each of the 10 major focus areas of government spending (either the big departments or groups of smaller, similar departments) for the year ahead. Complete the following table by allocating a percentage of the total budget to each listed department. Your allocations should add up to a total of 100 per cent.

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	General Public Services (‘Keeping government going’ through salaries and buildings and cars etc., includes services like Home Affairs)	
	Environmental Affairs (Conservation and management of our natural resources and national parks)	
	Human Settlements (Housing and sanitation programmes, mainly townships)	
	Arts and Culture (Promoting SA artists, preserving heritage sites, museums and monuments)	
	Public Order and Safety (Police service, courts and prisons)	
	Economic Development and Affairs (Roads, railways, airways and airports, energy, water, telecommunications, postal services etc.)	
	Social Development (Welfare services and grants)	
	Defence (Air Force, Army and Navy)	
	Health (Public health care system and services, regulation of private health care)	
	Education (Providing basic/primary, high schools and tertiary schools and equipment)	
	Total	100%

78. Who would have got your vote?

In a country like South Africa, where two thirds of the population are under the age of 30 years old, the 'youth vote' is highly important and can make or break a political party. According to the Independent Electoral Commission (IEC), over 80 per cent of registered voters at the last national elections in 2011 were under the age of 30 years old. As a result, the major parties campaigned actively to win the votes of young people.

In general, all of the major political parties focused on two items to win the 'youth vote': education and employment, but each came up with different approaches and solutions.



© Schalk van Zuydam (AP/2014)

A man walks past a wall with 'Don't Vote' written on it in Khayelitsha Township on the outskirts of the city of Cape Town. Many young South Africans are dissatisfied because their families still live under the poverty-line of R30 a day and poor employment prospects offer them little hope that this will change anytime soon. They blame politicians and their unkept promises for the lack of progress made since 1994.

ANC: Expanding technical and vocational training

In its election manifesto, the African National Congress (ANC) promised to 'empower, educate and employ' the youth over the next five years. The party promised to expand technical and vocational training (Further Education and Training or FET) through increased funding for poorer students, the building of 12 new campuses across the country and the creation of 50,000 additional student accommodation places. The goal of these initiatives being to enrol more than one million students in FET colleges in 2014, and to enrol an additional 500,000 students during the next five years.



A selection of posters from the ANC 2014 election campaign, which encouraged the youth of South Africa to 'step up' and included the controversially worded 'step up for your hustle' slogan.

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The party also promised to strengthen the links between FET colleges and workplace-based training and experience through additional funding for sector education and training authorities (SETAs), by expanding the internships and job placements available to youth in the public sector and by creating incentive schemes that subsidise private companies that employ members of the youth.

The ANC also promised to earmark 60 per cent of the jobs created as part of its infrastructure programme for the youth and to use public works schemes to 'provide initial exposure to a work opportunity' to at least four million young people over the next five years.

The party promised to develop new universities in Mpumalanga and the Northern Cape and to establish a dedicated health sciences university in Gauteng as well.

DA: 'Hand ups', not 'hand outs'

The Democratic Alliance (DA) also targeted education and employment. If elected, the party promised to start with high school students and reward young people who finish their schooling (with decent grades) with a social grant payment and funding to start their own businesses or further their education. The party also promised to increase the National Student Financial Aid Scheme (NSFAS) budget to R16 billion so that no student would be denied further education because they could not afford it.

The party promised to bridge the gap between education and employment through a number of programmes as well, including providing reliable, efficient cheap internet to everyone, introducing an internship programme across all government departments with placements for up to one million young people, and the creation of a national network of Mass Participation, Opportunity and Development (MOD) centres.

The proposed MODs would provide the youth with a whole range of services and amenities, including sports, cultural and recreational facilities after school hours, information and assistance to job seekers, one-stop shops for small businesses and entrepreneurs to access support, information and business equipment and services. The MODs reflect the DA-held belief that the youth of South Africa don't want 'hand outs', but 'hand ups' and access to opportunities, resources and funding to start their own businesses.

Another promise made by the DA was the comprehensive roll-out of a real, strong youth wage subsidy programme to encourage companies to appoint young work seekers. The party believes this subsidy could be used to benefit 423,000 young people within the first three years of implementation. The party also promised to encourage apprenticeship programmes actively by reimbursing employers for training costs and involving businesses more directly in designing work-based training.



A selection of posters from the controversial DA Student Organisation 2014 election youth campaign, which expressed the party's vision for an inclusive, equal and non-discriminatory future for all young South Africans.

Like the ANC, the DA also promised to use the Expanded Public Works Programmes (EPWP) and Community Works Programmes to create work and career training opportunities for seven million South Africans by 2019.

EFF: Time for more radical change?

The Economic Freedom Fighters (EFF) also targeted education and employment to win the youth vote, but in a slightly more aggressive manner than the other parties. The party promised to provide free education to all young people, including those at tertiary institutions, by imposing an 'education tax' on corporations. It also promised to build more universities and FET colleges, as well as expanding the size of existing institutions, and to ensure that the number of first year students accepted in institutions of higher learning increased by 100 per cent in the five years from 2014 to 2019. If elected, the party promised to introduce a scholarship that would pay for a minimum of 15,000 students (5,000 of which would be medical students) to attend the best universities across the world to attain skills, education, and expertise in various fields. It also promised to cancel the debts of all students who owe institutions of higher learning money for academic purposes.

