

# Grade 12



# Life Orientation



**WELCOME, WELCOME, WELCOME,**

# A reminder:

No matter what you have done in LO before, from now on LO will be taken seriously and treated as an academic subject at this school.



# Easiest distinction but also easiest bomb out:

1. Unlike your other subjects where the final exam counts most, each term of LO counts the same. This means that constant hard work and dedication has to be given to each term.
2. People feel that LO simply general knowledge- it is not and besides if it were just general knowledge, then your general knowledge isn't that great at all.
3. Learners do not see the academic importance of LO and you may have heard via via that it will not exist as a subject. Well, it is here to stay for now and it does count towards your APS (for some institutions)- even if it is only slightly. Furthermore some courses require that learners have achieved at least 60% for LO.
4. The work may seem simple for some of you and it may be a repeat of what you have been taught at home. The reality, however, is that not everyone has a stable home life and (believe it or not) some learners will be hearing this stuff for the first time in their lives.



# Homework

Design a tattoo on your front page telling us exactly who you are & what you want to achieve.





The suspect is wearing beige pants.

# Stress



# Life skills required to adapt to change as part of ongoing healthy lifestyle choices:

*Write the date.*

Google (or search through your textbook) these concepts and then write them in your books:

- a) Stress
- b) Stressors
- c) Eustress
- d) Distress

Identify stressors: physical, emotional, social and environmental factors.

The first step in dealing with your stress is to actually identify what is causing or triggering your stress. When you know this you can almost prepare yourself emotionally and mentally to deal with that stress in the moment. Take a look at some of the examples on the next page and write down the ones that apply to you or any others you can think of:



## MONEY & FINANCES

*Lack of economic opportunities & the inability to make ends meet*



## RACE & RACISM

*Negative racial experiences from institutionalized, personal & internalized racism*



## JOBS & CAREER

*Difficulties with finding, keeping & succeeding at a job or career*



## RELATIONSHIPS & FAMILY

*Struggles in relationships with significant other, spouse, other family members & children*



## HEALTH & ILLNESS

*Adverse health from lack of good diet, exercise & chronic disease*

# Stressors



ALPHA PHI ALPHA



HenryHealth

Now complete the stress test online (5-10 minutes max) at the following link or QR Code:

<https://www.bemindfulonline.com/test-your-stress/>



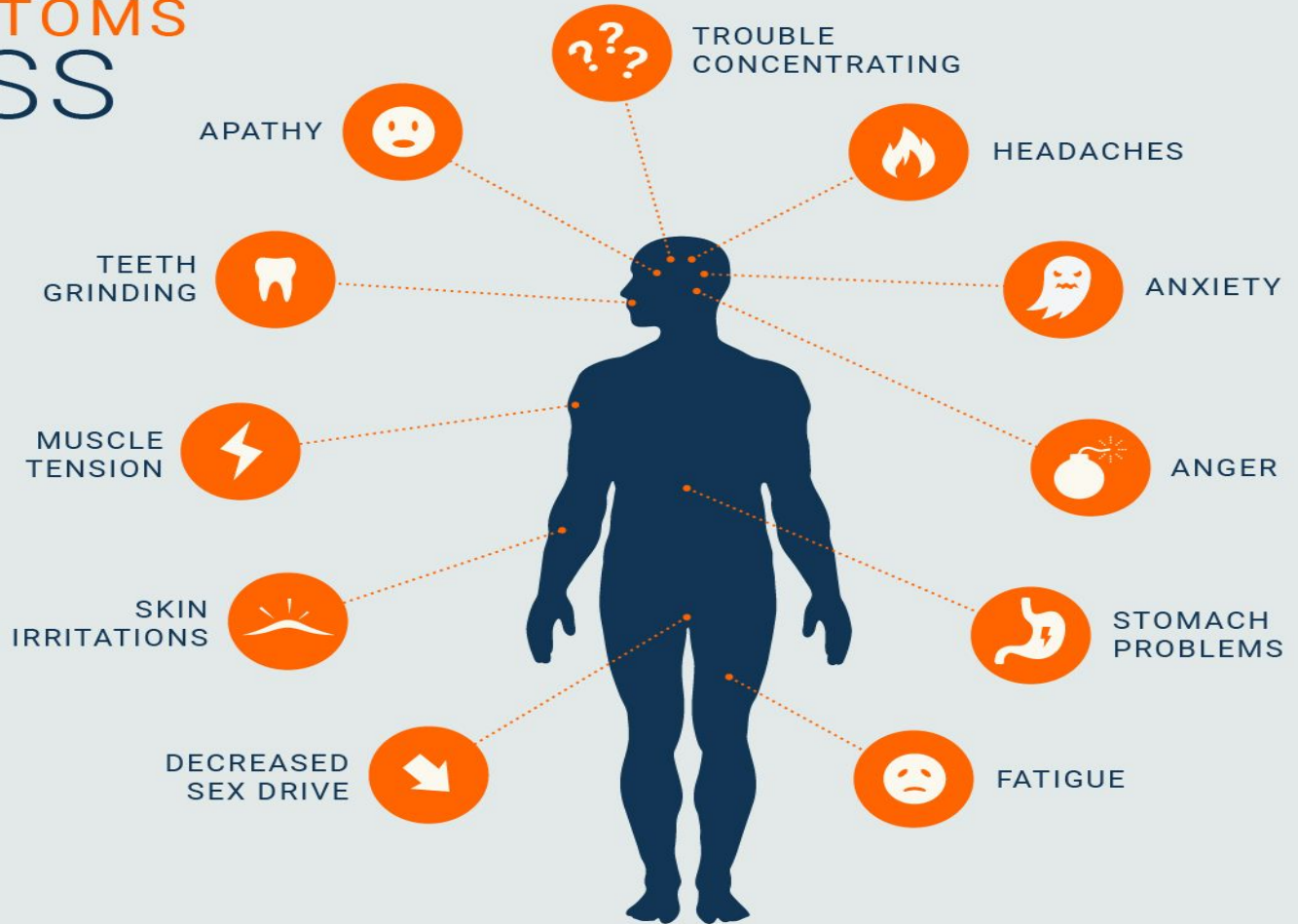
**Questions to be answered in your books:**

1. How high was your current stress level?
2. What is causing that stress at the moment?
3. What can you do to stop or help prevent these stress levels?

Now look at the next slide and write down how many of the following you are currently experiencing:



Recognizing  
**THE SYMPTOMS**  
of **STRESS**



# HOW TO DEAL WITH STRESS AND ANXIETY

## MIND



**Accept that you cannot control everything.**

Put your stress in perspective: Is it really as bad as you think?



**Do your best.**

Instead of aiming for perfection, which isn't possible, be proud of however close you get.



**Maintain a positive attitude.**

Make an effort to replace negative thoughts with positive ones.



**Learn what triggers your anxiety.**

Is it work, family, school, or something else you can identify? Write in a journal when you're feeling stressed or anxious, and look for a pattern.



# HOW TO DEAL WITH STRESS AND ANXIETY

## BODY



### Limit alcohol and caffeine.

Alcohol and caffeine can aggravate anxiety and trigger panic attacks. Instead, drink water.



### Eat well-balanced meals.

Do not skip any meals and always keep healthy, energy-boosting snacks on hand.



### Get enough sleep.

When stressed, your body needs additional sleep and rest. It's important to get 8 hours of sleep per night!



### Exercise daily.

Exercising can help you feel good and maintain your health

# HOW TO DEAL WITH STRESS AND ANXIETY

## ACTION



### Take deep breaths.

Inhale and exhale slowly throughout the day when you are feeling stressed.

# 10

### Slowly count to 10.

Repeat, and count to 20 if necessary.



### Give back to your community.

Volunteer or find another way to be active in your community, which creates a support network and gives you a break from everyday stress.



### Take a time out.

Practice yoga, listen to music, meditate, get a massage, or learn relaxation techniques. Stepping back from problems helps clear your head.



