

Remember that the three subjects that you are allowed to choose for Grade 12 will influence your study and career options. As the website [www.careerjunction.com](http://www.careerjunction.com) points out, "Research as many career options as possible before making your final subject choices".

The table below gives you an idea of some career options that are related to different subjects. Note that these are only a few examples of different career options and that your choices will be much wider.

<b>Accounting</b> Accountant, accounts officer, office manager, payroll officer, auditor, marketing manager, financial adviser
<b>Geography</b> Archaeologist, demographer, geographer, teacher, meteorologist, geologist, soil scientist, volcanologist, map maker, surveyor, urban planner
<b>Life Sciences</b> Ambulance officer, nurse, midwife, biomedical engineer, optometrist, pathologist, dietitian, radiologist, food technologist
<b>Agricultural Management, Agricultural Sciences and Agricultural Technology</b> Horticulturalist, forester, landscape gardener, beekeeper, farmer or farm manager, environmental scientist, soil scientist, fruit exporter
<b>Hospitality Studies</b> Events planner, guesthouse manager, hotel manager, marketing manager, restaurant host, small business entrepreneur, tourism officer, wedding planner
<b>Computer Studies</b> Computer engineer, computer programmer, computer systems manager, systems operator, software developer

There is a lot of information for learners who want to find out more about different careers that they can pursue and subject choices that relate to these careers. You can find this information in libraries and career-guidance centres and on the Internet.

### Activity 2 Research careers related to different subjects

In this activity you can choose to explore some of the career options that are mentioned in the table above or you can explore other career options that you want to know more about.

- Write down two career options that you want to research. Share your ideas with the class. If there are other learners in the class who have the same interests, you can pair up or work in small groups.
- Research as much as you can about either one or both of your career options and share information if you are working in pairs or groups. You can research this information by speaking to people who work in these careers, speaking with career counsellors or using the local library and the Internet. Try to research the following information:
  - subjects you need to study at school for this career
  - what study options you may need to complete after school
  - what subjects you will need for different study options.

- Collate your information and prepare clear and simple factsheets. Here is an example:

## Farm manager

Elective subjects for Grade 12

One of the following: Agricultural Management Agricultural Sciences Agricultural Technology	Subjects for different study options: Option 1 (Diploma) Agricultural Sciences, Life Sciences and Business Studies Option 2 (Degree) Agricultural Management, Life Sciences and Accounting
Two of the following: Life Sciences Business Studies Consumer Studies Accounting	

### New words

- collate:** bring together information from different sources to compare and use
- factsheets:** printed sheets containing information gathered on a specific topic
- confusing:** when something keeps you from being able to think clearly or understand something
- job satisfaction:** being pleased with your job

### Note

If you consider that you will spend on average about 40 years working, then job satisfaction is something you need to think about carefully.

### 1.1.3 Qualities relating to different careers and subjects: Strengths and weaknesses, interests and abilities

There are so many different careers that it can sometimes be confusing to know what you should do. In the extract below, you will read that job satisfaction is important when choosing your career. Your individual unique qualities mean that you have specific strengths, weaknesses, interests and abilities. If you know what these are, you can try to identify a career that will suit you and that will bring you job satisfaction.

**Note to Grade 9s:**  
 We live in an age of incredible career choices and opportunities. In the past, many people believed that once they chose a career path, there was not much room to change directions. Nowadays we find that multi-skilled people are in demand in the job market.  
 Where to start? We all have to start our career path somewhere and it is a good idea to take your first steps in a direction that interests you.  
 Listen up! Money should never be the only deciding factor in choosing a career path. Having job satisfaction and a sense of achievement are also important considerations.  
 Getting ahead: Some qualifications and careers require specific school subjects. Research as many career options as possible before making your final subject choices for Grade 10.  
Source: Adapted from <http://www.careerplanner.co.za/magazine/subject-selection>

### Identifying interests and abilities

Choosing a career starts with assessing yourself! We all have different interests and abilities or skills, as well as strengths and weaknesses. It is helpful to think how all of these qualities can affect the way we perform in different subjects as well as how they are related to different careers. You learnt about interests and abilities in Grade 8, so let us revise those briefly and then also look at strengths and weaknesses.