In terms of youth employment, the party was equally forceful in its promises, stating that the law would be changed to ensure that a minimum of 35 per cent of the workforce of all private corporations has to be people between the ages of 18 and 35 years old. Likewise, in the public sector, legislation would be passed to ensure that 40 per cent of all government workers are youths aged between 18 and 35 years old, and that a minimum of 40 per cent of all budgets allocated to government departments, in all spheres of government, are allocated for the purpose of youth empowerment and upliftment.

In terms of bridging the gap between school and work, the party adopted a similar approach to the DA and committed to ensuring that all communities have Youth Information and Advisory Centres to inform, educate and guide young people regarding possible career paths and educational opportunities available in South Africa.



A selection of posters and images from the EFF 2014 election campaign. Despite a lack of resources and launching less than a year before the elections, the party secured 6% of the national vote and political commentators suggest that the majority of EFF voters are young people under the age of 30 years old.

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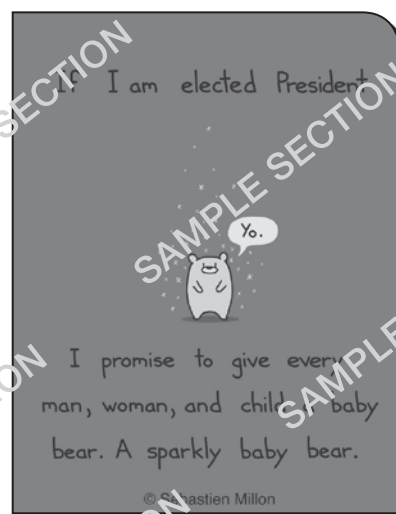
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© Shastien Millon

The lighter side of promises made during elections. Campaigning can be cut-throat and desperate and candidates are often pressed into making unrealistic or ill-considered promises in an attempt to win people's votes.



The lighter side of promises made during elections. Campaigning can be cut-throat and desperate and candidates are often pressed into making unrealistic or ill-considered promises in an attempt to win people's votes.

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92. 'Fear is the path to the dark side'

We all discriminate every day. Almost every decision we make requires separating out our options and classifying or categorising them. We do this with people and things. The distinction we draw might be based on something we have (for example, the colour of our skin) or an opinion we hold (for example, non-religious people are unhappy). Discriminating becomes an issue when we use these arbitrary classifications to feel superior to another human being or prejudiced against them. This can lead to intolerance and even hatred.

Most societies try to discourage the types of discrimination that are obviously unjust and hurtful by making that behaviour illegal, without taking away a person's right to think, discern and live in a manner of his or her choosing. In many respects, it is a careful legal balancing act and anti-discrimination laws are often an area of contested legislation as different groups promote their competing interests and opinions.



A tasty little wisdom snack from Yoda, the legendary Jedi Master in Star Wars. Is discrimination based on fear? Does it lead to the dark side?

The Constitution is the supreme law of the nation and Chapter Two sets out the fundamental rights of all South Africans. The very first right described is our 'right to equality', which deals with discrimination. It states that neither the government nor any individual person, may unfairly discriminate, directly or indirectly, against anyone on the grounds of his or her race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.

These rights are further protected by several other pieces of legislation, including the Rental Housing Act and the Promotion of Equality and Prevention of Unfair Discrimination Act (PEPUDA). The first of these prevents a landlord from discriminating unfairly and PEPUDA overrides the common law property rights of an owner and ensures business owners do not contravene our right to equality when denying us access to services 'on their property'.



While you have a right to hold whatever beliefs you choose in private, it is important to understand the difference between legal and illegal acts of discrimination in order not to break the law unwittingly, particularly if you run a business that sells services to the general public. How well do you know the difference between legal and illegal

discrimination? Take this quick **quiz** to find out. Read through the following list of scenarios and complete the table by ticking or marking the relevant column. The answers to this quiz are available on the companion CD.

Question	LEGAL	ILLEGAL
A girl's parents rent a local hall to throw a party for their teenage daughter. They invite every child in their daughter's grade at school, except for the Chinese kids.		
A woman is denied a promotion at work because she is pregnant.		
A nanny applies for a job with a Sotho couple who refuse to hire her because she is a Shangaan.		
A landlord agrees to rent an apartment to a woman, but then refuses when he discovers that she owns a dog.		
A married couple want to adopt a child, but the social worker refuses to allow them to do so because they are homosexual.		
A Christian family refuses to rent a room in their Bed & Breakfast to an unmarried heterosexual couple.		
A restaurant owner refuses to serve a customer because he isn't wearing shoes.		
A landlord refuses to rent his apartment to a person because that person is white and practises Christianity.		
An employer assigns her employees to weekend shifts without recognising that some employees observe the Sabbath and cannot work on those days.		
A student uses derogatory language and racial slurs when criticising work done by members of his own race.		