### Get help online.

If you are struggling with stress and anxiety in your life, consider taking a mental health screen. Screening is an anonymous, free, and private way to learn about your mental health. [www.mhascreening.org](http://www.mhascreening.org)



### Talk to someone.

Tell friends and family you're feeling overwhelmed, and let them know how they can help you. Talk to a physician or therapist for professional help.

Take photos of the previous slides for tips on how to manage your stress.

Then for the remainder of the lesson download this stress management app and try it out to see if it helps:

<https://psyberguide.org/apps/self-help-for-anxiety-management/>





## Recap Question 2

- 1) What is eustress?
- 2) What is distress?



# Recap Question

Discuss the  
answer as a  
class:





# Conflict



# Conflict:

*Write the date.*

Google (or search through your textbook) these concepts and then write them in your books:

- a) Conflict
- b) Interpersonal conflict
- c) Intrapersonal conflict

The following slides will deal with these key issues:

Conflict resolution skills

Steps in conflict resolution

Positive vs negative conflict



# Conflict-Resolution Skills



**A** guiding principle of conflict resolution is the concept of win-win. When all of the people in a conflict feel that they have won, it is a win-win situation. It is important to realize that there does not have to be a loser in every conflict.

## How to Use Conflict-Resolution Skills

Conflict-resolution skills can be used to settle a disagreement in a responsible way. The list below identifies steps that can be used to resolve conflict in a responsible way.

**1. Remain calm.** Try to increase your patience and lower your personal “boiling point.” This way, both parties are calm and not in danger of doing harm to themselves or others.

**2. Set a positive tone.** Avoid placing blame, put-downs, and threats; be sincere; and reserve judgment. Demonstrate that you want to be fair and find a mutually acceptable solution.

**3. Define the conflict.** Each person should describe the conflict in writing. Make it short and to the point. The focus then becomes describing the conflict, not describing the people involved in the conflict.

**4. Take responsibility for personal actions.** Admit what part you have played. Apologize if your actions were

questionable or wrong. This step shows each person takes responsibility for his or her part of the conflict.

**5. Listen to the needs and feelings of others.** Listening allows the other person to share his or her feelings. Do not interrupt. Use I-messages. Listening shows that you want to resolve conflict. It shows respect for the other person.

**6. List and evaluate possible solutions.** Identify as many solutions as possible for the conflict. Discuss positive and negative consequences of each possible solution. This enables the parties to select the solution that is healthful, safe, legal, in accordance with family guidelines and good character, and nonviolent.

**7. Agree on a solution.** Select a solution. State what each party will do. Make a written agreement, if necessary. Restating and summarizing an agreement makes public what each person will do to honor the agreement.

# 5

# STEPS TO SUCCESSFUL CONFLICT RESOLUTION

*infographic*

1

Don't ignore **CONFLICT** – address it as soon as it arises



2

Provide **OBJECTIVE GUIDANCE** and support to help your team arrive at a solution



**BRAINSTORM** a solution collaboratively and develop an action plan

4



3

Act as a **MEDIATOR** – let each person explain their side of the story



5

Hold team members **ACCOUNTABLE** for delivering on all steps of the action plan



# Positive Conflict

After reading what positive conflict is, quickly discuss some examples as a class:

Conflict is viewed as **positive** when it results in:

- Increased involvement
- Increased cohesion
- Increased innovation and creativity
- Positive personal growth and change
- Clarification of key issues
- Values clarification

**Positive conflict** is functional and supports or benefits the organization or person's main objectives.

# Negative Conflict

After reading what negative conflict is, quickly discuss some examples as a class:

Conflict is viewed as **negative** when it results in:

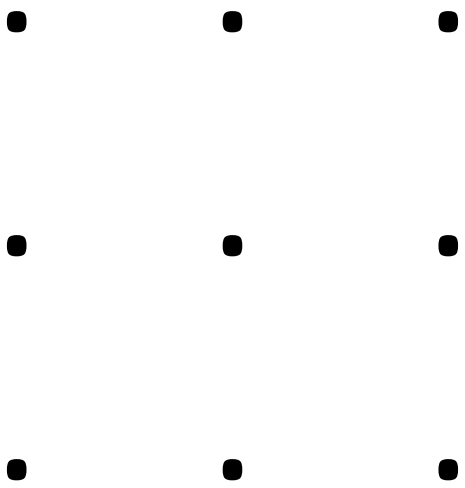
- Heightened emotionality
- Personality clashes
- Decreased communication
  - Unclear or opposing views on who is or should be responsible for what
  - “Unfinished business”

**Negative conflict** is dysfunctional and hinders the organization's or the person's performance or ability to attain goals or objectives.

