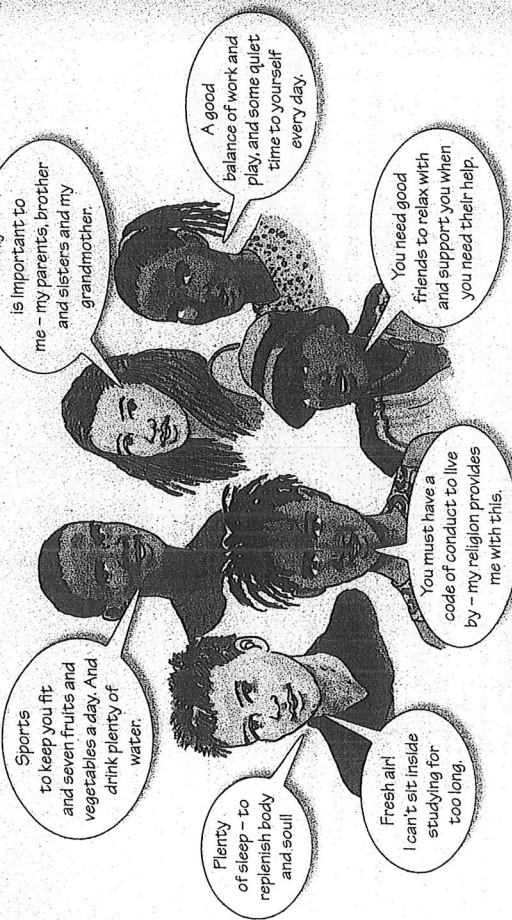


## Development of the self in society

### 1. Healthy and balanced lifestyle choices

#### 1.1 Characteristics of a healthy and balanced lifestyle

What do you think are the characteristics of a healthy and balanced lifestyle? Read what these people have to say:



#### Activity 1

Work on your own.

- 1 Identify the different needs described by the people above.
- 2 Categorise these needs as physical, psychological, social, emotional and spiritual. You may find that some of the needs fit into more than one category.
- 3 Pete does very well at school but is not interested in sports. At home he spends most of his time in front of a computer screen playing computer games. He has no friends and rarely goes out. He lives with his mother and grandmother. He eats whatever his mother gives him to eat and gets enough sleep. Does Pete have a healthy, balanced lifestyle? Explain why or why not.

#### New word

psychological: mental and emotional well-being

#### Activity 2

#### Do you have a healthy and balanced lifestyle?

Do the quiz on the next page to start thinking about your own lifestyle.

|   | Always | Sometimes | Never |
|---|--------|-----------|-------|
| 1 Do you eat a good balance of carbohydrates, proteins and fats?                          |        |           |       |
| 2 Do you eat between five and seven fruits and/or vegetables a day?                       |        |           |       |
| 3 Do you eat junk food only once or twice a week?   |        |           |       |
| 4 Do you refuse to smoke cigarettes?  |        |           |       |
| 5 Do you refuse to drink alcohol?   |        |           |       |
| 6 Do you refuse all types of drugs?   |        |           |       |
| 7 Do you exercise every day, e.g. walking, cycling, jogging, athletics, sports, swimming? |        |           |       |
| 8 Do you get seven to eight hours sleep a night?  |        |           |       |
| 9 Do you spend some time relaxing and doing something you enjoy each day?                 |        |           |       |
| 10 Do you have friends with whom you can share your problems?                             |        |           |       |
| 11 If you get angry, are you able to control your feelings?                               |        |           |       |
| 12 Do you feel loved by your family?  |        |           |       |
| 13 Do you feel your family is always there to support you?                                |        |           |       |
| 14 Do you have a clear code that you live by?   |        |           |       |
| 15 Do you have goals?   |        |           |       |
| 16 Do you get on well with family and/or friends?   |        |           |       |

#### How did you score?

- It is very seldom that someone can answer 'Always' for all the questions. If you did, reconsider your answers and check that you were truthful in all instances.
- If you answered 'Always' for more than 10 questions, you do have a healthy, balanced lifestyle. Take a look at the items you did not score well in and think about how you can improve on those.
- If you answered 'Always' or 'Sometimes' for more than half the questions, you have a reasonably healthy, balanced lifestyle, but there is room for improvement. Take a look at the items you did not score well in and think about how you can improve on those.
- If you answered 'Sometimes' or 'Never' for more than half the questions, you do not have a healthy, balanced lifestyle. You need to take a hard look at yourself and take active steps to improve your lifestyle. If you cannot take these steps yourself, you may need professional help.

In this topic we explore different characteristics of a healthy lifestyle. We look at some of the many factors that can impact on a healthy lifestyle and see how we can cope and restore balance in our lives.

There is no guarantee that you will never be the victim of violence or a sexual assault, or that you will never be involved in a road accident. To protect yourself against these situations and accidents, try to act responsibly and take proper precautions. Be aware of yourself and your surroundings to prepare yourself for any kind of attack. Imagine ways that an attack could happen and practise what you would do. Practise will help you to act quickly if you are ever in a real-life emergency situation. Don't be afraid to seek advice and assistance.



### 1.2 Factors that impact negatively on lifestyle choices

In this section we look at some of the factors that impact negatively on lifestyle choices. Many of these factors are linked, as you will see when you read the examples.

## 2. Accidents

### 2.1 Types of accidents

Accidents are events that happen that we do not expect. Examples are:

- **Road accidents:** We all have to get from one place to another. This means we have to use the roads and railways. Many of us use public transport such as buses and taxis. Every day we hear of horrific accidents on our roads, such as the accidents in November and early December 2011.
- **Fires:** Fires often start in homes as a result of negligence. Candles, paraffin stoves and electrical equipment are left unattended, which can cause fires. Once a fire is out of control, it spreads quickly and can cause damage to many people's houses, especially in overcrowded informal settlements. Fires also in nature destroy farmlands and vegetation, which has economic implications for the whole country.
- **Drowning:** Sometimes we receive more than normal volumes of rain during the rainy season, or homes are built too close to rivers. This causes damage to houses in low-lying areas, and people sometimes lose their lives. Many lives are lost when people accidentally drown in farm dams and rivers.

#### New words

**negligence:** careless mistakes, not taking care

**peer pressure:** influence from people in a peer group

## 2.4 Unsafe environments

Many children live in crowded conditions where domestic violence is a daily occurrence. Husbands, uncles and stepfathers often beat up and abuse wives and daughters.

Many schools are also unsafe. Gang members continue their violent behaviour with knives and guns on the school grounds.

In some city areas gang violence is so bad that people are terrified to leave their homes.

## Terrified residents won't go outside

Residents of a Cape Flats suburb say living in the middle of a gang war is forcing them to live like prisoners in their own homes while gangsters take over the streets.

In the last four months at least 13 people have been killed in the violence. One mother said: 'You just hear the guns going off 'ba, ba ba ba'. I don't let the children I look after go outside now. And people are scared to walk to the taxis to work. It's unfair. We're scared to go outside but the gangsters are free to walk around.'