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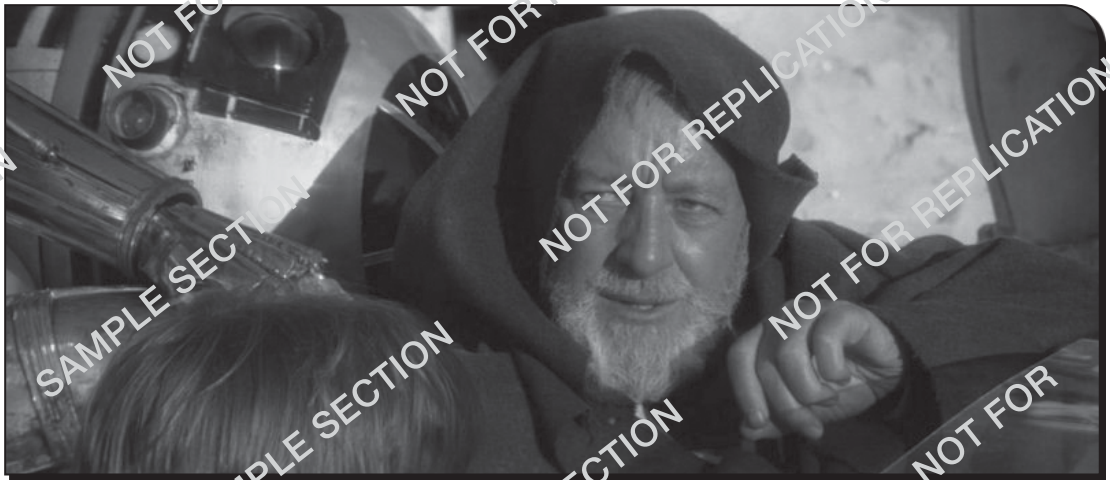
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94. The invisible power

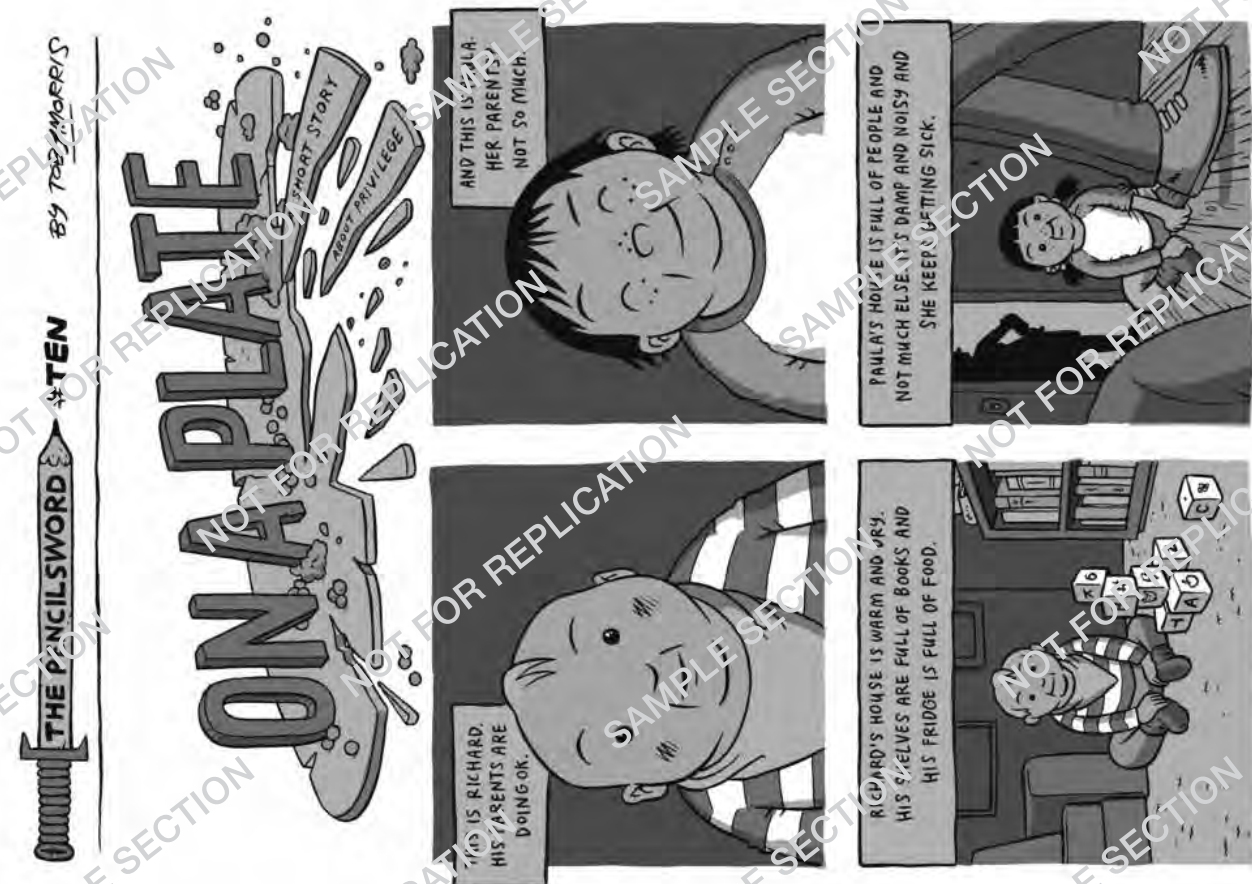


Some forms of discrimination can be very subtle and indirect, such as 'white privilege'. This bias is so deeply embedded into the structures of Western societies that many of those who benefit from it genuinely don't realise how much they do. It's the 'Jedi mind trick' of discrimination. Read the following comic strip by illustrator Toby Morris, entitled *On a Plate*, which depicts the stories of two individuals born into different households, and write a short **essay** in which you explain why those who are advantaged by 'white privilege' find it such a difficult form of discrimination to identify and appreciate. Your essay should be between 100-150 words. (15)



