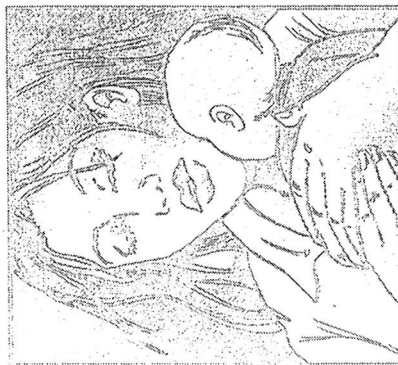


TERM 3: GK 10 - LO

Kerry's Story

I am 15 years of age and have a 6-week-old baby boy. I have called him Andrew and I am thankful for him. My boyfriend said that if I loved him I would have sex with him. When I found out I was pregnant, my mother was very angry with me. She is the sole breadwinner in our household and the new baby means that there is less money for everybody. I am in Grade 10 and my boyfriend is not interested in me now. My granny looks after Andrew while I am at school. It is very hard on her as she is old. It is difficult to balance things. I have to do a lot of chores when I get home from school, look after and feed Andrew and do my homework. I am doing my best to be a good helper at home while working hard at school.

I really envy my friends who do not have children. I miss being a teenager with friends, freedom and a future.



Jason's Story

As long as I can remember, I have always had to look after my family. My father left us when I was four. I am 16 now and am definitely the man of the house. My two younger sisters and my mother depend on me. I have a part-time job selling newspapers in the morning before I go to school.

I have to wake up really early for this, but the money helps. My mom works really hard too. We live in a dangerous area, so my sisters rely on me for their safety. I quite enjoy being so important in my family!



1. Identify the different life roles that Kerry and Jason have taken on.
2. What choice did Kerry make that has changed her life forever?
3. Try and imagine all the ways that Kerry's life is different now that she has a baby.

4. How do you think that having a baby has changed her relationships with her friends and her family?
5. Do you think that having a baby at a young age can change the way a girl feels about herself? Explain.
6. If people begin to feel bad about themselves, what can they do to improve things?
7. What comments can you make about the changing self-esteem of the two individuals in the story?
8. Jason has had a very different childhood to many of his friends as a result of the adult roles he has. List Jason's life roles and discuss what you see as the advantages and the disadvantages of these roles?

ACTIVITY 9.2 Changing life roles

This activity may be first discussed in groups and then after discussion the answers will be written individually in your journal.

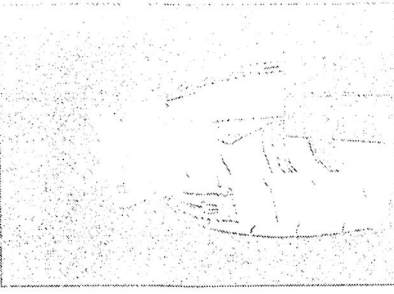
1. Draw the following table and complete it.

Life Role	Major responsibility or duty	Advantages and rewards	Difficulties and disadvantages
Child (daughter/son)			
Brother/Sister			
Learner/Student			
Friend			
Adult			
Partner/Spouse (husband/wife)			
Mother			
Father			
Grandparent			
Breadwinner			
Employee			
Employer			
Leader			
Follower			

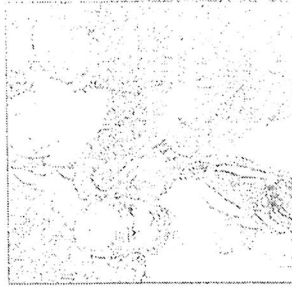
2. Explain which life roles you think are the most rewarding?
3. Explain which life roles are the most difficult?
4. Describe a man and a woman's life roles and responsibilities as she/he changes from when she/he is a:

<input type="checkbox"/> daughter	<input type="checkbox"/> son
<input type="checkbox"/> sister	<input type="checkbox"/> brother
<input type="checkbox"/> friend	<input type="checkbox"/> friend
<input type="checkbox"/> employee	<input type="checkbox"/> employee
<input type="checkbox"/> girlfriend	<input type="checkbox"/> boyfriend
<input type="checkbox"/> fiancée	<input type="checkbox"/> fiancé
<input type="checkbox"/> wife	<input type="checkbox"/> husband
<input type="checkbox"/> mother	<input type="checkbox"/> father
<input type="checkbox"/> employer	<input type="checkbox"/> employer
<input type="checkbox"/> grandmother	<input type="checkbox"/> grandfather

Does your family do anything special to celebrate adulthood?



Jewish boys celebrate the barmitzva at the age of 13. Girls' celebration for this rite of passage is called a batmitzva.



A Xhosa circumcision initiate has his head shaved.

- Look at the role of worker or employee and discuss how this could affect the person's relationships.
- Which life stage do you think is the most stress-free?
- Which life stage seems to carry the most stress?
- What help is available for dealing with stress in your community? Make a list of different organisations and how to contact them.
- What life roles does your culture or community encourage you to take on?

ACTIVITY 8.4

Coming-of-age ceremonies or rituals are held when a child becomes recognised as an adult for the first time. These ceremonies are also known as Rites of Passage. A rite is a formal ritual or ceremony which often has a religious meaning. These ceremonies and rituals were and are found in many societies. In modern times, the transition into adulthood often happens without a formal, public celebration. Coming of Age marks the change from child to adult from an emotional or spiritual perspective. A few examples are discussed to illustrate different religious and cultural traditions.

ACTIVITY 8.4 Design your own coming-of-age ritual

1. Do some research about different Coming of Age ceremonies.
2. In groups design your own coming of age ritual or ceremony.
3. You might want to include some of these aspects:

Contact with the natural environment: Time spent in nature, experiencing isolation and beauty.