Across the road is a field with an empty playground where a mother of two was shot last month.

This suburb is split between three main gang territories and there is continuous fighting for 'drug turf'. One teenager said: 'If you can't beat them, join them. At school I was under pressure to join. When there were fights with other gangs

I realised I'd be safer in a gang, because then at least I get protection. But now, the way things are going, I know I'm going to die.'

Adapted from 'In a month I'll be dead', page 6, *Cape Times*, Monday 31 October 2011



## 2.5 Emotional factors

Many teens live in broken homes or homes where there are step-parents who do not care for them. They feel unloved by their family. They find it difficult to make friends because they are unhappy and have low self-esteem.

Many children today have to cope with death in the family or with parents or carers who are ill. They have to take on responsibilities at a young age and deal with sadness.

### Activity 3

#### Discuss factors that impact negatively on lifestyle choices

Have a group or class discussion on factors that impact negatively on lifestyle choices in:

- 1 your school
- 2 your community
- 3 your roads and railways
- 4 your homes.

## 2.3 Unsafe attitudes and behaviours

Attitudes towards sex and the opposite gender are very bad in many communities. Many boys think they have a right to have sex with a girl whenever they want to. Many also believe that it isn't their 'custom' to use condoms, so they have unprotected sex. This causes the spread of diseases and the HI virus.

Many girls think they have to have sex because of peer pressure. Gang-rape is also on the increase.

Another unsafe behaviour that is on the increase in South Africa is drug abuse, which we cover in more detail later in this section.

## 2.2 Lack of knowledge and skills

Sometimes it is very difficult to do well at school and leave school with the knowledge and skills you need to find a job.

Teachers may not be able to keep order in noisy, disruptive classrooms. In some schools teachers are often absent and learners fall behind with their work. All learners need a place to study and do homework. This is often not possible in an overcrowded home.

The best situation is to have parents who can help and advise learners, encourage them in their studies and provide a safe, quiet place for them to study.



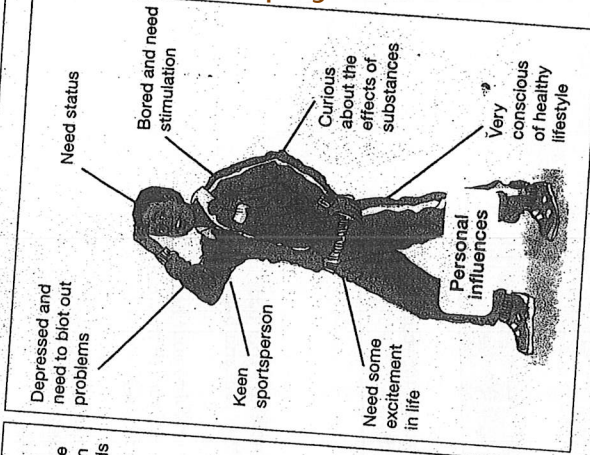
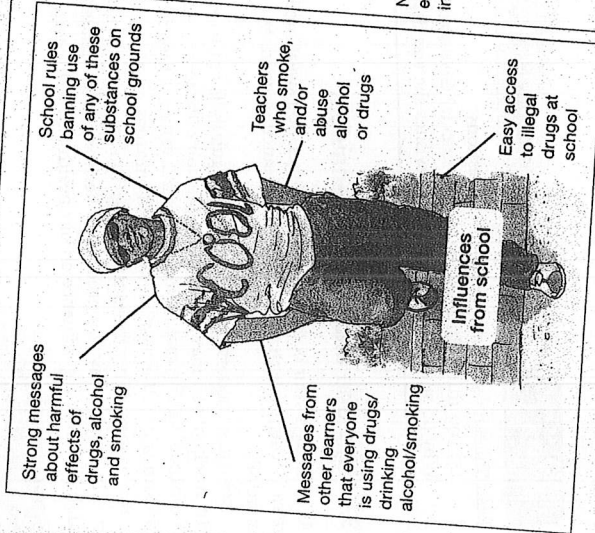
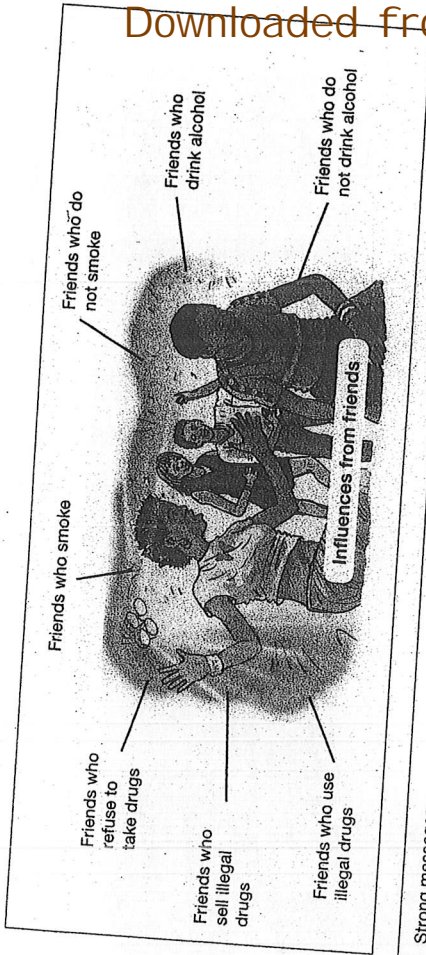
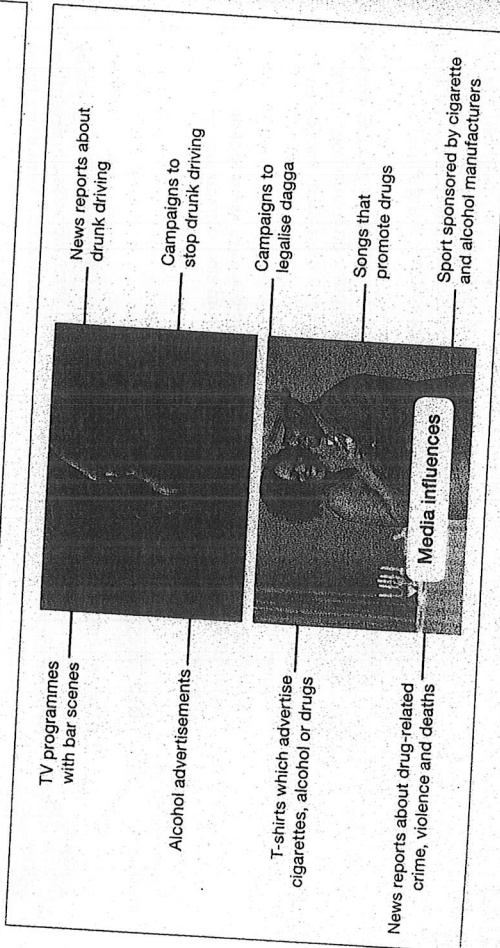
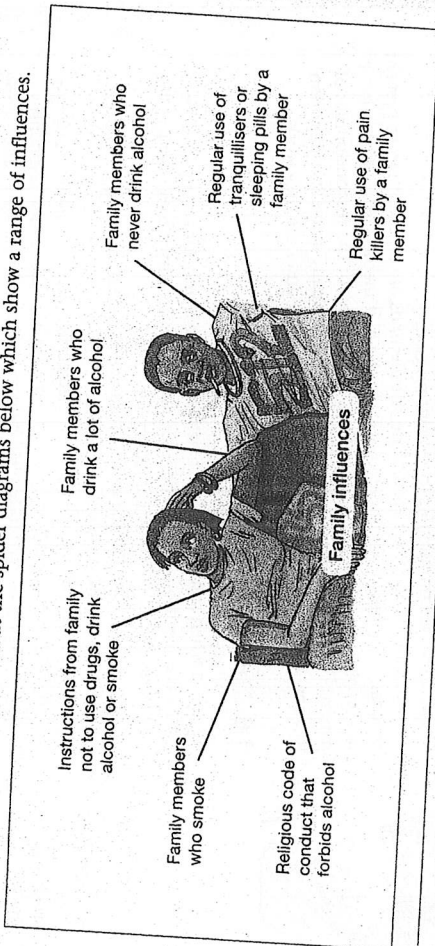
### 3.3 Substance use and abuse