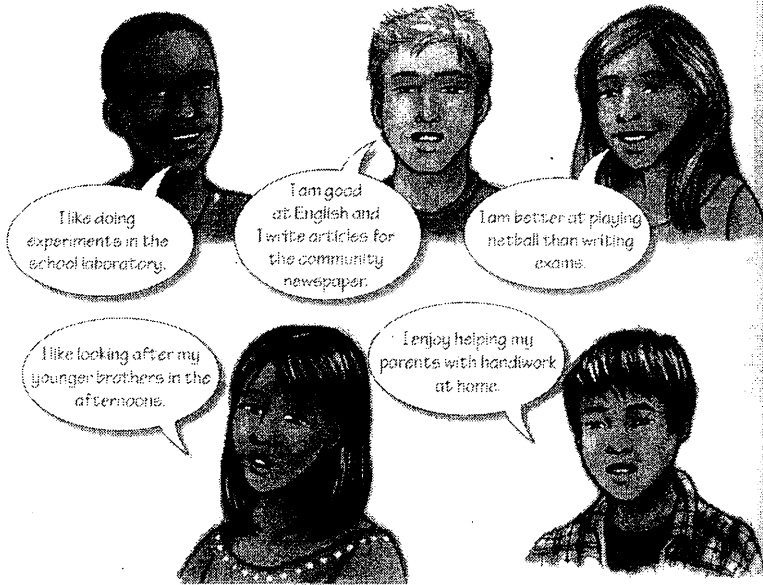
**New words**

**particularly:** referring to a specific person or thing

**physical co-ordination:** balancing and effective interaction of movements of the body

**Activity 3 Identifying interests and abilities**

- 1 What do you enjoy doing the most? What things are you particularly good at? Look at what these learners have to say about their interests and abilities and think about your own.



- 2 Summarise your own interests and abilities by writing down three examples of each. If you need help, consider ideas such as these in the list below or ask someone who knows you well to help you.

- I like working with real things rather than ideas.
- I like working outdoors.
- I can do things that require physical co-ordination.
- I like working with figures.
- I like repairing things.
- I like working with words.
- I am precise and find mistakes easily.
- I get along with people.
- I like being in charge of activities.
- I prefer to follow someone's instructions.
- I like helping people with problems.
- I am neat and organised and keep good records.

- 3 Based on your interests and abilities, write a short paragraph that describes the kind of work that you think will bring you job satisfaction.

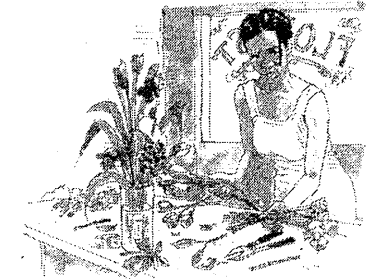


Do you like fixing things?

**Identifying strengths and weaknesses**

Strengths and weaknesses are closely related to abilities. For example, if you are good at sports, then your strengths could be hand-eye co-ordination or discipline to practise hard. The same is true for school subjects. Very few learners are good at all subjects. Most learners have strengths and weaknesses in different subjects that they enjoy or do not enjoy.

Think about the subjects you enjoy and the chances are these subjects are your strengths. Think about the subjects you struggle with and these subjects will probably be your weaknesses. In the next activity, you will have a chance to consider why it is important to know about your strengths and weaknesses as well as your interests and abilities when you consider subject choices for Grade 12 or future careers.



Do you love flowers and are you creative?

Remember that strengths and weaknesses relate to all areas of your life, not just your school subjects.

**Activity 4 Identify your interests and abilities related to different careers**

- 1 The table below identifies different interests and abilities, as well as some careers that are suited to these interests and abilities. Discuss your interests and abilities with a partner and whether you would enjoy the relevant career.

Interest	Abilities	Careers
Practical activities	Repairing things Working with your hands Working with machines	Flower farmer Electrician Furniture maker Carpenter Computer technician Factory worker
Analytical work	Working with numbers Solving problems Working with ideas Giving careful attention to detail	Accountant Bookkeeper Banking clerk Data processor Computer programmer
Creative arts	Communicating and creating through words, music, art or movement	Web designer Musician Architect Journalist
Physical work	Working outdoors Participating in sports	Fitness instructor Game ranger Farmer Landscape gardener

- 2 Pretend that you have not given any thought to what career interests you. Copy the table into your exercise book and circle any interests and abilities you may have in Column 1 and Column 2.
- 3 Write down two other careers that would be suitable given your interests and abilities.

Some decisions are easy to make, for example what kind of drink to have on a hot day. Other decisions require you to consider lots of different options and even then it can be difficult to know what choices to make. You might find that this is something you are facing now in Grade 9, because you need to choose your subjects for Grade 12.

Choosing your subjects for Grade 12 is a really important process and you need to weigh up your options carefully. You need to make a final decision about your subjects that is informed by good research and that takes into account your interests and abilities as well as the kind of career you are considering. Look at the case study below to see what Imtiaz had to consider before he made a final decision.