Activity: A dance, reading, prayer or ceremony.

Ordeal: A test of strength, self-discipline, and/or endurance. Examples could be: a fast, an all-night watch, a difficult task.

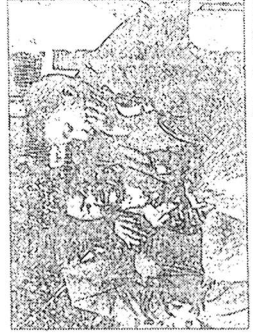
Solitude: A complete physical withdrawal from social life.

Community Recognition: A party, an announcement, ceremony or gathering with family and friends to recognise the person's new status.

Symbol: An object that symbolises the person's new status: a statue, ring, etc.

4. Present your Coming Of Age Ritual description to the class. Describe your rituals and the reasons for your choices.

As you work through this unit, it is important that you listen to one another with sensitivity, so that everyone feels comfortable asking questions. Remember, it is okay to laugh with someone, but not at them!



Laugh with people... don't laugh at them.

1. Discuss the emotional changes that take place and the worries that she/he may have at each life role and stage.
2. How do things change if the order of her/his life roles is different? For example if she/he goes straight from girl/boyfriend to mother/father without being a wife/husband or employee?
3. How do your relationships with friends change as your life roles change?

DEVELOPMENTAL STAGES

Although **puberty** is probably the time of most noticeable change, it is one of many stages you will go through in your life. Psychologists, academics and religious leaders spend much time talking about different developmental stages in the life of the human. They argue and debate about when one stage ends and another begins. What do you think are the important stages in the life of a human being?

The most common life pattern is that we start off having close relationships with family members. As we grow older, we develop friendships with non-family members. During adulthood we usually form a close relationship with one person and often start a family of our own.

At each life stage, we also have important responsibilities in both our work and our relationships. Think of the life stage you are at now. You have many different roles. The roles you have at this life stage could be: daughter or son or member of a household, learner, friend, member of a sports team, part-time worker and member of the community. These roles all carry responsibilities. As a learner you have the responsibility to attend school each day and to work to the best of your ability. As a friend you have the responsibility to treat your friend with respect and kindness.

ACTIVITY 8.3 Stages in your own life

This is an individual activity to be completed in your journal.

1. Think about your own life stages from birth to the present, and then plan what you would like your future to be from now until you are 80.
2. Using a double page in your journal or an A3 sheet of paper, draw your own life as a time line. Use the example of a time line below as a guide.

Life Stages
Roles

Important relationships

3. You need to draw three parallel lines on which to map your life in three ways:
 - Your life stages with important events (such as starting school, an important spiritual event, the birth and/or death of a special person) marked
 - Your roles at each life stage.
 - Your important relationships during each life stage.
4. Under your timeline, make notes about the important issues:
 - Look at one life role, for example, son or daughter, and see how it changes over time.

ADULTHOOD

CHANGES IN HORMONE LEVELS DURING PUBERTY

You may not realise it but you are an expert on puberty. It is a time when a child's body begins to mature to become a sexually mature adult. Becoming sexually mature is a biological term and does not mean that a person is an emotionally mature adult. It is very important to understand that sexual maturity does not mean it is time to have sex and to reproduce. Preparing for parenthood is a very serious and important decision and should be very different from deciding to have sex. Being sexually mature does not mean a person is ready for sex. It means that the reproductive organs are developed.

SIGNS OF PUBERTY

Puberty begins at a different age for everyone and the development and maturation process take place at different rates for everyone. The areas of the body where development begins and the order of the maturation of different parts of the body also vary. Never compare yourself to others. If you are genuinely worried, talk to your parents, a teacher, a nurse or a doctor. Talking to your friends can help, but it can also make things worse as some people your age maybe misinformed and may believe myths.

Puberty can begin at any age from 8 to 18. The average is usually 11 - 15 and the process is usually complete by 18. Remember these are averages and not being average does not mean you are abnormal

Although puberty is probably the time of most noticeable change, it is one of many stages you will go through in your life.

Girls

Age	Characteristic	Explanation
8-11	Breasts and pubic hair begin to grow	Girls begin to grow taller. Breasts may enlarge to a small mound, and the nipple may become darker. Small amounts of hair begin to grow under arms and in the pubic area.
11-13	Growth	Most girls experience their most rapid growth at this age. Total body fat increases from 15% to 19%.
12-14	Menarche (say men+ark)	By now, 70% of girls have begun having periods. This is known as menarche. (You will learn more about this later.) Hair growth in armpits and pubic areas is at adult levels.
11-14	Mood changes	Changing hormone levels can cause irritability, tearfulness and euphoria (extreme happiness). Depression may also occur.
13-14	End of growth spurt	By now, most girls have stopped growing. Body fat is at adult levels of 26%.
12-16	Oily skin	Oil glands in the skin produce more oil and may lead to pimples and acne.
14-16	Breasts	Most girls have fully developed breasts at this age.

FACTS ABOUT MENSTRUATION

- Most menstrual periods last from two - seven days.
- Many women experience cramping and bloating before or during their period.
- Exercise during a period is safe, and may even relieve uncomfortable cramping.
- The average menstrual cycle lasts 28 days. However, many women experience shorter or longer cycles.
- It may take up to two years for a woman's menstrual cycle to become regular.
- Stress, excessive dieting or heavy exercise may cause a woman's menstrual cycle to be irregular or stop.
- The menstrual cycle stops when a woman becomes pregnant and ends completely when she reaches menopause.
- A woman should see a doctor or health worker if any of the following occur:
 - a sudden or unexplained change in the menstrual cycle
 - unusually heavy bleeding during menstruation
 - bleeding between periods
 - bleeding that lasts longer than usual
 - unusual pain or discomfort
 - suspected pregnancy.