Substance abuse involves taking substances into your body that are harmful to your health and well-being and could even be fatal. These substances include tobacco, alcohol and illegal drugs.

There is a lot of pressure on young people to smoke cigarettes, drink alcohol and take drugs. Also, there is pressure not to use these substances. In the end it is up to you as an individual to make up your own mind.

If you are to have a responsible attitude towards your health and well-being, you need to know where these influences are coming from and how you are going to deal with them.

Look at the spider diagrams below which show a range of influences.



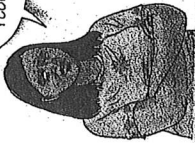
#### Activity 4

#### Factors that influence substance abuse

- 1 Look carefully at all the influences shown above and on the previous page.
- 2 a) Decide which influences affect you the most.  
b) Are you happy about these influences? Explain why or why not. Do you think you are strong enough to overcome these influences? Discuss this with a partner.
- 3



I hate my life. I wish I could die.



- they have poor relationships with their parents and other family members
- there has been recent death or divorce in the family or a break-up of a close relationship
- there is a traumatic event in their lives such as moving away, pregnancy or failing exams
- they have been exposed to violence, such as car hijacking or robbery.

**CASE STUDY**

**Shireen's story**  
 My mom and stepdad both drink a lot. When they are drunk they fight. One night I tried to stop them fighting and my stepdad punched me in the face. My real dad left home when I was 12. He couldn't take my mom's drinking. I have to be the grown-up in the family. I cook the food, do the shopping, clean the house and look after my brother and sister because my mother is usually too drunk to do it. I try to stop my mom from drinking. She promises she will but she never does. I'm behind in all my schoolwork and think I'm going to fail Grade 11. I hate my life. Sometimes I wish I was dead.

**Activity 5 Answer questions about teen suicide**

- Read Shireen's story and answer the questions.
- 1 Do you think Shireen is at risk for suicide? Give a reason for your answer.
  - 2 Why do you think she sometimes wishes she was dead?

**3.7 Hygiene and dietary behaviour**

As a teenager your body chemistry changes. You sweat more and your body releases chemicals that sometimes don't smell so good. Your skin and hair get more oily.

Not using deodorant or not bathing regularly is not harmful to your health, but at school you may find that people don't like to be with you, or they call you names. Taking care of your personal hygiene is therefore very important for both your self-esteem and to avoid embarrassment.

You have probably heard the saying 'You are what you eat'. This is very true. To stay healthy you need to eat healthily. Issues related to food and diet can have a very big influence on our health and well-being.

**CASE STUDY**

**Heavyweight kids**

Studies show that more and more children and young adults are dangerously overweight. In South Africa obesity among young people is growing at an alarming rate. Doctors say that children are obese when they are more than 20% over their normal bodyweight.

Obese children and teens are far more likely to get diseases such as diabetes and heart disease at a very young age. This means that there is a danger that millions of children will die before their parents. Overweight children also suffer more from bronchitis and breathing problems.

Too little exercise and too much fatty and sugary food are the main causes of childhood obesity. Studies carried out in other countries have shown that TV advertising is largely to blame for the increase in obesity in people under the age of 20. Young people are bombarded with advert after advert for fast food products such as fried chicken and hamburgers, sweets and chocolates and fizzy drinks. This has influenced food choices, leading to a greater consumption of junk food in children and teenagers.

**3.4 Sexual behaviour**

Choosing to have sex is a big decision. But many teenagers have sex without really thinking about it. Some teens have sex because they feel pressure from their friends or the person they are going out with. It is important to make the decision that is right for you and to be aware of the consequences of your choice. Don't be pushed into something that you are not ready for.

- If you think a girlfriend or boyfriend may pressure you into having sex when you don't want it, go on group dates rather than pairing off.
- Be assertive. Remember that you have the right to say no when you want someone to stop what they are doing. If they don't stop, say no louder. If that doesn't work, move away, scream, or shout for help. Don't be afraid of hurting that person's feelings or causing a scene. Being forced to have sex is much worse than causing a scene.
- Avoid alcohol and drugs. If your drink tastes strange or you feel drowsy, get help immediately. Someone may have put a drug into your drink.
- Don't get into a car with someone unless you trust them completely.

Remember, it is your decision if you want to have sex or not.

Having sex can be a risky behaviour. There is always the risk of an unwanted pregnancy. There are other risks from sexually transmitted infections, including HIV and AIDS.

**3.5 Risk of pregnancy**

Very few teenagers want to become parents. Most teenagers fall pregnant by accident. Some teens who have sex know that there are ways of preventing pregnancy, but they don't use them. Other sexually active teens don't know about the different methods to prevent pregnancy.

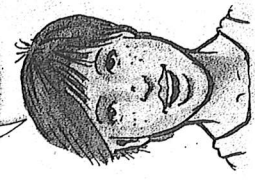
In Grade 10 you learnt about different methods of contraception to prevent pregnancy. By now you should know that the best method of contraception is to say 'No' and to not have sex until you are ready for the responsibilities of parenthood. But because many teens today are sexually active it is important to know about different methods of contraception and how they work.

**3.6 Teenage suicide**

Suicide is when someone takes their own life. In South Africa one in 10 teen deaths is a result of suicide. There are many reasons why a teen may feel like they want to end their life. For example:

- Depression is the leading cause of suicide. Depression makes people feel hopeless and often they see no reason to live.
- Alcohol and drug use are often connected to suicide. Alcohol and drugs can add to depression. They affect our judgment and lessen self-control.
- Many teens who are bullied feel helpless and worthless. Physical bullying, emotional bullying and cyber bullying can all lead to depression. Some teens are more at risk for suicide if:
  - they have tried it before
  - there is a history of depression and/or suicide in the family
  - they use alcohol and drugs
  - they have been physically or sexually abused

Contraception is the responsibility of both partners in a relationship.