© Lucasfilm

'There is no longer such a thing as "white privilege". It's not the prejudice you're looking for. You can go about your business. Move along now.'



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FURTHER READING: LOOK UP AUGUST 10/175 MISSION'S 'STEERING FOR OURSELVES' PROBLETT



© Toby Morris (The Wireless)

[15]

100. Publicity or propaganda?

Anyone who wants you to believe that an opinion is right is biased, even if that opinion happens to be widely accepted and considered 'true' by many other people. Nowadays, anyone can publish a blog or website or use social media platforms to share 'news', so it is up to us to train ourselves to evaluate the information presented by the media around us critically and objectively. If we want to be informed, aware citizens, able to make educated decisions, it is important that we can detect propaganda techniques and information that is misleading or incomplete.



It used to be so much easier to spot crazy people – before the internet let them start publishing their thoughts anonymously online.



Can you identify one-sided or misleading information when you see it? Take this **quiz** to find out. Read each question and then circle the letter of the correct answer or answers. The answers to this quiz are available on the companion CD.

1. Finish the following sentence: Information may be biased when it ...
 - 1.a is not supported by facts.
 - 1.b presents the point of view of the author convincingly.
 - 1.c represents both sides of a controversial issue fairly.
2. Which question is it best to ask yourself when reviewing an article for bias?
 - 1.a What information seems convincing?
 - 1.b What information has the author omitted?
 - 1.c What professional vocabulary does the author use?
3. Which of the following techniques is commonly used by propagandists?
 - 1.a Words that excite.
 - 1.b Limited use of exaggeration.
 - 1.c Arguments that appeal to reason.
4. Which of the following statements regarding the purpose of bias are true?
 - 1.a It is used to change the mind of the reader.
 - 1.b It is used to provide balanced views on issues.
 - 1.c It is used to establish the superiority of one idea over another.
5. Which of the following are ways of detecting prejudicial bias?
 - 1.a Researching the facts an author omits or excludes.
 - 1.b Identifying words used to create positive impressions.
 - 1.c Identifying descriptions that are objective and fair.
6. Which of the following statements are true?
 - 1.a Biased documents rarely include facts.
 - 1.b Biased documents often contain 'all or nothing' statements.
 - 1.c Biased documents appeal to logic more than to emotion.

101. The news, the whole news and nothing but the news?

Much of what we read and hear expresses a bias. A statement is biased if it reflects a preference, partiality or prejudice for or against a person, object or idea. Bias can be a positive or negative and even on-demand, thanks to the ever-growing army of professional spokespeople or 'spin doctors' who are expert at turning anything that appears negative into something positive.

Would you trust information unsupported by facts or logical reasoning? A biased author may not pay attention to all the facts or develop a logical argument to support his or her opinions.

Biased information tries to change your mind. Being aware of bias and knowing how to identify, analyse and assimilate biased information properly is a skill to be treasured because it prevents you from being manipulated and exploited as easily as might otherwise be the case.

Indicators of bias include:

- the use of extreme, excited language;
- 'all or nothing' statements;
- emotional appeals and arguments; and
- over simplifications and generalisations.

An effective way of training yourself to be aware of bias is to consume information critically and to evaluate everything you read, see and hear. Good questions to keep in mind while you consume information include: What might be the author's point of view and agenda (political or otherwise)? Who paid to have this information created? Who stands to gain from this information being published? Is the argument substantiated? Are different perspectives and alternative opinions presented? Are my emotions being manipulated (e.g. anger, outrage, incredulity) and, if so, why?

Squealer is a fictional pig from George Orwell's Animal Farm and a smooth-talking propagandist. He is the ultimate spin doctor. When he and the head pig, Napoleon, keep breaking the seven commandments of the farm, he rewrites the commandments to sow confusion among the animals. Orwell uses Squealer to show how the increasingly totalitarian and corrupt regime uses propaganda and deceit to hang on to power. In the ultimate act of political spin, Squealer reduces the seven commandments into one commandment, which grants Napoleon and him complete authority: 'All animals are equal, but some animals are more equal than others.'