Boys	Age	Characteristic	Explanation
	10-20	Hair growth	Boys may begin to develop hair on various parts of the body including armpits, chest, buttocks and pubic regions.
	10-15	Voice changes	Increased hormone levels cause the voice to deepen.
	22-16	Mood changes	Changing hormone levels may lead to increased irritability and aggression. Teenagers may also suffer from depression.
	12-16	Genital development	Increased growth of the penis and scrotum; thinning and darkening of the scrotum. (Remember that there may be differences in penis development from one boy to the next.)
	11-20	Oily skin	Oil glands in the skin produce more oil and may lead to pimples and acne.
	10-20	Growth spurt	Boys become more muscular, especially in the upper body and shoulder areas. Bones lengthen, causing longer, heavier arms and legs.
	11-19	Penile erections	During puberty, boys tend to get erections more frequently, without any physical or sexual stimulation. This is natural, but can be very embarrassing when it happens in public.

ACTIVITY 8.5 ADVICE

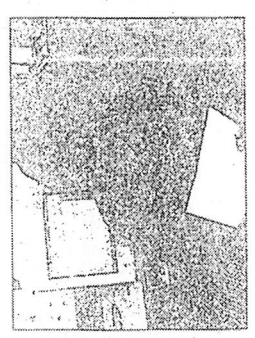
- In this activity you will provide written advice on adolescent issues.
- Work on your own for this activity.
- Read through the following letters written to a teen magazine advice column.
- Choose two of the letters, and write appropriate responses to them.
- Use the information in the chart and what you have learned in this chapter to help you to write suitable responses.

Dear Lindi
I am a 14-year-old girl. I haven't started my periods yet, but all my friends have. Is there something wrong with me?

Dear Lindi
I am an 18-year-old guy who's having real trouble with his skin. I keep getting pimples. Will it always be like this?

Dear Lindi
I am 12 years old, and I cry all the time. People just have to look at me funny and I can feel the tears come. What's wrong with me? Do I need help?

Dear Lindi
I am 15 years old and I hate my parents. They know nothing! I fight with them all the time. This makes me sad because we used to be really close, man.





STI – sexually transmitted infection

As you have already discussed, the main purpose of puberty is to turn the child's body into an adult one ready to create children. Don't be afraid to ask questions! If you are too shy to ask in front of the class, try speaking privately to your teacher, or write a note for the question box.

In order to be sexually responsible, a teenager must have answers to some difficult and embarrassing questions.

The next activity looks at the answers to some of these questions. If you have questions which are not answered, now is your time to get answers!

ACTIVITY 2.6 Difficult questions

1. Read through the questions and answers on the right hand side.

2. Match up the answers.

3. Check your answers with your teacher.

4. Discuss the answers with the class.

5. Be sure you understand the answers completely.

6. If there are more questions you would like answered, write them down for your teacher and he or she will try and get the correct answers. Remember that this may be embarrassing for your teacher too, so give them space and respect to answer the questions later. If some questions are medical, they might want to double check their answers.

QUESTION	ANSWERS
1. When is it legal to have sex?	a. Yes.
2. Can a girl become pregnant the first time she has sex?	b. The father has the right to visit his child if he contributes to the education and living expenses of his child; food, clothes, transport costs and entertainment. He should support the mother in raising and educating the child and be a father and role model to the child.
3. What is the difference between love and a crush or infatuation?	c. People should only have sex when they are ready to deal with the consequences of having sex. A pregnancy could result from sex so you should only have sex when you are ready to be a parent. You need to be mature enough, educated enough and responsible enough to care for and financially support a child.
4. What responsibilities does a mother have to her child once it is born?	d. It is illegal to have sex below the age of 16.
5. Will sexual intercourse improve my relationships?	e. Many sexual activities are completely safe, even if one person is infected with HIV. You can kiss, cuddle, massage and rub each other's bodies. But if you have any cuts or sores on your skin, make sure they are covered with plasters.
6. What rights and responsibilities does a father have to his baby?	f. NO!
7. What are the risks of unprotected sex?	g. Using a barrier on any part of your body that might come into contact with your partner's body fluids. This means using a latex condom whenever you have vaginal, oral or anal sex. Condoms are the best way to avoid contracting and spreading most STIs. Condoms prevent bacteria and viruses found in semen, vaginal fluids and blood from coming into contact with your body. Use a condom correctly and don't use the same condom twice. Latex gloves may be used to protect your hands. Plastic wrap creates a protective barrier during mouth-to-genital contact with a girl or mouth-to-anus contact with a man or a woman. Using lotion, Vaseline or any other oil-based substance with a condom breaks down the latex and prevents it from protecting you. If you use lubricant with a condom, be sure it's water-based.