**New word**

**cyber bullying:** when people write hurtful messages on electronic media, such as Facebook, Twitter or an sms, or try to make you behave in a way that is bad for you by the messages they post



## Sexually Transmitted Infections STIs

The infections are passed on in the following ways:

- During sexual intercourse, where the penis penetrates the vagina
- During oral sex, where partners touch each other's genitals with their lips or tongues
- During anal sex, where the penis penetrates the anus.

Sometimes there are no symptoms, but typical symptoms include:

- Discharge from the vagina, with an unusual colour or smell
- Discharge from the penis
- Pain or irritation when urinating
- Sores or blisters in the genital area
- Pain during sexual intercourse or bleeding afterwards.

The more partners someone has, the bigger the chance of getting a STI. Read the case study below:

### CASE STUDY

'I thought oral sex was safe.'

Amber (not her real name) was 14 when she started to have oral sex. 'I believed that oral sex is not really sex because there's no penetration,' says Amber. She had oral sex with her boyfriend. 'Then he asked her to have oral sex with his friends. I loved him and didn't want to lose him, so I agreed,' she said. 'One thing led to another and soon Amber was having penetrative sex, as well as oral sex, with her boyfriend. I still had oral sex with his friends sometimes, especially if he owed them a favour, for things like getting him alcohol or lending him money.'

'Then I started getting these cramps in my abdomen and had this burning feeling inside my vagina as well as a thick discharge. I knew something was wrong, but I couldn't tell anyone about it. I carried on having sex as usual. One day one of my boyfriend's friends came up to me and punched me. He said I'd given him 'the clap' and I was a whore. I finally went to the clinic. They examined me and sent away a vaginal sample to the lab. When it came back they told me I had gonorrhoea and that the infection had caused an inflammation in my pelvis. That explained my symptoms. I must have got it from one of the boys I was doing. I took antibiotics to treat the STI, but there's a good chance I'll never be able to have children. My boyfriend got it too and he broke up with me. He also told everyone at school that I was a slut and had 'the clap'. None of the boys will even talk to me now and I only have one friend left. I always thought oral sex was safe.'



### Activity 9

#### Discuss the risks of sexual activity

- 1 What factors influenced Amber's decision to have sex? Do you think her reasons were good ones?
- 2 How did Amber's sexual behaviour affect:
  - a) herself?
  - b) others?
- 3 Do you think Amber's behaviour was risky? Say why or why not.
- 4 a) Do you think Amber and her boyfriend used a condom during sex? Say why or why not.  
b) Does using a condom prevent STIs?

### 3.9 HIV and AIDS

The HI virus causes AIDS. People become infected with the virus in three ways:

- By having unprotected sex with someone who has HIV. This means sex without a condom. The virus is passed in the semen that leaves the penis during sex.
- By allowing blood from an infected person to get into their own bloodstream. For example, if a person with HIV uses a needle to inject drugs, and then shares the needle with someone else, the virus can be passed on. The virus can also be spread if people pierce their ears and other body parts or get tattoos using a needle that was already used on someone with HIV.
- A mother with HIV can pass it on to her baby while she is pregnant, giving birth or breast-feeding.

There is no cure for AIDS. It can be treated with anti-retroviral drugs (ARVs), but eventually the virus will cause the infected person to die of other diseases, such as TB or pneumonia. The smart thing to do is not to get infected with HIV in the first place.

[You have probably heard the following many times before, but here is another reminder. AIDS can be prevented by:

- not having sex
- always using a condom if you do have sex
- being faithful to one uninfected partner
- making sure you are not infected so that you do not spread the HI virus.

### 3.10 Peer pressure

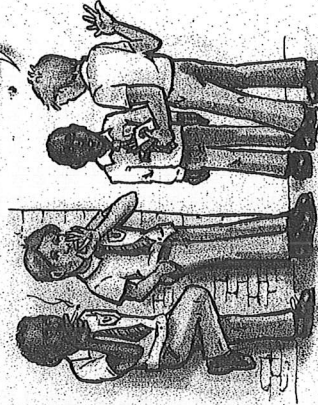
When your friends or other people your own age try to influence how you act, to get you to do something, it's called peer pressure. Sometimes peers influence each other in negative ways. For example, your friends might try to get you to bunk school with them. Someone in your class might want you to shoplift with him. Peer pressure can try to make you do things you don't want to do, such as smoking cigarettes, drinking alcohol or having sex.

Some teens give in to peer pressure because they want to be liked, to fit in or because they worry that other teens might make fun of them if they don't go along with the group. Others go along because they are curious to try something new that others are doing. The idea that 'everyone's doing it' can influence some teens to do things that their judgment or common sense tells them are wrong.

You've probably heard a parent or teacher tell you to 'choose your friends wisely'. Peer pressure is a big reason why they say this. If you choose friends who don't use drugs, bunk school, smoke cigarettes or lie to their parents, then you probably won't do these things either, even if other teens do.

It can be hard not to give in to peer pressure. You need to follow your own feelings and beliefs about what is right and wrong. Inner strength and self-confidence can help you stand firm and not do things you know are wrong.

Come on, have one. We've done it lots of times. We won't get caught.





## 4. Socio-economic environment

Socio-economic environment includes peoples' level of education and literacy, income and culture. These factors influence the lifestyle choices we make.

### 4.1 Literacy

Literacy level is how well a person can read and write. Literacy levels affect lifestyle choices, for example, how easy it is to access, read and understand information about health and contraception.

Studies show that people with low literacy levels are more likely to smoke cigarettes, which can cause lung disease. Lack of knowledge about healthy eating can lead to lifestyle diseases, such as obesity, diabetes and heart disease. Usually, teenagers in homes with a higher level of literacy wait longer before starting sexual relationships.

### 4.2 Income and poverty

Millions of South Africans are unemployed or have very little income – they live in poverty. This affects lifestyle choices such as diet. Studies show that poorer people buy foods that are high in carbohydrates and fats, such as chips and vetkoek. These foods are cheap and provide a lot of energy, but do not contain proteins, vitamins and minerals. Another reason for these choices is lack of cooking facilities in homes.

Good schools are not usually available in low-income areas, and so poorer children cannot always get access to quality education. In very poor families, children may miss school to work or beg. There are often few school sports fields or sports clubs in poor areas. Many people are not able to get much exercise. Lack of recreational activities also leads to boredom, which can lead to experimentation with alcohol, drugs and sex.

### 4.3 Culture

Culture affects choices around sexual behaviour, diet and alcohol. In some cultures, teenage pregnancies are accepted. In other cultures, people are expected to wait until they are married before having sex.

Traditional African diets are low in fat and protein, and high in grains and vegetables. In Afrikaner culture, diets are high in starch, protein and fats. Some cultures forbid certain foods. For example, Muslims and Jews may not eat pork; many Hindu people do not eat meat. The use of alcohol is forbidden by some cultures and accepted in others.