### CASE STUDY Choosing subjects for Grade 12



Imtiaz realised that his interests did not match up with a career as an accountant and his parents helped him to acknowledge that he would not enjoy a career that was based on working with figures and numbers most of the time. When Imtiaz started exploring his career options and the necessary subject choices, he started to feel excited about his choices. His research paid off and he was able to make an informed decision about his Grade 12 subjects.

## UNIT 3

# Health, social and environmental responsibility: Volunteerism

### 3.1 Volunteerism

Have you ever seen a person collecting money for an organisation? This is a volunteer – a person that gives his or her time at no charge to help the organisation. Working as a volunteer is called volunteerism. The aim of volunteerism is to promote or improve quality of life.

#### 3.1.1 Individual and community responsibility

We do not need to volunteer our time and skills only to organisations. We can take responsibility as individuals for doing good and helping others. Offering to look after your neighbour's dog when she goes on holiday or helping to carry an older person's shopping bags are examples of volunteer jobs you can do. Even picking up papers off the playground and putting them in the dustbin is an example of individual responsibility for doing good by volunteering.

A community is a group of people who all live in a specific area. This group of people should work together to make their area a better place to live in. They do this by helping one another and looking after their town. For example, people volunteer their time to a neighbourhood watch programme to help reduce and prevent crimes so that their community is safer. These volunteers are responsible for areas in their neighbourhood. They identify any suspicious activity or behaviour and report it to the police, for example a stranger climbing over a neighbour's wall.



#### New word

promote: to help or better

Many volunteers collect money for charity organisations.



Some people volunteer their time to clean up the environment.



Many communities take responsibility for their own safety.

#### Note

People who are at home during the day and do not go out much can also help by keeping an eye out for suspicious activity through their windows.

**Activity 8** Identify and discuss individual and community volunteerism

Work in a group.

- 1.1 Suggest different ways in which individuals can volunteer to help others.
- 1.2 Explain how volunteering as an individual can help improve the quality of life of others.
- 2 Identify, discuss and give examples of ways communities can volunteer to help others and promote good.

**3.1.2 Different types of volunteer organisations**

There are many organisations in South Africa that rely on volunteers to do their work. We call these volunteer organisations. They rely mainly on donations of money and goods from the public and from businesses in order to do their work. Some of them get money from the Lotto or small grants from the government.

Volunteer organisations do a wide range of work in South Africa. They work to improve social and environmental health and to promote sustainable development.

- Social health refers to all the goods and services that people need, such as food, water, clothing, healthcare, housing and education.
- Environmental health refers to the factors in the environment that can have an effect on people, such as air pollution, water quality and access to recreational areas such as parks.
- Sustainable development means keeping a balance between improving people's lives and not harming the environment. For example, when we cut trees for firewood, we should replace the trees by planting new ones.

**New word**

**sustainable:** can be continued with minimal impact on the environment



Health counselling is an important service provided by volunteer organisations.



We should all have access to parks for recreational activities.



By planting a tree we help sustain our natural environment.

**Community-based organisations**

Some organisations are community-based, which means they were started by communities and are run by communities. They usually operate within a single local community. Church groups, youth groups and community sports clubs are examples of community-based organisations.

**CASE STUDY Proudly Manenberg**

Manenberg is a community on the Cape Flats in Cape Town. It has a history of poverty and gang violence. In September 2005, a group of concerned members of the Manenberg community started the Proudly Manenberg organisation. Their focus is to uplift the crime- and poverty-ridden neighbourhood through community projects.



Source: Adapted from www.proudlymanenberg.org

Members of the community work together to improve the Manenberg community in the following ways:

- They have training projects to provide skills-development programmes for community members.
- An advice office assists residents with problems relating to matters such as housing, family, grants and pensions.
- They are recycling their waste to help save the environment.
- The Manenberg Waterfront, which is a conservation area rich in bird life, is being developed to benefit the community.
- Residents who love gardening create and maintain food gardens.
- There is a programme that helps people on parole from jail to find work in the community to discourage them from returning to a life of crime.

**New word**

**parole:** when people are allowed to leave prison on condition that they behave well and do not commit any more crimes

**Non-profitable organisations**

Some volunteer organisations are called non-profitable organisations. This means that they use all the money they get to help others. Here are some examples.

**Red Cross Organisation**

Red Cross is an international volunteer organisation that offers help to victims of disasters such as floods, earthquakes and wars. They also help people to cope with living in extreme poverty by providing clothes, blankets and food. Volunteers collect money and goods. They distribute food and clothing and offer first aid.



The Red Cross helps with disaster (such as floods) relief.



WESSA is involved in conservation of animals and areas.

### The Wildlife and Environmental Society of South Africa

The Wildlife and Environmental Society of South Africa (WESSA) is one of the leading environmental organisations in South Africa. It was established in 1926 as the first non-governmental organisation in South Africa.