8. At what age are people ready to have sexual intercourse?	h. Very, very seldom. Unless your relationship is truly ready for this step, it often brings about insecurity and jealousy. For this reason, many relationships break up soon after sex.
9. What problems can result from early sexual intercourse?	i. A crush or infatuation is usually the initial attraction felt for a person when there is little knowledge of the person. These feelings are usually strong and sometimes obsessive. These feelings usually come from physical attraction and from what you imagine the person to be like. Love is based on genuine respect and affection for the other person. It is based on first-hand knowledge and personal experience of the other person. Love usually takes time to develop.
10. What is safer sex?	j. Yes.
11. Can I have more than one partner at a time?	k. HIV, STIs and pregnancy.
12. What happens if I change sexual partners?	l. No.
13. What are the ideal conditions to have a baby?	m. When both people in a relationship are ready and looking forward to being parents.
14. Can a man be cured of HIV/AIDS if he has sex with a virgin?	n. Men do not 'need' sex. Men are more likely to stay healthy if they abstain from sex, unless they are faithful to one person who is faithful to them and is HIV negative. Men are mostly at risk for contracting STIs and HIV/AIDS when they are having sex outside a committed monogamous* relationship.
15. Will the contraceptive pill protect a girl from HIV/AIDS?	o. Either person may feel insecure or jealous as to how 'safe' they are in the relationship. One person will often worry that the other person loves only them. They might worry that they really are loved and whether their partner is being unfaithful. People often regret having sex early and may feel anger towards their partner for pressuring them.
16. Can a girl become pregnant if she has sex standing up?	p. No, medically it is unsafe. The more partners you have the more likely you are to contract a STI.
17. Do men need sex to be healthy; will they become sick if they don't get sex?	q. To be safe, both partners should be tested for STIs and HIV. They should abstain from sex or practise safe sex for three months and then test again, if both partners are faithful to each other, then no further testing is necessary.
18. What is safe sex?	r. She is responsible for all the needs of her child, although the father should share the care and costs of the child.



monogamous – having only one partner at a time; having only one wife

This billboard appears in many places in Ghana, Africa.

Sexual relationships

The average length of a relationship among young adults is six months. If a teenager has sex with a new partner every six months, how many people will she/he have had sex with by the time she/he is 30? Their chances of contracting a sexually transmitted infection such as HIV would be quite high.

Many religious and cultural groups have very strong beliefs on the subject of sexuality. Within religious and cultural groups, beliefs change over time. In our diverse society, this results in heated discussion over topics like homosexuality, sex before marriage, adultery*, polygamy* and rape. It is important to accept that people may hold different opinions and beliefs. This right is recognised by the constitution. However, people are not entitled to force their beliefs on others, or harm others, as a result of their beliefs.

The consequences of beginning a sexual relationship are lifelong. Before deciding to have sex with a partner, you need to consider the following:

1. How do you know you are ready?
2. Why do you want to have sex? Is it because you are ready for a lifelong commitment to one partner, or is it because you want to prove yourself to your friends, for example?
3. What does your decision about sex say about your self-esteem?
4. What contraception* will you use? Where will you get this contraception? What are the risks involved with using this contraception?
6. What about HIV? Do you and your partner both know your status?

How does puberty affect our role in society?

Now that you know about the physical and emotional changes caused by puberty, let's look at what this means for you in the world. Many teenagers find this a frustrating time of their lives. Most of you are not yet legally old enough to vote or drive a car, but you may be working in a part-time job or may be the head of your household. Some of you could already be parents. How do you cope in this in-between time of your lives when you are expected to behave like adults but still have to attend school?

ACTIVITY 2.7 How do we feel?

Work in a group for this activity.

Discuss the questions in your group, make a list of the ideas that seem to be common in your group and then share your answers with the class. (You may find this activity easier in your home language first.)

1. Talk about the way you feel about being a teenager.
2. What are the good and bad points about this stage of your life?
3. What responsibilities do you have?
4. What do you think teenagers should be allowed to do?
5. What are the things that affect you very deeply? Think about a time when you were very angry or sad.

6. How important is it for teenager to be accepted into a friendship group?
7. What do teenagers worry about?
8. How do teenagers feel about leaving school, studying and working?
9. How big is the problem of depression amongst teenagers?
10. What do you think are the causes of teenage depression?
11. Reflect in your journal
 - (a) Your sexual beliefs
 - (b) Are you happy with your current sexual behaviour?
 - (c) Are there changes you would like to make to your sexual behaviour?

Search for information

In Section 1 Unit 1 we learned about power relations. Power plays a major part in sexual abuse and rape. People who are unable to communicate effectively and find it difficult to have balanced power relationships often have unsuccessful relationships. Because they find it difficult to relate to others and feel disempowered, they may force sex on another person.

Rape	Sexual intercourse imposed by force or dishonesty, usually on a woman by a man. The woman knows her attacker, although he is not a close friend or family member.
Acquaintance Rape	The woman is dating the person who rapes her.
Date Rape	The woman is raped by more than one man.
Incest	An adult or older child sexually abuses a blood or legal relative.
Marital Rape	The woman is raped by her husband.
Sexual Abuse	Interaction (physical, visual, verbal or psychological) between a child or teenager and an adult when the child or teenager is being used for the sexual stimulation of the perpetrator* or any other person.
Statutory Rape	Sexual intercourse with a female who is below the statutory* age of consent - 16 years.
Stranger Rape	A woman is raped by a person she does not know.

<http://www.healthplace.com/abuse/escaping-hades/definition-of-rape-what-is-rape/print/menu-id-806/>

The Age of Consent

The age of consent is the age at which the law says you can agree to have sex. In South Africa the age of consent is 16. Until you reach this age you can't legally have sex with anyone, however old they are. Although some young people may feel that they are mature enough to have sex, others may lack the emotional development to deal with this or to feel confident enough to say 'no' if you are under the age of consent and you choose to have sex with someone who is over the age of consent, then they can be charged with the crime of 'statutory rape'. Age of consent laws are there to protect young people from being sexually exploited by adults.

perpetrator – person who commits a crime
statutory – legal; set down by law

adultery – a married person having sex with someone besides his or her spouse
polygamy – the opposite of monogamy; having more than one wife

contraception – ways to prevent pregnancy, e.g. the contraceptive pill (female) or condom (male)

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ACTIVITY 2.8 What is rape?

Work in groups for this activity.

If you are in a class with boys and girls, you might find it interesting to do this activity in same-sex groups first, and then compare your responses.

(You may wish to do this activity in your Home Language first.)