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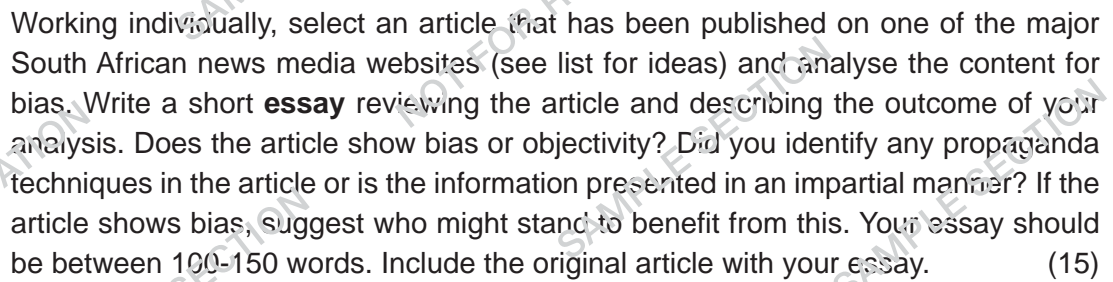
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WHAT MAKES AN ISSUE 'SOCIAL'?

If you live within a large enough group of people, the 'personal' or private issues of individuals can become 'social' issues. It can be hard to define precisely what makes an issue 'social', but sociologists use three criteria: 'negative consequences', 'scale' and 'interest' (attention). The first measure is that it must have a harmful or negative effect on a person. The second is that it must affect or harm a large enough group of people. The third measure is that a sufficient number of people within a society should believe that the problem warrants public concern and collective action to bring about change.

Private versus public

In contrast to personal or private issues, which are usually dealt with by the individuals concerned and/or their immediate families and friends, social issues are usually addressed by society itself through policy, laws and regulation. Often complex and many-sided, social issues can include 'conditions', such as poverty, and



© Adnan Abidi (Reuters)

A social problem emerges when a social change group successfully calls attention to a condition or behaviour that it considers serious. Pictured are demonstrators in New Delhi in 2012 protesting the lack of women's rights in India and the treatment of victims of sexual violence.



© Giorgio Giulini
(thesatorialist.com)

Does smoking in public qualify as a social issue?

'behaviour', such as substance abuse. Social issues can be local, national and international in scale, depending on how many people are affected.

Pride and prejudice?

Social issues are also different from society to society and change over time. What is preoccupying people in one country, might not be a concern for citizens in other nations. Likewise, what was once a major concern may have been addressed successfully and so it is no longer of public interest. Social issues can also reflect the opinions, prejudices and misunderstandings of the people within a society. One example of this was the dispute in the 1800s about whether women should be allowed to attend university. As the campaign gained momentum and attention, it became a major

social issue. Those opposed to the idea included medical authorities, psychologists and other experts, who warned that the stress of college would disrupt female menstrual cycles and that women would not do well in examinations while they were menstruating.

The demon drink

Another social movement that had a tremendous impact in the 1800s, but has little influence today, is the Temperance Movement. It was a coalition of people who felt that drinking alcohol was having a negative impact on society and sought to restrict its availability by having bars and public drinking houses closed and the laws regarding its sale made much stricter. The rise of industrialism had brought workers into the cities from the countryside and factory working hours were more exact than on the farms, where it was still acceptable to let men recover from their hangovers on Mondays. Factory bosses, on the other hand, needed sober workers arriving at the start of every shift. Drunkenness was also felt to be un-Christian by members of the movement and linked to domestic violence and crime in general. Those who opposed the movement argued that it was patronising to tell adults when and where and how much they could drink, and that it diverted attention from the real social problems of the time, including poor sanitation, overcrowding and excessive working hours.



Spot the house: Moving to Elliðaey Island could be one way of ensuring you are not affected by social issues.

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The Temperance Movement

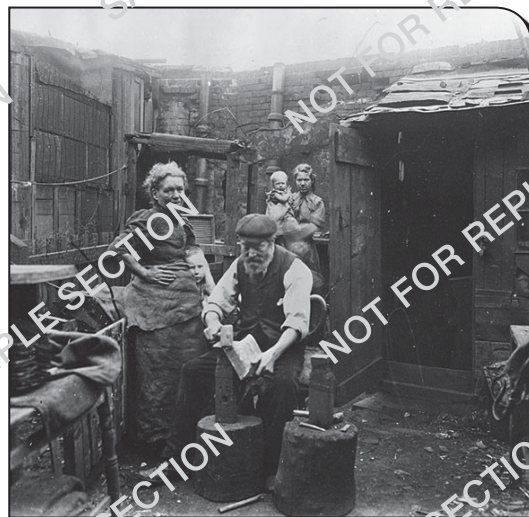
Argument for:

Alcohol leads to violence, laziness and crime.



Argument against:

*Living here would drive anyone to drink.
These conditions are the real issue.*



TACKLING INTERNATIONAL SOCIAL ISSUES

The **Millennium Development Goals** (MDGs) are a noble attempt to tackle the most pressing international social issues. Adopted by the largest gathering of world leaders in history in September 2000, the MDGs are eight quantified targets for addressing extreme poverty in its many dimensions and asserting the basic human rights of all people.

On the whole, the world has made significant progress in achieving many of the goals, with the number of people living in extreme poverty declining by an estimated 130 million, but sub-Saharan Africa remains at the epicentre of the crisis, with continuing food insecurity, a rise of extreme poverty, stunningly high child and maternal mortality, and large numbers of people living in slums.

The 8 Millennium Development Goals



106. That's personal!



Working individually or in groups, read through the preceding introduction to social issues and answer the following questions. Consider the mark allocation of each question and make sure that you provide an adequate response.