### 4.4 Social environment

Our social environments affect lifestyle choices, such as substance abuse and sexual behaviour. People usually do what is acceptable or common in the world around them. For example, where gangsters control an area, many make a living from selling drugs. Many teenagers look up to gangsters. This can lead to them using and selling drugs. In some areas it is not safe for people to walk, play or ride bicycles on the streets. There may be no facilities for exercise in the community. In these cases people's choice of exercise is limited by their social environment.

## Activity 10 Identify socio-economic factors that affect lifestyle choices

Read the information on the previous page and identify the ways in which each of these socio-economic factors affects lifestyle choices:

- 1 Literacy
- 2 Income and poverty
- 3 Culture
- 4 Social environment

## 4.5 Factors that impact positively on lifestyle choices

A support system is essential for us to make positive lifestyle choices. There are many factors that contribute to this support system: positive role models; parents and peers; personal values; belief systems; religion; media; social and cultural influences and economic conditions. Some of us may need only one of these factors to help us to lead a healthy and balanced lifestyle. Usually we need a combination of several of these factors. Read what these teens have to say about factors that have a positive influence on their lives:

## 5. Positive role models

My passion is tennis and my role model is Rafa. He is so dedicated to being the best. He is very fit and sets an example for me.

I believe in myself and my abilities. I know I can make it in life if I keep this self-belief.

What would I do without my best friend? She is there when I am feeling low. Together we can face any crisis!

Media like TV, newspapers and magazines make me realise I have many career options.

My parents are my greatest support system. My mom is always there for me and my dad supports me in everything I do.

I have set myself values – to help others and always do the best I can. These values help me to make the right decisions in life.

My religion helps me a lot. It gives me strength and I have met many people through church. They are my support system.

I value my family's traditions, like when my brother was initiated this year and we gathered to celebrate.

I am lucky. I have my own room at home and our family always has enough food to eat.

## Activity 11 Identify factors that impact positively on lifestyle choices

Work with a partner.

- 1 List the factors in your own life that help you to make good lifestyle choices.
- 2 Classify these factors as positive role models, parents, peers, personal values, belief system, religion, media, social and cultural influences or economic conditions.



## 5.1 Impact of unsafe practices

Unsafe practices and risky behaviour can affect our lives and the lives of others in negative ways. The news headlines and extract below give some examples.

Unlicensed teen driver crashes car, kills two friends

Daughter steals from her family to pay for tik

Fire from dropped cigarette burns farmlands

Teen attempts suicide after finding out she has AIDS

Parents disown son after he joins street gang

'I knew I wasn't a good person anymore when I threatened a Grade 8 boy with a knife and stole his cell phone.'

Increase in teen pregnancies costs government millions more for child support grants

Unsafe practices and risky behaviour can impact us and others:

- Physical impacts – affect our physical health and safety
- Emotional impacts – affect our feelings and behaviour
- Spiritual impacts – affect our attitudes and values based on our religious beliefs
- Social impacts – affect relationships in families and community
- Economic impacts – affect how much money we have
- Political impacts – affect decisions and actions by the government
- Environmental impacts – affect the environment around us

### Activity 12

#### Identify impact of unsafe practices

Work with a partner. Read the news headlines above again. In each case, identify:

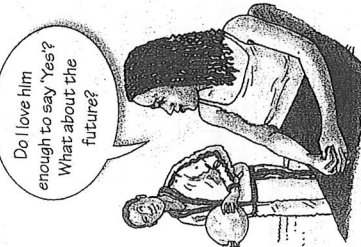
- 1 the unsafe practice.
- 2 the type of impact of the unsafe practice.

## 5.2 Individual responsibility for making informed decisions and choices

We make decisions and choices all the time: what to wear, what to watch on TV or what to do over a weekend. Some decisions have more serious consequences and implications than others. Deciding whether to have sex for the first time, or to use drugs and alcohol, are more important than deciding what to wear. Other people cannot make these decisions for us. As individuals, we are responsible for making our own decisions and choices. The decisions and choices we make depend on factors such as:

- Our life experiences
- Religion and culture
- Peers
- Role models
- Family
- The media

We call these factors filters, as they affect or filter the way we see problems and choices. Filters help us to form a value framework of what we understand to be right and wrong and safe or risky behaviour. Filters also affect how we view the consequences of our actions.



## Making informed decisions

Use the FIND decision-making strategy to help you decide.

- Step 1: Figure out the problem.
- Step 2: Identify solutions.
- Step 3: Name the pros and cons of each choice.
- Step 4: Decide which is the best choice, then act on it.

### Activity 13

#### Use the FIND decision-making strategy to make decisions

Read the situations in the margin and then use the FIND decision-making strategy to make a decision in each case.

#### Barriers to seeking advice, support and assistance

There are different reasons why people do not look for advice and support. These reasons are barriers because they stop people from getting help. Look at what the teens below are saying.

1. I know I have a drinking problem but I don't know where to get help.
2. What's the point of asking adults for advice? They don't understand what it's like to be a teenager.
3. I need advice about contraceptives because I have sex with my boyfriend. But if people see me at the clinic they will tell my parents.
4. I don't want people to see me at the clinic because they will think I am pregnant or have HIV.
5. I can stop smoking daggaa anytime. I don't need help because I don't have a problem.
6. My stepfather hits my mother. I want to get help for her, but he said he will kill her. If I call the police or a social worker.
7. My friend tried to kill herself. There is no place in our community where she can get help and her family does not have money to take her for treatment at the hospital in the city.

Benni is a very good athlete. He has qualified for the trials of the national junior athletics team. A friend of Benni's has told him that he knows where to get performance-boosting drugs. The drugs are banned in athletics, but they will make Benni faster and improve his strength.

Shakira has been invited to a club by a group of 'cool' girls in her class. She knows that there will be alcohol at the club and she has heard that one can get drugs there too. She does not really want to go to the club, but she wants to be part of the group. She knows she will have to lie to her parents to go to the club.



### 1. Competencies, abilities and ethics that will assist in securing a job and developing a career

If you read the newspapers you might be aware of some of the employment and economic challenges that face people all over the world. Many people are unemployed and this has effects on individuals and society. Work is important for obvious reasons like earning a salary, but work is also important for other reasons like building self-esteem and confidence and promoting independence.

In this topic you will learn about some of the competencies, abilities and ethics which will help you secure a job and develop a career so that you can become independent and contribute to the well-being of your family, your community and your country.

**Secure a job today!  
Develop a career!**

#### 1.1 Studying advertisements, writing an application letter and completing application forms

In Term 2 Topic 2 (the Study skills topic) you learnt how important it is to study hard and get good marks so that you have the option to study further after school and put yourself in a good position to get a job. Whether you look for a job straight after school, while you study further, or after further study, you need to know some basic skills about studying advertisements and writing application letters for jobs that you apply for.