1. Read through the definitions given above on rape and discuss them.
2. Do you agree with the definitions or do you think any need to be changed?
3. When does sex become rape?
4. What punishment should be given to a person found guilty of rape?
5. Compare your answers to those of other groups. Discuss any differences.

Mary's story, based on a true story, looks at a situation which led to rape.



My name is Mary. I want to tell you about what happened to me so that you can learn from it. Perhaps something similar has happened to you. This might help you to know that you are not alone.



I started Tech. last year. I worked hard, but I also enjoyed going to parties. I never got drunk - I don't like the way that it makes me feel - but I always had a good time with my friends.

In June last year I attended a student party. At the party I spent some time talking and dancing with the friend of one of my room-mates. David bought me a few drinks, and when I said I was tired he offered me a lift home.

I walked with him to his bakkie. When we got there, David pushed me against the door and started kissing me. I tried to push him away, and told him to stop. He told me I had been asking for it all night. I tried to scream for help, but the music from the party was so loud that no one heard me. I couldn't believe what was happening to me. My arms and legs just went weak. It's as if my brain shut down. I couldn't think or move. Before I knew it, I was on the ground, and he raped me.

8. Your teacher will lead a discussion on some of the issues raised by Mary's story. You will need to be sensitive to the differences of your fellow learners and to your own. Mary was raped because she found herself in a situation in which David believed that he had power over her, and he believed that he had the right to have sex with her. David tried to make Mary feel responsible for the situation by telling her that she shouldn't have turned him on. People say many things when they want sex. You need to be sure of what you want, and know how to respond to someone who is trying to pressurise you. Believing in yourself enough to have the confidence to say **NO** is essential.

ACTIVITY 8.10 How to say 'No'

This activity looks at ways to avoid sexual intercourse before you are ready.

1. Work in a group for this activity.
2. Listed below are some common excuses made by people trying to pressurise their partner into sex.
3. Read through the list, and add any other excuses which you know.
 - If you really love me, you'll have sex with me...
 - I'll be careful...
 - If you won't have sex with me, I'll break up with you...
 - Everyone our age is doing it...
 - Nothing will happen the first time...
 - I'll stop before it gets serious...
 - It's only natural!
 - Don't you want to make our relationship stronger?
 - You'll have to do it sometime -- why not now, with me?
 - I'll be gentle, and it'll be really good, I promise!
 - I'll only put it in for a second...
 - You mean you've never done it?
 - You're a virgin, you wouldn't understand...
 - No-one will be interested in you if they hear you're cold...
 - It's amazing - you don't know what you're missing!
4. Take turns to role-play someone using the excuse, and someone responding to it.
5. Your teacher may observe the groups and ask some to perform their responses for the class.
6. Design a poster on which you write some of the excuses listed here together with any others your class has made up and add the best responses for each from the role plays.

ACTIVITY 8.11 How to say 'Yes'

Many people have experienced rape. Although it is not always possible to avoid dangerous situations, there are steps which a person can take to reduce the risk of rape. You may wish to display these in your classroom, and add other ideas to the list.

I walked back to my home. They could see something was wrong, but no one asked what had happened. I was so ashamed that I couldn't bring myself to speak.

Afterwards, David made me feel as if it was my fault. He said that I shouldn't try to turn guys on like that because I could get hurt. He even dusted me off and rearranged my clothes. I felt sick.

The first thing I did when I got home was have a bath and change my clothes. I threw the clothes I had been wearing in the rubbish. I was bleeding badly, and I was in a lot of pain. I went to bed. None of my friends asked me what was wrong. I couldn't talk to anyone. I was too afraid and ashamed to tell my parents. I was terrified that I would feel pregnant or get HIV. I'm not pregnant, but I'm too afraid to get an Aids test. I am so angry that my friends did nothing to help me. Eventually I stopped going to classes, and at the end of the third term I quit Tech.

ACTIVITY 8.9 Mary's story

Work with a partner for this activity.

Read it through Mary's Story on page 115/116 and then discuss the question's below.

1. Was the rape Mary's fault?
2. Would Mary have been raped if she had been wearing different clothes?
3. Did Mary encourage the rapist?
4. Do you think David considers himself a rapist?
5. Where could Mary go for help (i) straight after the rape, and (ii) now?
6. Do you think Mary should have gone to the police?
7. What do you think should happen to David?

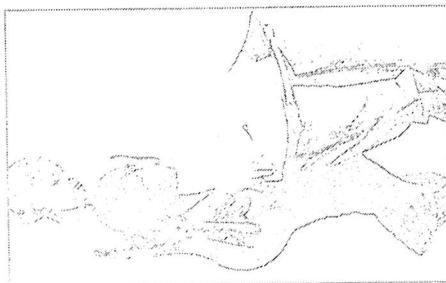
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Be safe

1. Learn basic self-defence skills.
2. Try to avoid lonely or isolated places.
3. Socialise in large groups of friends, and remain in the group.
4. Avoid using alcohol or drugs. These can affect your judgment and make it difficult for you to resist a dangerous situation.
5. If you are going on a date, go with a group of friends and stay with them.
6. Go on dates during the day and to busy places. Isolated spots are dangerous.
7. Trust your instinct. If something feels wrong, it probably is. Don't be afraid to say no, run away or call for help.

Be open and determined about your rights. Make sure your boyfriend or girlfriend knows what you want: if you don't want sex, say so. **No one has the right to demand sex.**

1. Stay calm and think clearly.
2. Be prepared to fight. Rape carries a high risk of HIV infection. Do your best to fight a rapist so that you have a chance to escape. (If the rapist is armed, then the decision to fight or not is more difficult.)
3. If all else fails be prepared to:
 - vomit, urinate or defecate on the rapist or yourself
 - pretend to faint
 - scream
 - step hard on the rapist's foot if you are wearing high heels
 - stroke his face. When you can get your thumbs near his eyes, force them violently into his eye sockets so that his eyes pop out.
 - When he exposes his genitals, grab his testicles and jerk them as violently as you can.