Some of the environmental issues that WESSA has been involved with over the years are environmental education projects, open spaces in urban areas, production of many educational books and pamphlets, Wildlife clubs for school and youth groups and the Friends Scheme, where groups of volunteers conserve local areas.



People are shown how to grow enough vegetables for their families.

### The Food Gardens Foundation

The Food Gardens Foundation was started in 1977 in Soweto to teach people to help themselves by growing vegetables. The organisation has about 1 500 members who volunteer to work to help poor urban and rural communities. Volunteers teach people how to garden the sustainable organic way. They use household waste to make the soil more fertile to grow vegetables without the use of expensive and harmful chemicals. The food grown is used to feed families. People sell produce left over to earn some money.

## Activity 9 Discuss how volunteer organisations contribute to social and environmental health and sustainable development

Read about community-based and non-profitable volunteer organisations on pages 98, 99 and this page and then discuss the following questions with your partner.

- 1 Name the types of work the volunteer organisations do.
- 2 State where do these organisations get their funding from.
- 3 Explain how the volunteer organisations contribute to:
  - 3.1 social health
  - 3.2 environmental health
  - 3.3 sustainable development
- 4 Do you think volunteer organisations play an important role in South Africa? Support your answer with reasons.

### 3.1.3 Different types of volunteer activities

Volunteer organisations do different kinds of work to help improve people's lives. Some of their activities are:

- helping those less privileged
- assisting those infected with and affected by HIV and Aids
- caring for those affected by other terminal illnesses.

#### Helping those less privileged

Volunteer organisations help those less privileged in different ways, for example helping them to build houses and helping unemployed people develop skills that will allow them to earn an income.

Many people in South Africa cannot afford to live in proper houses and have to live in shacks. While the government has promised to address this problem, they cannot afford to build enough houses each year for all the people who need them. This is where volunteer organisations have a significant role to play.

### Habitat for Humanity

Habitat for Humanity South Africa is a non-profit company and part of Habitat for Humanity International which has branches in more than 80 countries worldwide.



Habitat for Humanity volunteers helping to build a home for a beneficiary in Orange Farm, Gauteng.

Habitat believes that every person has the right to a home that offers security and comfort. With the support of volunteers, they put their faith into action by building homes for families in need and offering them the foundation for a better life.

They have volunteers who donate their time, money, knowledge and influence to spread the message of Habitat for Humanity, while other volunteers actively work on the ground by building houses, planting food gardens, recycling, harvesting water, teaching in schools, creating feeding schemes, assisting in the areas of sports and recreation, improving safety and security and assisting the elderly. Depending on the skills of the volunteer and the needs of the community, Habitat contributes in a way that they can towards creating sustainable communities.

By uniting South Africans in a common goal, Habitat is transforming communities. Habitat measures its success by positive and lasting social and economic change.

### IKS

#### CARING FOR OURSELVES AND OTHERS

*Ubuntu* is an indigenous term that is difficult to translate in other languages. *Ubuntu* is the respect one person has for another. It is about working together and taking care of each other. For example, in an African village, the whole village works together to make it a good place to live. Some people will build huts, others grow crops or look after cattle, gather food or fetch water, or look after the village children.

#### Do you want to be involved?

For more information or if you would like to volunteer at Habitat, visit their website [www.habitat.org.za](http://www.habitat.org.za) or contact their Head Office on 021 657 5640.

UNIT 5

Health, social and environmental responsibility: Health and safety issues related to violence

5.1 Health and safety issues related to violence

5.1.1 Common acts of violence at home, school and in the community

Read these headlines from recent South African news:

Mother and children hijacked outside school

Man shot in his home as armed robbers make off with cash, cell phone and TV

Boy, 8, killed in gang gun battle

Child raped in classroom

Read these statistics and news articles about acts of violence in South Africa:

**Did you know?**  
 According to a survey conducted by the Department of Education, 10% of children in South Africa are victims of violence at school.

**Rate of violence** is when one person forces another to have sexual intercourse or some kind of relationship. Results of a nationwide survey of more than 1000 young women aged between 16 and 22 suggest that child rape is becoming more common. Most of the child rape victims in the survey were between the ages of 10 and 14.

*Weekend Argus, 4 September 2010*

A 14-year-old boy has been arrested in connection with the murder of a 17-year-old Cape Town teenager. Police believed the killing was "gang-related". The victim was stabbed to death by three people

about 100 metres from his house.

His father believed his son "was killed for no reason". He said his son was on his way to a shop after breaking the fast as part of Ramadan when he was stabbed to death near the church in his street.