##### (Studying job advertisements)

Job advertisements describe the position that a company wants to fill, as well as the qualifications and skills that the company is looking for in a suitable person for the position. A job advertisement contains a lot of information that you need to read carefully if you want to apply for the position that is advertised.

Job advertisements are designed in different ways but they normally contain some, if not all of the information that is shown in the example below:

**The Drakensberg Inn invites you to become part of our international award-winning team**

We are looking for an Executive Chef to take charge of our kitchen and our restaurant. You will have a three-year diploma in hospitality management and at least three years experience of managing a kitchen and restaurant. Additional speciality culinary courses would be an advantage.

**If you are well-organised, a natural team leader and can work under extreme pressure you may be the person we are looking for. Service excellence is key to our customer care and we pride ourselves on preparing and serving creative and inventive meals.**

For more details and an application form please contact Lorinda Blaaw on 012-789564. Please be advised that we will require a detailed CV and two testimonials together with your completed application form.

The first paragraph normally provides information about the company that is advertising a vacancy.

There may be a separate paragraph about the personal attributes that the employer is looking for in potential employees.

#### Activity 1 Read a job advertisement

- 1 Read the advertisement on the previous page once more and write down the following information:
  - a) The name of the company that is advertising the position.
  - b) The position that the company wants to fill.
  - c) The skills that the company is looking for.
  - d) The qualification and training that the candidate needs to have.
  - e) The experience that the candidate needs to have.
- 2 What personal attributes is the company looking for in their candidates?

#### Letters of application

A letter of application is a formal letter that needs to communicate one very important point to the person who reads it: why you are suitable for the position.

Always write or print a letter of application on a sheet of white A4 paper and write clearly or choose a simple font; if you are using a computer, your letter needs to be neat and easy to read.

The Manager  
Top Copy Shop  
PO Box 646  
East London  
2211

80 West Way  
East London  
2211

7 October 20\_\_

Dear Sir/Madam

**APPLICATION FOR POSITION OF DTP OPERATOR**

I would like to apply for the position of DTP operator as advertised in the Daily Despatch on 5 October.

I enclose a CV which details my working experience as well as my experience as a DTP operator. I have recently been voted 'Top Part-timer' by my full-time colleagues at the shop. This award is given to the staff member who shows the most commitment to customers as well as the most dedication to professionalism. I have always been impressed by the informative and helpful staff in your shop and I would like the chance to work for a company that is committed to good customer care.

I would very much like the opportunity to work for your company and I believe I can make a professional and caring contribution to your team. I look forward to hearing from you soon in connection with a possible interview.

Yours faithfully,

Remember to include your address at the top right of a formal letter as well as the date.

In the subject line state the position you are applying for as it is described in the advertisement.

The main paragraph should contain a brief explanation of your qualifications for the job. Do not include too much detail here if you are going to include a CV.

When you write your letter, keep in mind the person who is going to read it. Try to write in a way that 'talks' to this person and tells them why you are suited to the job that is advertised.

End your application letter formally.

The opening paragraph should clearly detail the position you are applying for and where you found the job advertisement.

Include examples which illustrate your experience or achievements.

Include a sentence that explains why you want to work for this particular company.

The closing paragraph needs to include a statement of why you should get this job instead of someone else, with the same qualifications.

Sign your name and print it under your signature



**Hint**

Always plan what to write in your letter of application and then write a rough draft first. When you review your rough draft, make sure that your letter sells your skills and experience in a concise yet persuasive manner.

**Activity 2 Write a letter of application**

- 1 Work with a partner and agree on a job that you would like to apply for. This can either be a part-time job or a full-time job. If you want to, pretend that you have already completed your further education and training.
- 2 Each of you must write a formal application letter in which you indicate why you are interested in the position. Remember to include all the information that you think will help you to get the job.
- 3 After you have completed your letters, compare them and see if there are any areas each of you can improve on. If you need to, edit and correct your letter.

**Application forms**

An application form for a job is a document that some companies want people to complete if they are applying for a job. This kind of document is useful to companies if they want to find out a lot of information about potential employees and then compare the different job applicants. Some employers will ask prospective employees to fill out application forms as well as writing a letter of application and providing a CV.

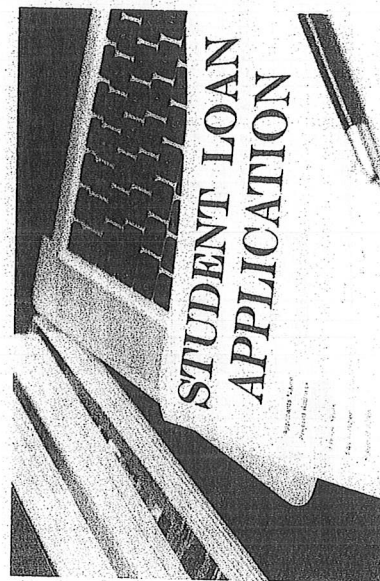
There is some basic information that all application forms will require, for example your name, contact details and address. Many application forms will ask you to include your ID number. Most application forms will also ask for information about an applicant's education, training, qualification and skills, as well as previous work experience.

Some application forms will ask you to provide the names and contact details of references or people that can be contacted about your education or previous work experience.

Depending on the job you are applying for, some application forms will include details that are specific to the position that is being advertised, for example if you need to travel a lot, then the application form will ask if you have a driver's licence.

**Hint**

Make sure you fill out an application form neatly. First impressions count a great deal and you will make a good impression if you write neatly.

**1.2 Writing and building a Curriculum Vitae (CV)**

You have probably heard of a Curriculum Vitae or CV for short. It is often necessary to show a prospective employer a CV when you apply for a job. You may also need to send a copy of your CV together with a covering letter if you apply for a position that you see advertised in the paper. A CV shows a prospective employer all the information they want to know in an easy and accessible format.

**Writing a CV**

An up-to-date CV is an important document to keep somewhere safe so that you can always provide a copy if you are asked to. Look at the following example of a CV.

**Name:** Jessica Woods  
**Address:** 14 Arundel Road  
 Glen Heights  
 Edenvale  
 1234

**Contact number:** 011 123 4567

**Date of Birth:** 27 March 1993

**Education:** Currently studying Computer Assisted Design (CAD) through INTEC College  
**Matriculated 2012**  
 (English, Afrikaans, Mathematics, Life Orientation, History, Art, Life Sciences)

**Work experience:** December 2012 to present  
 Part-time assistant in Design Studio  
 2010 – 2012  
 Part-time Apple Macintosh operator in copy shop  
 2009 – 2010  
 Part-time assistant in copy shop

Include details of all the experience that you have gained, even if the work was part-time or voluntary. Any work experience is valuable.

All forms of experience gained are useful and of value. Examples are job shadowing and informal work.

**Job shadowing:** A good way to find out what a particular job or career is about, is to organise a job shadow. To participate in a job shadow you need to find someone who will give you a chance to observe them working at a specific job or career. Job shadowing is a good idea because it gives you the opportunity to find out more about the kind of work that interests you. It is a good idea to include any experience of job shadowing on your CV because it will show people that you know something about the workplace.