ACTIVITY 8.11 Create a safe environment

Work in groups for this activity.

1. Think about how safe learners are in your area.
2. In your group identify areas and issues which could place learners at greater risk of sexual assault. These could include things such as taxi ranks in dark or lonely areas, overgrown paths to and from school, gangs, lack of respect for women, etc.
3. Make a list of the problems your group has identified.
4. Refer to the steps for setting up an action group on page 87 and come up with an action plan.
5. Take your plan to your principal or community leaders in order to take action to solve these problems and keep your community members safe.

Support groups

Survivors of rape and sexual abuse are not alone. There are many support groups available to help people overcome the physical and emotional damage caused by a sexual attack. It is important to know what is available in your area, and what to do after an attack.

1. **Get to a safe place.**
2. **Ask for help.** This may be the most difficult thing to do at first, but recovering from the assault will be easier if you have people to support you. It is important that you ask the right people for help. While you may want the comfort of a parent or friend, you will also need help from experts who can guide you through the legal and health decisions you will need to make. Organisations such as Lifeline have 24-hour numbers which you can call from anywhere in the country.
3. **Consider going to the police.** This may seem difficult, but remember that putting the rapist in jail will protect you and other potential victims. The police are increasingly sensitive to the needs of rape survivors. (You have the right to ask to speak to a female police constable.)
4. **Do not wash any part of your body** as you will destroy evidence which could be used to put the rapist in jail. If the rape took place at home, do not tidy up or clean up the scene.
5. **Go to your local hospital or clinic** and demand anti-retrovirals to reduce your chances of becoming HIV positive as a result of the rape. Do not waste time. The sooner you start taking these medicines, the better your chances of staying healthy.
6. **Ask for the morning-after pill** to prevent pregnancy as a result of the rape.
7. **Find out about counselling.** Remember, it takes time to recover from a rape or sexual assault. Do not expect too much of yourself. It is common to experience feelings such as sadness, anger, disbelief, confusion, shame, denial and distrust, among others.

It is important that you remind yourself that you have the right to say no or yes when you need to. You have the right to make decisions and the responsibility to research and think about what is important to you and best for you now and in the future. You also have the responsibility to respect the rights of others.

How can the community help?
It is a good idea to get together and create a list for your classroom notice board.

- Here are some ideas
- Your local clinic
 - Your local police station
 - Local religious groups
 - **Thuthuzela Care Centre** These exist in most of the large centres and more of them are being opened. Is there one near you?

Careers and Career Choices

A country's resources, and how they are used, determine how its people earn or create an income. Socio-economic factors are factors to do with people and money and how these are related. In order to be successful, you need to be aware of where there is work and opportunity.

Our economy can be divided into three sectors.

PRIMARY SECTOR

This involves extraction or harvesting of products from the Earth. These activities include agriculture, mining, forestry, farming, hunting, fishing, and quarrying. It also includes the packaging and processing of the raw materials.

SECONDARY SECTOR

This sector involves manufacturing, processing, and construction. It includes processes like metal-working and smelting, car production, textile production, chemical and engineering industries and energy production.

THE TERTIARY SECTOR

This sector provides services to the general population and to businesses. Services include retail and wholesale sales, transport and distribution, entertainment (movies, television, radio, music, theatre, etc.), restaurants, clerical services, media, tourism, insurance, banking, health care, and law.

ACTIVITY 9.1 Where do they work? What do they do?

Work in a group for this activity.

1. Make a list of 10 people you know who generate an income.
2. Next to their names write down what work they do.
3. Share your list with the class.
4. Your teacher will write down the jobs on the board.
5. Classify jobs under the following headings or sectors of the economy: Agriculture, Manufacturing, Mining, and Services.
6. Copy the final groups into your exercise book.
7. Which sectors are well represented in your area?
8. Which are not?
9. Which sectors are growing in your area? Discuss these, and try to identify jobs which may develop from these growth sectors.

Your work environment is where you work - in or out of doors, in an office or laboratory, in a school or in a hospital, in a factory or on a building site, etc. Ideally, you should be

comfortable in your work environment. The only way to assess how comfortable you would be in a particular environment is to actually visit it and spend as much time there as you are able.

Noise levels and smells could affect your work performance. Some people cope better than others if a work environment is very noisy or very quiet or it has a particular strong smell. Working in a confined space or underground might be difficult for some people. It is important to research this. Unhappiness at work may mean that you are in the wrong line of work. This unhappiness can also spill over into other aspects of your life.

Choosing a career based on your personality

John Holland a famous career theorist believes that personality and career choice are closely linked. A good career choice will bring out the best in us. For this to happen you have to enjoy your work and have the ability to carry out the work. He has grouped people and careers into 6 groups. Look at the descriptions of the six different personality types:

- REALISTIC** people are competitive and like sport. They are doers, not talkers. They like being outside and prefer working with machines, tools, plants and animals.
- INVESTIGATIVE** people prefer to think, organise and understand. They are good problem-solvers and are good with numbers. They like working alone and can be shy.
- ARTISTIC** people like to express themselves artistically. They dislike rules, like tasks involving personal or physical skills, and are more likely to express their feelings than others.
- SOCIAL** people are happy teaching or helping. They like close relationships and are less likely to enjoy academic or physical activity.
- ENTERPRISING** people are good with words. They like to persuade rather than support others. They also value prestige and status and are more ambitious than conventional people.
- CONVENTIONAL** people don't mind rules. They prefer order and don't like getting too personal. They like having status.