Khayelitsha gang violence flares up again

By Nombulelo Damba, 19 June 2012, AllAfrica.com

A partnership between police and taxi bosses in Khayelitsha to combat teenage gang violence failed to prevent two separate gang conflicts in different parts of the township on Tuesday afternoon, resulting in numerous stabbings.

Parents and residents of Harare 33 and 34 Section cheered as about 100 teenagers

affiliated to the Vato, Slokos and the Madonsela gangs attacked each other with knives, pangas, sticks and stones.

The teenagers, mostly still dressed in their school uniforms, waged a running battle through the streets for over two hours until police arrived, when they scattered into surrounding streets.

Horror in front of kids

Sowetan newspaper, 12 September 2011

Bossie Phungula, husband to Annie Phungula, admitted to stabbing his wife five times, pouring petrol over her and setting her alight last year. This brutal incident, which led to

Annie Phungula's death four months later, occurred in the family home in front of their children and maid. One year later, Bossie Phungula was released due to "lack of evidence".

Activity 13

Identify acts of violence at home, school and in the community

- 1 List the different acts of violence mentioned on this page and the previous page. Which ones happened at home, which happened at school and which happened in the community?
- 2 Discuss the acts of violence that happen in your school and community.

5.1.2 Reasons that violence occurs in families and communities and among friends and peers

Usually people only carry out acts of violence if they are extremely stressed, depressed or dissatisfied. In many communities, South Africans are still experiencing the after-effects of violence that occurred during apartheid.

A big problem in South Africa is poverty and unemployment. Young men feel they should be the breadwinners and be strong and independent. Instead, they are poor and sometimes feel inadequate. They release this frustration through violent behaviour such as beating up their wife, girlfriend or children.

Several of the sources you read on these pages were about gang violence. This is one of the worst types of violence affecting communities in some parts of South Africa. Many teenagers join gangs due to peer pressure. They do violent acts to prove themselves to other gang members. Often they injure or kill innocent members of the community.

**CASE STUDY** Children playing with toy guns



Many children grow up playing with toy guns.

Almost half the number of deaths in South Africa are gun-related. Many of these deaths happen in the home where guns are not always stored safely. During a recent incident, it is easy to get hold of the gun as it was someone's house. The chance of an accident also when children see loaded hands in a variety of circumstances to add pretend to shoot like they are on TV programmes.

**New word**  
**self-defence:** protecting oneself from harm by another person

Many children play with toy guns which look identical to real guns. This can be very dangerous. For example, an 11-year-old boy in Limpopo province was shot dead at a police station at a security guard. The guard said he did not realise the gun was not real and shot the boy in self-defence.

Many young people in urban areas have been exposed to an experience of gun-related violence. The annual Ican held in 2005 in the 120 cities of South Africa found that in the 1990s, gun play was an important role in the violence that was there. There are many legal and illegal guns in our country. Gun violence is most common between the ages of 15 and 24 years. About 50% of young people are under for a criminal and many for more than one reason. In the 1990s, gun play was an important role in the violence that was there. There are many legal and illegal guns in our country. Gun violence is most common between the ages of 15 and 24 years. About 50% of young people are under for a criminal and many for more than one reason. In the 1990s, gun play was an important role in the violence that was there. There are many legal and illegal guns in our country. Gun violence is most common between the ages of 15 and 24 years. About 50% of young people are under for a criminal and many for more than one reason.

**Reasons for the rape crisis in our schools**

The number of learners who are raped at school grows every year. Most of these learners are girls and most of them are raped by people they should be able to trust, such as teachers and classmates. Rape is a crime of violence. People rape to make themselves feel powerful and important. They like to brag about it to their friends.

Many learners know of young people who have been raped at school. These are some of them:

Often a gang of boys will push a girl into a classroom at break and rape her. If she screams, it makes them feel even more powerful. No one comes to help, because they are scared of the boys, who all have knives or even guns.

Our community is very poor and cannot afford school fees. At one school, the principal says parents don't have to pay if they let him have sex with their daughters.

It was in the newspaper that at a primary school a boy raped two girls in front of the class when the teacher was away. He did it to impress his friends.