- Which three criteria do sociologists use to define an issue as 'social'? (3)

2. How are social issues dealt with differently from private or personal issues? (1)

3. From which two sources or characteristics can social issues arise? (1)

4. Why was it suggested that women would experience difficulties at university? (2)

5. To which three negative consequences did the Temperance Movement argue that the consumption of alcohol would lead? (3)

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6. According to those opposed to the Temperance Movement, what were the real social issues of the day? (3)

7. What are the Millennium Development Goals an attempt to address? (1)

8. What tangible improvement has been made since the goals were introduced? (1)

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107. Are these issues social?



The changeable, shifting nature of society and public attention can make it difficult to recognise current social issues. Can you tell the difference between an ‘issue’ and a ‘social issue’? Take this quick **quiz** to find out. Read through the following list and complete the table by ticking or marking each concern as either ‘yes’ (it is a social issue in present-day South Africa) or ‘no’ (it is not). The answers to this quiz are available on the companion CD.

	YES	NO
Moral decline		
Smoking in public places		
Nuclear war		
Poverty		
Weakening of religious institutions		
Corporate corruption		
Environmental degradation		
Land reform		
Sexual violence		
Road rage		
Climate change		
Affirmative action		
Single parenting		
Texting while driving		
Abortion		
Noisy neighbours		
Cancer		
HIV/AIDS		
Drought		
Education		

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117. Social media and teen activism



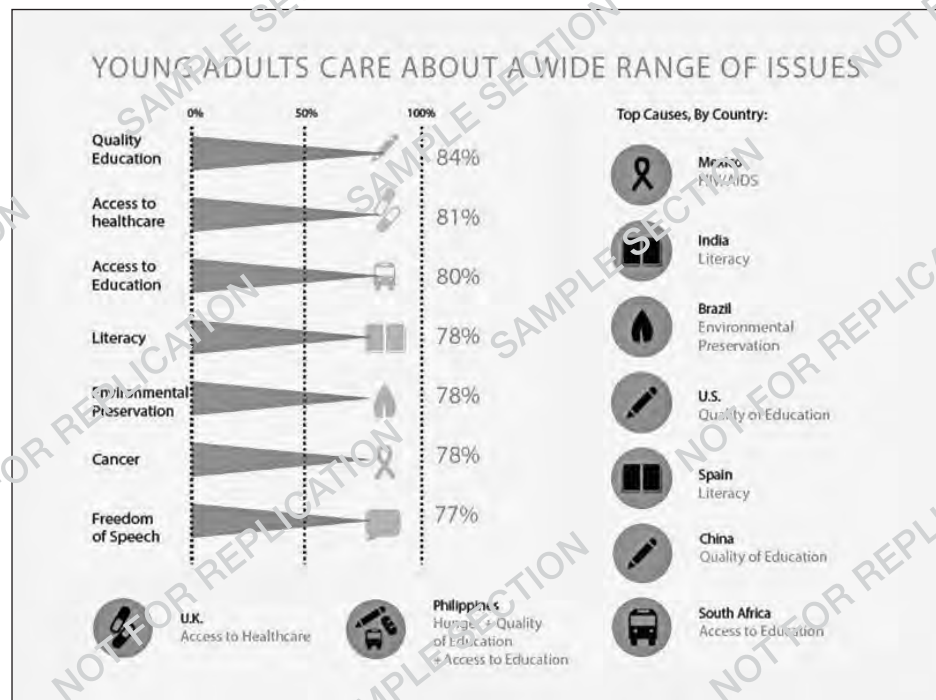
Working individually or in groups, read through the following text, an abridged version of an article published on the *Teen Vogue* website, and answer the following questions. Consider the mark allocation of each question and make sure you provide an adequate response.

The new face of teen activism

By Alexis Manrodt

Sit-ins, marches, picket signs—these are the images we conjure up when we think of activism in the traditional sense, but for teens and twenty-somethings, change is starting with the click of a mouse. With an estimated two in five young adults engaging with social issues online, we've entered into the age of digital activism, where grassroots movements are created through tweets, reblogs, likes, and status updates. Though some critics derisively refer to it as "slacktivism," this new wave is proving how logging on can seriously impact your community—and the world.

This trend was not borne out of convenience, but rather a genuine faith in the power of the internet. According to a study by the Intelligence Group, two out of three Millennials believe that "a person on a computer, being aware and spreading the word" is capable of sparking more change than "a person on the street, rallying and protesting."



Source: TBWA

"Many physical protests and movements are very localized, but online there are no limits to who can engage with you," argues Melissa Hudson, whose activism relates to sexual assault, reproductive rights, and LGBTQ issues. And

since many activists lack access to traditional outlets like network television, social media platforms like Twitter and Facebook have become powerful forums for first-hand accounts and live reports of situations around the world.

“A huge impact can be made online, and older generations don’t always get that,” says Victoria Snow, the blogger who runs the Tumblr Feminish. “They see us on our phones or laptops and think who knows what. But we’re organising, we’re creating, we’re signal-boosting, we’re creating awareness. We’re changing the world.”