Now look at the 6 groups of career paths arranged according to different personality types and their different work environments:

Realistic Careers	Realistic Workplace	Realistic Activities	Investigative Careers	Investigative Workplace	Investigative Activities
Aircraft mechanic	Aircraft hangar, Airport	Assessing, problem solving, fixing	Actuary	Office	Predicting, scenario planning, analysing
Animal caretaker	Animal shelter, boarding kennels	Caring, feeding, cleaning	Archaeologist	Digging Site	Researching, digging
Carpenter	Workshop	Designing, sawing	Chiropractor	Consulting Room	Consulting, evaluating, manipulating
Chef	Kitchen	Cooking	Computer Programmer	Office	Programming, analysing, evaluating
Construction manager	Building site	Co-ordinating, planning	Doctor	Consulting Room, Hospital	Consulting, evaluating, prescribing, operating
Factory Worker	Factory	Manufacturing, assembling	Geneticist	Laboratory, Office	Researching, analysing, investigating
Forester	Forest, office	Researching, analysing, evaluating, growing	Geologist	Mines, Outdoors	Researching, investigating, analysing, evaluating

supplementation, training programmes and research. Specialists are constantly emerging and developing according to the changing needs of athletes and the sport industry.

Courses and training in sport and recreation

There is an increasing number of courses in this industry. Here are some examples of some institutions that offer new and interesting courses:

- Exercise Teachers Academy
 - Darnell
 - Varsity College
- Should any of these interest you, contact the service providers directly.

ACTIVITY 9.6 Careers in sport

1. Can you think of other jobs that would fit into the career field of recreation, health, fitness and sport?
2. Think of another career field in which you are interested. Create a list of related jobs.
3. Look carefully at the activities that the stuntman, extreme cameraman and navy diver are involved in. For each person, identify the physical abilities they need in their jobs.
4. Using newspapers, magazines, career books, the Internet and any other resources that are available to you, identify other jobs or careers where physical fitness is important. Choose one which you think is especially interesting, and find out the following information which you will share with your classmates in the form of an oral presentation:
 - the physical requirements of the job
 - the training requirements (what subjects would you need at school, what further education is required, etc.)
 - the opportunities for employment in the job
 - the kind of salary or wage earned by people in the job.

Whatever you would like to do after school, whether it is a career in sport or in another field, you need to look at your own strengths and weaknesses as well as your circumstances and then plan your path. Keep your goal in sight, even if there is no direct route. The following stories show how young people made their dreams come true through staying focused and planning well.

ACTIVITY 9.7 Yvonne's Story

In this activity you will find out more about tertiary education. Read the following story and then answer the questions which follow:

Yvonne's Story

"I'VE ALWAYS wanted to work in a library - it has always been my dream. It might sound strange - a teenager work in a library! I have always loved libraries and books. I would go there and hang out with my friends and read to get away from my home. I knew there was no job available at the time, but I would help out when I could. I got to know the staff quite well and when a job became available - I was the first in line! I worked there for a few years. First of all it was a part-time position and later I became full-time. I really wanted to become a qualified librarian. So I started looking for funding so I could finance a university degree. I was successful in finding financial assistance and was able to keep my job and work during my university holidays. I am now the head librarian at the same library and I love my job!"

1. Define the following words: bursary, scholarship and funding.
2. Why was Yvonne the first in line when a job became available?
3. What is a university?
4. What is a degree?

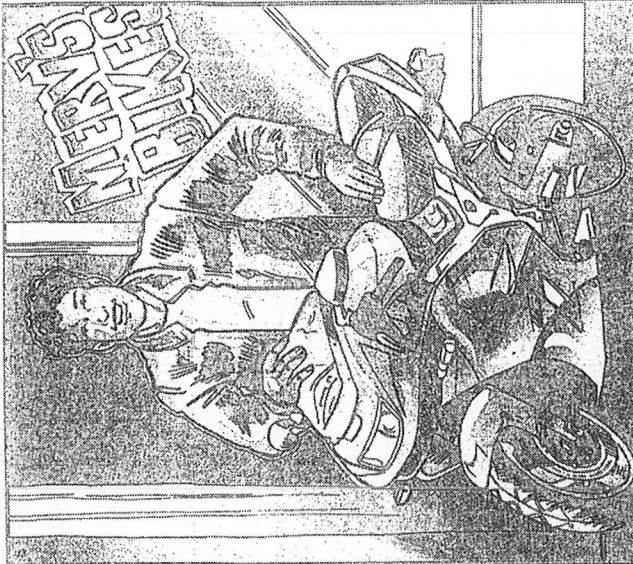
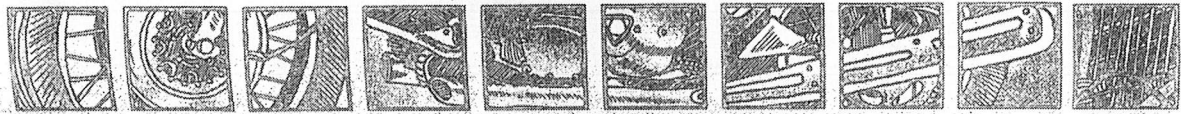
5. What degree would Yvonne have studied?
6. How long does it take to get a university degree?
7. What other careers could Yvonne have considered if she loves books and reading?
8. Before Yvonne was employed on a part-time basis in the library, she could have used her time more productively. She could have done some volunteer work in the library. What kinds of activities with different members of the community could she have done?
9. What impression would she have created with the library staff and the selectors of the funding and library university course if they had known she was doing volunteer work?
10. Describe the kind of role model Yvonne is.