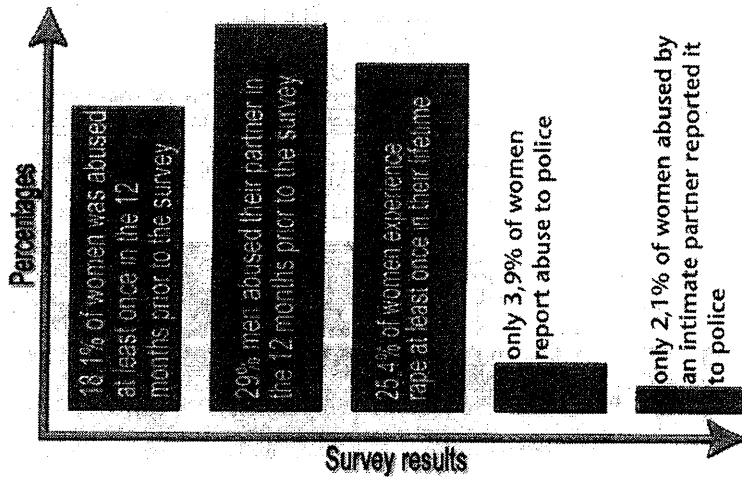
**5.1.3 Impact of violence on individual and community health and safety**

Violence is a daily occurrence in South Africa. As you saw from the examples in this unit, many people are affected by violence in their homes, at school and on the street. Violence has a negative effect on people's health and safety.

**Impact of gender-based violence**

Women and girls that experience sexual or physical abuse in their relationship or who are raped are more likely to be diagnosed with a sexually transmitted infection, test positive for HIV, suffer from depression or consider suicide.

A study done in 2010 showed that women usually know the person who is violent towards them. The study also showed the following:



This type of violence is far more common than statistics show and its impact is therefore far more widespread than we think.

**Impact of guns**

Guns are a serious health hazard in South Africa, as they threaten the physical, psychological and social wellbeing of all our citizens. As well as causing so many deaths, guns injure many more people, resulting in temporary and permanent disability. Read the case study on the next page about what Dr Ken Boffard, head of the Johannesburg General Hospital Trauma Unit, says about the impact of gunshot wounds.

**New word**

**physical abuse:** to hurt somebody physically

**CASE STUDY** Gunshot wounds

According to Dr Boffard, the number of patients admitted to Johannesburg General Hospital for gunshot wounds is increasing all the time. But many more bleed to death before they get to hospital because there are not enough ambulances to get them to the hospital in time.

The increase in gunshot injuries is using a huge amount of money from the Health Services budget. Each trauma unit patient costs about R60 000 to treat. In one year, 650 gunshot victims were admitted to Johannesburg General. That is a cost of R39 million.

Dr Boffard said the single largest cause of **quadriplegia** was, in the hospital's experience, car hijacking. A hijack victim generally gets shot from the side, which means the bullet often hits the spinal column as it passes through the body. Most hijack victims are left paralysed, he said.

There used to be more car accident victims than victims of gun violence, but now the number of gun violence victims is double the number of those admitted after car accidents.

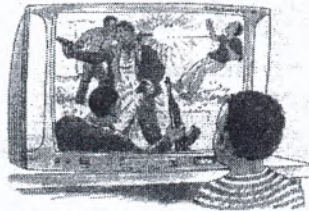
Source: Information from Gun Control Alliance

**New words**

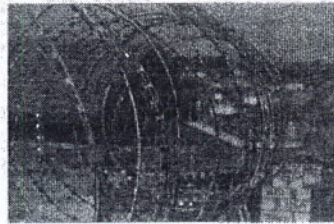
**quadriplegia:** being paralysed from the neck down

**traumatised:** deeply shocked and horrified

As well as physical health, people are affected psychologically and socially. Look at the pictures below:



Many South Africans are **traumatised** indirectly. Each day the news in the newspapers and on television and radio is filled with incidents of political and taxi conflicts, crimes and domestic violence incidents involving guns.



The high levels of gun violence in South Africa make everyone in South Africa more afraid and insecure.

**Did you know?**

Rwanda is the only other country in the world where the number of deaths by gun violence is more than road deaths.

**Activity 14** Examine gun-related violence

Discuss the following questions in your group.

- 1 What incidences of gun-related violence do you have in your school or community?
- 2 What causes the violence?
- 3 Where do people get the guns from?
- 4 How do people protect themselves?
- 5 Besides physical harm, how are people in your community reacting to gun-related violence?

**5.1.4 Alternatives to violence: Problem-solving skills and managing conflict**

**Problem-solving skills**

In Grade 8 you used problem-solving skills to solve a problem in a personal context. Let us revise the main steps in problem-solving:

**Guidelines for problem-solving**

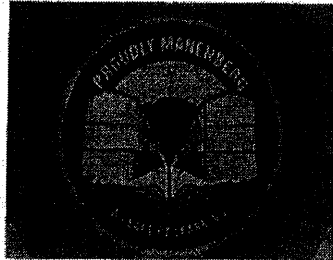
- Define the problem – you cannot solve a problem until you clearly understand and identify the problem.
- Break the problem down into smaller steps – it is easier to tackle small parts rather than one big problem.
- Ask someone to help you – a problem shared is a problem halved. Ask your teacher, parent, brother, sister or friend for help or advice.
- Develop alternative solutions – you can do this through brainstorming. No idea is a bad one. Each idea could be a possible solution.
- Evaluate solutions – can you achieve each solution? What will the consequences of the solution be?
- Choose a solution and carry it out – pick the best solution and solve the problem using the solution you picked.
- Evaluate the outcome – if the outcome was successful, you know that this is a good solution if the problem arises again. If it was unsuccessful, you know that it would be best not to try that solution in the future.