While this is awesome, it can also be overwhelming, which is why some organisations are working to link up teens with causes and strategies, such as DoSomething.org, the majority of its 2.5 million members are between the ages of 13 and 25 and they engage with their causes by participating in Snapchat selfie challenges and Twitter debates, and by using text messaging to do everything from raising awareness against bullying to preventing teen pregnancy.

© Teen Vogue (2014)

1. Name three images of traditional activism, according to the article. (3)

2. Name four ways grassroots movements are created by digital activists? (4)

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3. How would you describe 'slacktivism'? (1)

4. What advantage does an online protest have over a physical protest? (1)

5. Name two of the results of social media platforms like Twitter and Facebook becoming powerful forums? (2)

6. What does 'signal-boosting' mean in the context of digital activism? (2)

7. Name two ways in which *DoSomething.org* members engage with their causes? (2)

WHO'S HELPING WHOM?

We all want to be happy. So much so, in fact, that we are willing to chase after happiness for pretty much all of our lives. We often think to ourselves: 'If I get that' or 'if I do this'... 'I will be happy'. Getting something we want can give us a temporary lift, of course, but research suggests that most of the things we assume will make us happy don't for very long.

Studies like one of American lottery winners in 2010 and another that tracked the moods of over 900 people over time in 2004 show that lasting happiness is not something created by a set of external circumstances – as even lottery winners return to their previous levels of happiness within a few months. These studies, and others, suggest that overall happiness is actually a result of our 'internal environment': our attitudes and the way in which we interpret our lives. The research proposes that sustained happiness is a by-product of living a meaningful, fulfilling life.

So what will give your life meaning? There are as many answers to this question as there are people because each one of us is unique. Yet the research has also found that consistently happy people tend to have a strong sense of purpose and a habit of being of service to others.

It would appear that, if we want to be truly happy, we should take a leaf out of Clark Kent's book and activate our inner superhero. We should find a problem that is causing others distress and start doing whatever we can to help ease their suffering. Wearing a cape while we do it, that's optional.

Volunteering: as good as getting a serious pay rise?

Another study by researchers at the London School of Economics examined the relationship between volunteering and measures of happiness in a large group of American adults. The study found that the more regularly a person volunteered, the more likely they were to



© DevilishlyCreative (Deviantart.com)

Happy people have a strong sense of purpose and a habit of being of service to others.



© Vulture (Deviantart.com)

Maybe it's his secret? Pharrell Williams, the singer who had a hit with the song Happy, is a devoted philanthropist and environmentalist, as well as a musician, and has worked with numerous charities around the world, including the Woolworths MySchool campaign.

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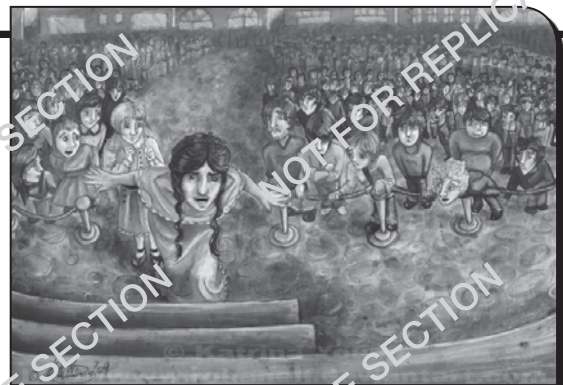
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consider themselves 'very happy'. Those who volunteered weekly were 16 per cent more likely to be 'very happy' compared with people who never volunteered, which was the same difference in happiness levels the study found between people with salaries of R23,000 a month and those with R80,000 a month.

Other reasons to volunteer

- Academic gain**
 Students who participate in community service learning tend to do better in school. It's believed that community service is somewhat of a 'missing link' for students, giving them the chance to apply what they've learned in the classroom to real human needs. Volunteering is a great way to follow up on, and supplement, subjects that have been covered in the classroom.
- Self-confidence**
 Students who do community service work learn that they can actually make a difference. This helps students to understand their own competence better, which promotes self-confidence and a can-do attitude that can spread to their work and academic pursuits.
- Problem-solving skills**
 Students participating in community service are often faced with challenges and tough problems to tackle. By working through them as a volunteer, they learn how to solve problems better, build upon their existing skill sets and enjoy the satisfaction of overcoming a hurdle.
- Health benefits**
 Creating a lifelong habit of community service can help students to become more healthy over the course of a lifetime. Research has shown that individuals who participate in volunteering have better physical and mental health than those who do not, especially among adults aged 65 or older.
- Scholarships**
 Students who participate in volunteering opportunities may be able to find more scholarships than they would without such experience. As community service offers students a way to build their network, they'll be creating connections with more people who can write letters of recommendation and some community service organisations offer their own scholarship opportunities.

Adapted from OnlineCollege.Org (2015)



Katniss Everdeen volunteered and became a force for good in her community. Isn't it about time you did?