ACTIVITY 9.8 Mervyn's Story

Read the story on the next page and then answer the following questions:



1. Further Education and Training (FET) Colleges offer courses which might suit people like Mervyn. Research the ones closest to your school and list the courses they offer. (if there are too many courses, list the types of courses offered.)
2. Would you say that Mervyn used his spare time well before he got his first job? Explain the reason for your answer.



"I'VE ALWAYS been mad about bikes - motorbikes. Ever since I can remember I always would look at the bikes driving past my house. When our family would go out shopping, I would beg my mother to let me sit on the pavement outside to watch the bikes go by. You don't see so many bikes anymore, not in town anyway. You only really see them on the highway or off road now. It's so dangerous with the guys who had them. I couldn't afford a motorbike, but I would talk to the guys who had them. I would watch them fix their bikes and listen to their talk. I used to go to bike shops just to look at the bikes and dream about owning one. One day I saw a notice in the bike shop window saying 'Learnerships Offered' so I asked the manager more about the job. It sounded like it might suit me. They wanted to train up bike mechanics. I wasn't doing very well at school and money was really short at home, so my parents allowed me to apply for the job. I got the job and left school at the end of Standard 9. That is Grade 11 now, I think. I enrolled for a learnership in motor mechanics. I worked at the bike shop. After I qualified, I worked at the shop for about eight years as a mechanic. During this time I also did a business course through correspondence because I wanted to be able to start my own shop. Now I have a very successful business in the city. We sell bikes of all kinds - quads are big now - and powerboats too. I have fulfilled my childhood dream of owning a bike and have achieved a great deal more. I am able to help people achieve their goals too."

Read about learnerships in Unit 11 on page 155

Digitalisation. Many types of accessing are replaced by seemingly magical instant processes, for example, digital photography, no more film manufacturing and developing. Even this book you are reading will be available in digital format, no printing, binding or packaging. Think of all the skills that will no longer be needed.

SOUTH AFRICAN JOB MARKET TRENDS

SHORTAGES OF SKILLED PEOPLE

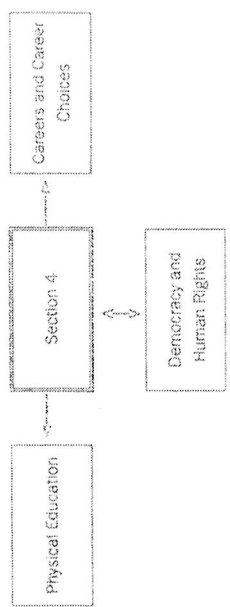
- Curriety (2010-2011) there are shortages of people in the following career areas:
- Professional engineers and technicians: electrical, electronic, chemical, industrial, production, mechanical and civil
 - Specialists for the building industry, motor manufacturing and other areas of manufacturing
 - Some specific jobs: electrical engineering draftsman, electrical engineering technician, electrical instrument technician (automation control), process control technician, analog and digital instrumentation, computer-numeric control (CNC) technical officer, electronics and telecommunications trades workers, mechanical engineering draftsman
 - Chemists and natural sciences technologists, biotechnologists
 - Authors and publishers, desktop publishing specialists, graphic designers and commercial artists
 - Qualified teachers especially in Mathematics, Science, Accounting and Information Technology
 - Industrial relations officers, management consultants, training and personnel officers
 - Accountants, auditors, financial and management consultants, management consultants, actuarial scientists, chartered accountants, economists, financial analysts, investment advisers, marketers
 - Doctors and medical specialists.

ACTIVITY 11.1 Why aren't there enough?

- Read through the list of shortages of people in certain skill areas. In groups of 4 or 5 learners, discuss the following:
 - What reasons could there be for these shortages?
 - What can the South African government do to change this situation?
- Share your answers with the rest of the class.
- There are certain school subjects that are required for entry into certain tertiary courses. In your groups, arrange the different jobs into groups according to the school subjects required.
- Work on your own and choose 5 jobs from the list. Find out what courses you would need to complete to follow those careers.

JOB MARKET TRENDS: NEW & EMERGING CAREERS

We have looked at jobs that are likely to decrease as well as gaps in the job market in South Africa. As people become more aware of the degradation of Planet Earth and there are technological advances, new career fields are emerging to meet these needs.



Unit 11 Careers and career choices

JOB MARKET TRENDS: TECHNOLOGY AND THE WORKING WORLD

The working world is changing all the time as consumer habits change, technology advances and work done by humans is automated. While new jobs develop in response to a changing world, some jobs are being replaced by technology and machines.

WHICH JOB WILL GUARANTEE ME AN INCOME FOR A LONG PERIOD OF TIME?

- It is difficult to say which jobs will be in demand five years from today. It will help to:
- look in the newspaper and on the Internet to see what jobs are currently available
 - stay informed of current events in order to 'read' the job market and keep up with job market trends
 - keep upgrading your skills
 - become the best in your field of work.

WORLD JOB MARKET TRENDS JOBS ON THE DECLINE

It is predicted that the demands for certain jobs will decrease. Here are some examples:

- Jobs involving manual labour where machines can do the job.** These fall into many categories, from the cashiers and bank tellers who are replaced by ATMs, internet banking and auto-pay centres to manufacture and agriculture where machinery is replacing human beings.
- Jobs involving certain office skills which can be carried out by computers.** Emails and cell phones are the mode of communication so fewer typists are required to type letters. As information is mainly stored on computers, stock and filing clerks are becoming unnecessary.
- Jobs involving activities that can be carried out online.** This covers many skills that are becoming out of date. Design is no longer done on a drawing-board: a computer is the tool for the job. Online shopping is more convenient than driving to a shopping centre. Meetings are held in virtual offices with the actual people communicating from their homes.

trends - movements of developments

virtual - not existing in reality but made by computer software to appear to do so