**Informal work:** This refers to work that is not regular and, in many cases, informal workers do not receive payment for their work. Examples of informal work that you might include on a CV include family care, voluntary work and contributions to community projects. It is a good idea to include any informal work experience on your CV because it will show that you have some experience of the responsibilities involved in working.

### Activity 3 Preparing a CV

- 1 Following the example above, prepare a CV for yourself.
- 2 Work with a partner to check that you've included the correct information. Edit and correct your CV so that you have a neat copy when you need it.
- 3 Develop a CV for someone you know who has been working for a few years. Find out if they studied and include all the relevant details of their qualifications. Also find out about their work experience and set out the information in chronological order. This activity will help you refine your interview and research techniques.

#### New word

**chronological:** in date order as it happened

### Testimonials and evidence

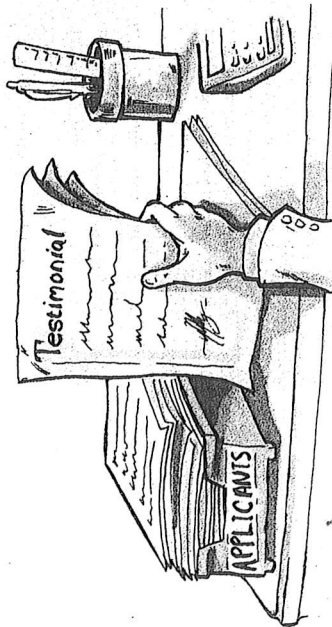
Many prospective employers ask job applicants to provide testimonials and/or evidence when they apply for a job. These documents help a prospective employer to learn more about you.

A testimonial is a recommendation of a person's character, education and experience. A testimonial gives a prospective employer more information about the person they want to interview or offer a job to. There are different types of testimonials:

A **character testimonial** will tell someone what you are like as a person. If you are applying for a job and you don't have any experience, then it is often a good idea to provide a character testimonial, which highlights some of your good points. A character testimonial is normally written by someone in a position of authority, so you could ask a teacher or someone like a youth leader or minister to write a character testimonial for you.

#### An educational testimonial

will tell someone about your educational qualifications and what kind of learner you are and, if you have qualifications, what kind of qualifications you have. An educational testimonial always needs to be supplied by a school or educational facility on a formal letterhead so that the person who reads it knows the information to be true. This kind of testimonial will also give information about a person's character.



An **employment testimonial** is usually written by an employer and will include details of what work you have done and for how long you worked. This kind of testimonial will also give some information about the level of your performance and the level of seniority you held at your workplace. As with other testimonials, this kind of testimonial will also give information about a person's character.

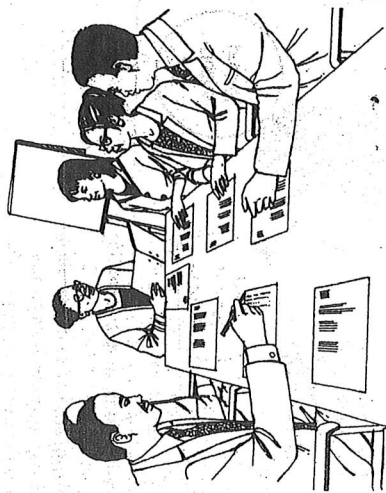
Evidence is similar to a testimonial and is normally written in the form of a letter which gives some details about you. If you are involved in informal work or participate in job shadowing it is a good idea to ask someone to write a letter of evidence for you. A letter of evidence will prove to prospective employees that you have some experience of working and the workplace.

### 1.3 Managing meetings, managing a project and office administration skills

Managing meetings, managing a project and office administration are key competencies that are part of many people's jobs. These different activities can range from quite simple to very complex, but the principles of how to manage meetings, how to manage a project and basic office administration remain the same.

#### Managing meetings

Most jobs require people to attend meetings, either occasionally or on a regular basis. Meetings are useful forums in the workplace, but they can become long and drawn-out, so someone should always be responsible for managing a meeting. The checklists below show you the different stages of managing meetings.



Plan a meeting.

- What is the purpose of the meeting?
- What outcome do we need?
- Who should attend this meeting?
- I must prepare an agenda.
- I must prepare for the meeting.
- I must invite everyone to the meeting.
- What time should we meet?

Manage the meeting

- Start on time.
- Stop on time.
- Appoint a facilitator, a scribe and a timekeeper.
- Follow the agenda.
- Remember to challenge ideas, not people.
- Have one conversation at a time.
- Make sure everyone participates.

Close the meeting

- What actions are needed and who is responsible?
- What decisions were made?
- What issues still need to be resolved?
- When is the next meeting and what is the agenda?
- Circulate the minutes.



#### Activity 4

### Plan and hold a meeting

Work in groups to plan and hold a meeting. You can choose what the topic of your meeting is, but you must include the following steps in planning your meeting:

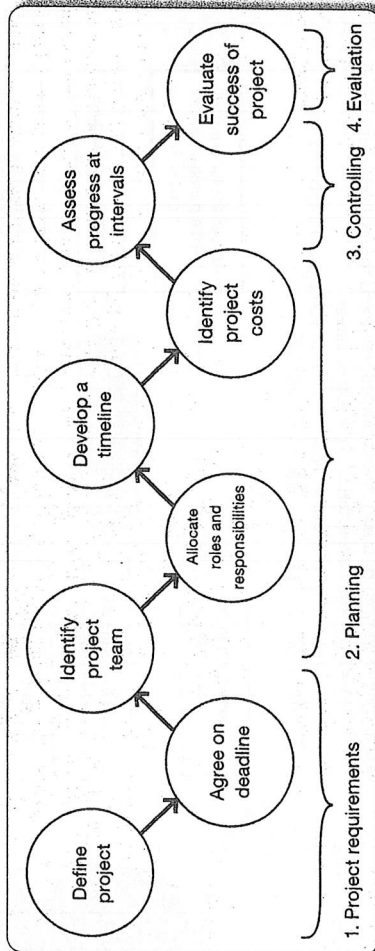
- the purpose
- the agenda
- the length of your meeting
- who will be the facilitator and the timekeeper.

After you have held your meeting, each member of the group needs to prepare the minutes. This means that you will all have to take on the role of scribe in the meeting!

### Manage a project

A key to using your time effectively in the workplace is to manage your work carefully. You will find that your time-management skills are very useful when it comes to managing your day-to-day work and also your longer-term responsibilities. Learning how to manage a project is a special skill that you might need to develop, depending on what your work involves. The following diagram shows you the different steps in managing a project.

#### Important steps in managing a project



### Office administration skills

Most office jobs require some administrative skills and many businesses employ staff with special office administration skills to keep things running smoothly in their offices. The following list of basic office administration skills identifies some of the key activities that help people to organise and prioritise their work in an office environment:

- basic office skills, for example operating a computer, typing, data entry and filing
- basic computer skills, for example word processing and other computer software packages such as Excel as well as using email and the Internet.