Read on the next page how former gang member Ivy Booyesen used problem-solving skills to turn away from acts of violence and persuade others to do the same.



## Former gang member tries to turn around her life and her community in Manenberg

Jenny Gross and Cristy Gimbel, Student Correspondent Corps, 11 July 2010



In some communities, children grow up in terrible conditions. For example, they grow up in a two-roomed house with 20 people living in it, but only two people are working. They feel there is no future in life for them. Joining a gang seems a way out.

"I just told myself I'm going to be something," said Ivy Booysen, reformed gangster.

Ivy Booysen saw the problem in Manenberg where she lived. She began to motivate young people by talking to them one by one. She listened to what they had to say. She persuaded them not to let their problems get in the way

and to look at the bright side of life. She encouraged them to have dreams in life and to work towards those dreams. Then she asked other people to help her. They became known as Proudly Manenberg activists. They have brought positive change in a township known as one of the bleakest in Cape Town. The organisation has mobilised young leaders to turn the township around, starting with the youth and the education system.

In the past year, the idea has spread to neighbouring townships, which have launched their own "Proudly" organisations.

There is now a growing sense of togetherness among communities. "Proudly" organisations encourage taking responsibility for community problems instead of blaming the government. So far, Proudly Manenberg has hundreds of residents to garden, clean, host youth programmes and implement public safety measures.

Source: Adapted from Globalpost (www.globalpost.com)

### Activity 15 Identify the problem-solving skills that Ivy used

- 1 What was the problem that Ivy identified in Manenberg where she lives?
- 2 How did Ivy break the problem down into smaller steps?
- 3 Who did Ivy get to help her?
- 4 Name some of the solutions that Ivy and others came up with.
- 5 What proof is there that the solutions are successful?

### Managing conflict

There are three main styles of managing conflict: denial, confrontation and mediation. Look at the conflict situations in the pictures below and compare the three ways of dealing with it.

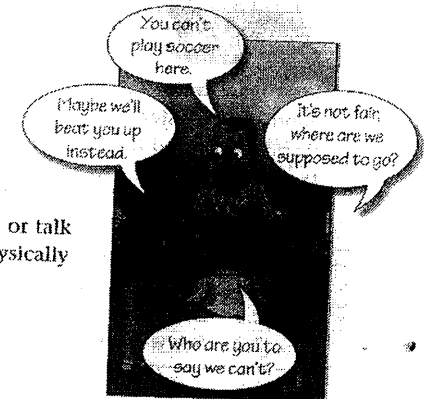
#### Denial

Denial happens when someone is angry because of a conflict. In this case, the boys are angry because they cannot play soccer. Instead of saying what is making them angry, they deny that there is a problem and that they are feeling angry. The problem with trying to end a conflict this way is that the other person never knows what is wrong or why the first person is mad at them. It is not likely that they will act differently next time they meet.



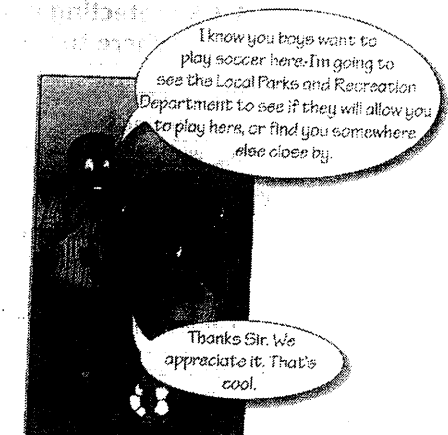
#### Confrontation

Confrontation happens when there is a conflict and one person attacks the other person physically or verbally. This usually happens when two people are not willing to listen to each other's side of the problem or talk about it. Instead, they attack the person physically or attack his or her ideas verbally.



#### Mediation

Mediation is when people talk about the problem without insulting or blaming one another. They know they have a problem and try to think of ways to solve it. Then they choose the solution that will keep the peace and that will be the best for everyone.