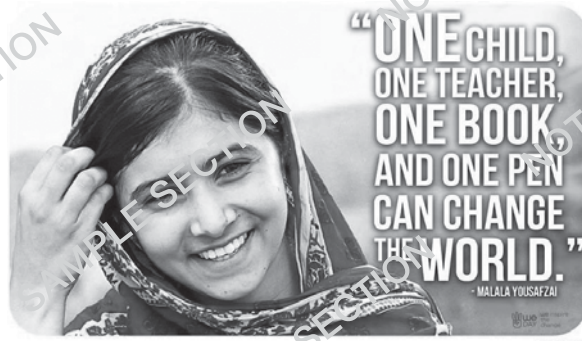
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THINK YOU CAN'T MAKE A DIFFERENCE? THINK AGAIN.

Taking a bullet for her beliefs

As a young girl, Malala Yousafzai defied the Taliban in Pakistan and demanded that girls be allowed to receive an education. At the age of 15, she was shot in the head by a Taliban gunman on a bus home from school, but survived. Despite her difficult recovery from the attack and the Taliban's continued threats, Yousafzai remains a staunch advocate for the power of education. At the age of 17, she became the youngest person to receive the Nobel Peace Prize for her work promoting the right of girls to an education.

'The shocking truth is that world leaders have the money to fund primary AND secondary education around the world fully, but they are choosing to spend it on other things like their military budgets. In fact, if the whole world stopped spending money on the military for just eight days, we could have the \$39 billion still needed to provide 12 years of free, quality education to every child on the planet.'



Knocking on doors to raise \$1 million

Neha Gupta visited an orphanage in India when she was nine years old and was so moved by the harsh plight of the young children that she set up a foundation called *Empower Orphans*, which has since helped thousands of children. She has raised over \$1 million since 2005, with the majority of the funds raised by making and selling wine charms at community events, through friends and family, and by going door-to-door in various neighbourhoods. Additionally, a number of corporate sponsors have donated gifts in kind. At the age of 18, she was awarded the International Children's Peace Prize in recognition of her efforts in helping vulnerable children.



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High school scientists taking on world hunger

Three Irish teenagers – Emer Hickey, Sophie Healy-Thow and Ciara Judge – were awarded the Grand Prize at the Google Science Fair in 2014 for figuring out a way to use a naturally occurring strain of bacteria to increase barley and oat crop yields by 75 per cent, while reducing germination times by half. It's a groundbreaking discovery that could help combat world hunger and reduce the amount of fertilizer needed to grow crops.



124. How can I help?

When our busy lives are already packed with school, homework and extracurricular activities, community service can seem like one commitment too many. It doesn't have to be, however. There are many ways of getting involved and making a positive contribution that don't require extensive amounts of planning or long-term dedication. A day or two, or even a few hours, can be enough sometimes. Be warned, though, the benefits can be addictive.



Work in groups. Your teacher will assign one of the **projects** listed below to your group. Your group will need to start planning how to accomplish the project within the deadline set by your teacher. During your planning, you will need to (i) decide on a feasible scale/size for your project, (ii) choose an organisation to help (local charity, homeless shelter, community centre, orphanage, underprivileged school, nursing home etc.), (iii) identify the different tasks needed to accomplish the project, (iv) allocate these different tasks and roles to members of the group (every member must have at least one task) and (v) establish the resources you will need to achieve your goal. Your planning must be shared and discussed with your teacher in order to receive permission to begin the project.



Be warned: volunteering could make you as happy as Larry the dancing Lamb.

Mission	Description
Book Bonanza	Your mission is to organise a charity drive and collect books for your chosen organisation. Make sure there will be space for the books you collect (or donate a bookcase as well).
Big Brothers & Sisters	Your mission is to organise a 'Big Brother/Big Sister' day at either your school or an underprivileged school nearby. During the day, older kids will be paired up with younger kids to help them with things like their homework and other activities (and lives).

Animal Rights	Your mission is to spend the day at a local animal shelter. You will need to be prepared, to find out what assistance the shelter would like in advance and to organise any extra resources/equipment etc. required beforehand. You may even want to organise donations of food for the animals.
Old Friends, New Friends	Your mission is to spend the day at a local nursing home. You will need to contact the home beforehand and discuss ways in which you could help. You can arrange to teach residents how to use computers to make video calls, surf the web and send emails, for example, or you could entertain residents by presenting a play or musical event. (You could even invite residents to your school to watch the dress rehearsal of the upcoming school play.)
Package Drop	Your mission is to create care packages of donated clothing, toys, books and household items for a local homeless shelter or orphanage (or similar organisation). You will need to collect the items from friends, family and local businesses and package them appropriately. (You will need to make sure the items in your packages are suitable for your chosen recipients.)
Soup for the Soul	Your mission is to spend the day at a local soup kitchen and serve food to those who don't always know from where their next meal will come.
Chip off the Old Block	Your mission is to organise a charity drive and collect old or used computers for your chosen organisation. Make sure the items you collect still work and can be used by your chosen recipients.
Golden Gofers	Your mission is for each member of your team to complete three separate tasks for an elderly or disabled person within your community. Each task must be different and could include: running an errand for them, doing their shopping (or taking them shopping), teaching them a new skill, tidying their home or garden, or cooking them a meal.

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125. What did I learn?



Working individually, write a short **essay** about your experience while working on the previous group project. Your essay should focus on anything that surprised you about the project and what you learnt about yourself while participating. Your essay should be between 150-200 words. (15)

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