Office administration skills are important because they help us to organise our work, help keep track of what we do and provide records of our work, whenever necessary.

### 1.4 Interview skills: personal appearance and preparing for typical questions

After you apply for a job it may take a couple of weeks before you hear whether you are on a shortlist of candidates who are going to be interviewed for the position. Once a prospective employer has read all the covering letters and CVs that have been received for an advertised position, he or she will want to find out more about those candidates who have the best covering letters and CVs. The best way to do this is to conduct a face-to-face interview, as this tells a lot about a person. An interview also provides an opportunity for an employer to see how an applicant can 'think on their feet'.

Read the following case study, which explains some of the important things to consider if you are asked to go to an interview. Afterwards, read about more key interview skills.

#### CASE STUDY

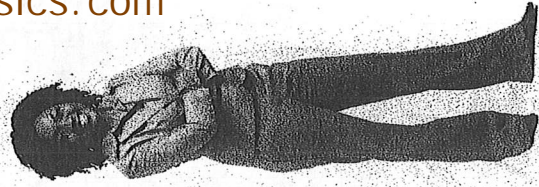
##### Have a positive attitude in your interview

Ntsik manages a recruitment agency and in her opinion one of the most important factors in securing the job is your attitude during the interview. She says: 'A positive attitude reflects in the way you talk, the way you greet someone, the way you sit and the way you dress. These are all important indicators to the interviewer. Incorporate attitude into your vocabulary by using positive words such as 'I can do', 'always do my best' and 'excellence' and you will inspire confidence.'

### Personal appearance for an interview

Your appearance when you first go into an interview will play a big part in the way that the interviewer will see you. Make sure you wear smart but comfortable clothes so that you are relaxed and can concentrate on the discussion you have, but keep the following tips in mind.

- 1 It is not necessary to go out and buy special clothes for an interview, but men should try to wear a suit or a jacket and tie, while women should try to wear a jacket with either trousers or a skirt. If women choose to wear a skirt it is important to pay attention to the length of the skirt and make sure it is not too short.
- 2 Try to steer clear of very vibrant colours when you decide what to wear. It's best to choose a white shirt and match it with a black or grey suit. If you don't have these clothes, then choose something neutral instead.
- 3 Ensure that your hair is washed and clean and that it is neat and tidy.
- 4 Make sure your hands are clean and your nails are trimmed.
- 5 Women should wear subtle and natural make-up and make sure their perfume isn't too overpowering. Men need to take care that their aftershave or deodorant isn't too strong.



#### New word

**shortlist:** a list of only the top few candidates



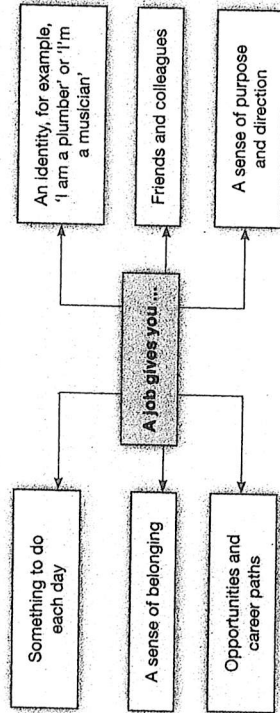
## 2. Personal expectations in relation to a job or career

One of the most important things that work provides is an income and financial security which allow you to make choices about your life. With a salary you can expect to be more independent and, depending on what you earn, you won't have to rely on anyone to support you financially. Working for a salary is one of the main reasons people work, but everyone has unique personal expectations of what else they want from a job or career.

### Activity 6 Brainstorm your personal expectations of a job or career

We all expect to earn a salary when we work and some people are lucky enough to have jobs or careers that allow them to enjoy their work at the same time as they earn money. Work on your own and follow these steps to list your own personal expectations of a job or career.

- 1 Use a mind map to identify what you think you should expect to get from a job. The example below will help you.



- 2 Then draw up a table to list your expectations. The example below shows you the kind of 'categories of expectation' that you might include in your table.

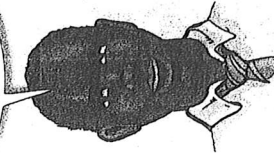
|                    |                    |                 |
|--------------------|--------------------|-----------------|
| Financial security | Career advancement | Social benefits |
|--------------------|--------------------|-----------------|

- 3 Hold a class discussion about the different expectations that you all have about a job or career.

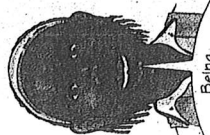


Work gives you an opportunity to give back to your family and to strive for an improved standard of living for the next generation.

If you are working and you want to study further, then you can save money or take out a study loan knowing that you can pay it back.



Being able to work and earn an income provides you with an opportunity to give back to your community. You could volunteer for an organisation even though you won't get paid for the time or work because you already have a job.



## 2.1 Expectations and reality

Before you begin working you may have certain expectations of what a job or career might offer you. One of the expectations you might have is about the way you expect your career to develop. Not too long ago most people worked in one career which lasted them all their working life, but these days the workplace and careers can be very fluid. The list below identifies the different ways that careers can develop during one's working life:

- 1 A steady-state career is when one stays in the same kind of job for most of one's career, either with the same company or by working for a couple of different companies.
- 2 A traditional linear career is when one starts working in a junior position in a company and moves into more senior positions through promotion.
- 3 A spiral career is when one has several careers within one's working life, each of which has some stages of promotion and each of which might be at different companies.
- 4 A transitory career is when one changes jobs often and there is no connection or pattern to the different jobs the person does or the companies the person works for.

Other expectations that you might have when you start work is the kind of salary you will earn and the opportunities you might have for promotion. It is important to realise that expectations can be goals in your life, but sometimes the way your career will develop will not always be within your own power. There are many things that can influence the way a career develops. You need to remember that when you start working there may be challenges to your expectations which you need to manage.

### Managing expectations and reality

It is always good to have goals in life because goals give you something to work towards and achieve. For some people a good career IS their most important goal while for other people work is a step in the journey TOWARDS their other goals, for example to be able to support their family or to own a comfortable home. Whatever your goals in life are, it's important to manage your expectations realistically.

## 2.2 Chances of success and satisfaction

Most people have to work. For many people this means full-time work. On average, a person who works full-time spends about 40 hours working each week and many people work much longer hours. Working takes up a lot of our lives and so it's a good idea to try and find work that will bring us fulfillment and satisfaction. The reality is, however, that we can't just expect success and satisfaction to be part of a job or career. Success and satisfaction at work depend a lot on personal hard work and commitment. Read the hints on the next page which highlights some of ways you can work towards success and satisfaction at work.

### New word

fluid: flowing from one thing to another

### Skilled worker

acquired special knowledge or skill, can do very specialised kinds of work in a profession.  
eg: Doctors, teachers

### Semi-Skilled worker

person who needs certain basic skills but does not need specialised skills  
eg: taxi-driving carpentry.

### Unskilled worker

someone who has received no training and has no experience of any work.  
eg: packing and loading goods. Physical labour