Here are some guidelines for resolving conflicts constructively through mediation:

- Let the other person talk first and do not interrupt.
- Do not shout and show anger. Do not storm out and refuse to discuss the problem.
- Show that you have listened to and understand the other person's point of view before making your own point of view clear.
- Appeal to the other person's sense of reason and try to make him or her see that you have a valid point too.
- Try to find a win-win situation, even if you have to give in a bit and compromise.
- Ask the other person to imagine how you feel.
- Try to imagine what it is like to be the other person. This will help you to understand why that person behaves the way he or she does.
- Show respect for the other person and his or her ideas, feelings, culture and traditions.

**Activity 16** Analyse and role play how Ivy dealt with conflict

Look back to the story about Ivy Booysen on page 114. Her first step was to approach gangsters on a one-on-one basis. This could have been hopeless if she confronted them and told them what they must do. She approached the conflict by using mediation. Discuss the following questions in your group:

- 1 Think about the guidelines above. Did Ivy use all of these to mediate the conflict in her community?
  - 2.1 See what happens if you take the confrontation approach.
  - 2.2 See what happens if you take the mediation approach.

**5.1.5 Protecting oneself and others from acts of violence: Where to find help**

We need to come up with ways to protect ourselves and our communities from the increasing acts of violence in South Africa. There are laws in place, but without the support of the public, South Africa's statistics on violent crime will not decrease.

**Protection from gun-related violence**

What can we do in South Africa to protect ourselves from violence caused by firearms? One idea is to establish areas where no guns are allowed by law. Read about this on the next page.

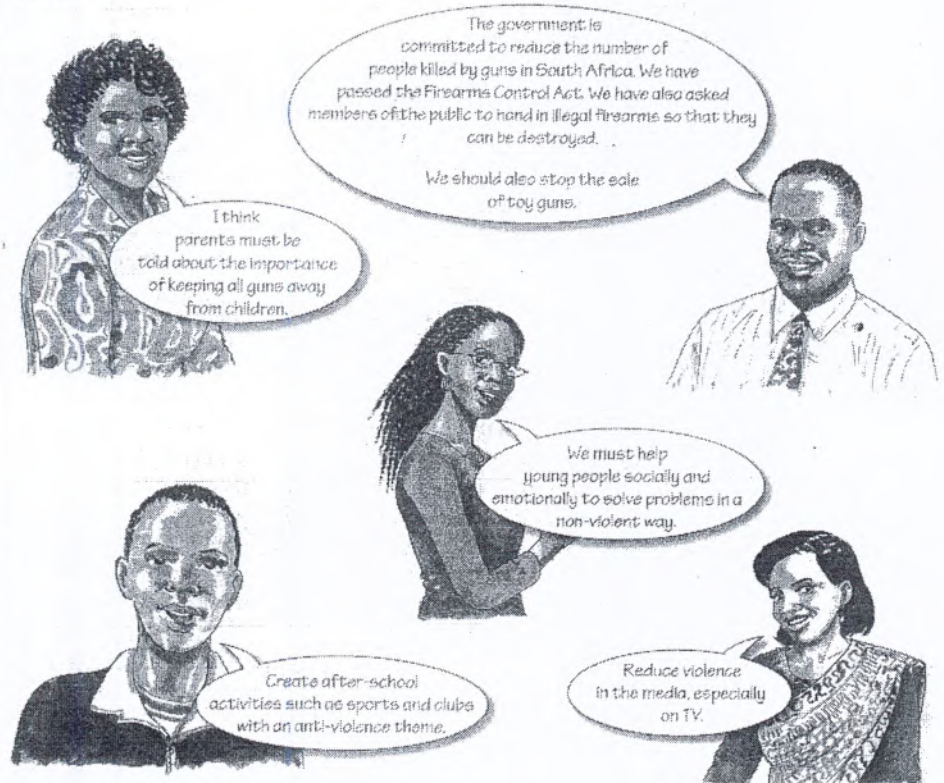
In the year 2000 the Firearms Control Act was passed. This Act allows the Minister of Safety and Security to declare a space, such as a church, hospital or school, a firearm-free (gun-free) zone. No guns or ammunition are allowed to be used, carried or stored in a firearm-free zone and these zones are protected by law. It is important that everyone who is affected participate in the process of making a space firearm-free, because then they are more likely to support and maintain this space as firearm-free in the long term.

Because schools are often the site of violence, the South African Police Service is setting up firearm-free schools all over South Africa.

Source: adapted from information from Gun Control Alliance

The Gun Free South Africa organisation aims to remove all guns from South Africa to help to reduce crime and violence. For some years now, people have been handing in their guns to police stations, where they are destroyed. For example, by July 2012, a total of 2 632 guns had been destroyed in South Africa since the beginning of that year.

Here are some more ideas for protecting ourselves and others from gun-related violence.



TERM 3