Time to test your conflict resolution skills. Get into groups of 3-5 peeps and then work through these problems together:

**Problem 1**

Join these 9 dots with only 4 straight lines:



**Problem 2**

Which way is the girl spinning?



**Problem 3**

What are your thoughts about the father and children in the story?

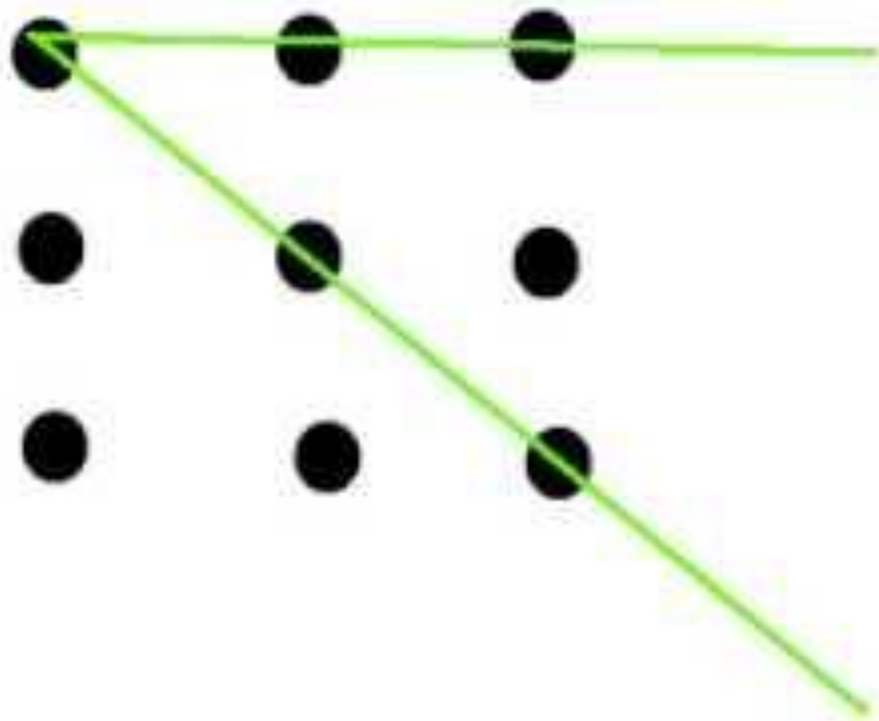
Some kids are jumping around in the same train car a man is in. As they were really bothering him, he went over to the children's father and asked if he could please control his boys. The father responded, saying that he did not notice that his boys were bothering anyone. He thought this was very strange. The boys were clearly out of control. He wondered how it was possible that the father had not noticed. The father explained that he was extremely sorry he simply did not notice.



You about to see the solutions to the three problems or scenarios.

You need to answer the following questions in your books for yourselves personally:

1. Did you come to a similar answer or solution as the following slides suggest?
2. Why or why not?
3. Do you feel that your group handled the situation with good conflict management skills or do you feel that some people exerted their authority and were aggressive?
4. Did you demonstrate these skills well?
5. How could you have done better?



## Problem 2

Most people see her turning right/clockwise, but she can actually be seen turning both ways.

## Problem 3

This is what the father replied (does it change your mind?):

“He continued, explaining that he just left the hospital where he and his boys got word that their mother, his wife, had died. The father said that none of them had any idea how to act in this situation.”





## Recap Question 3

- 1) What is interpersonal conflict?
- 2) What is intrapersonal conflict?



# Recap Question

Discuss the  
answer as a  
class:



# Relationships



# Initiating, building and sustaining positive relationships:

*Write the date.*

The following slides deal with the issues below. Make notes and take photos of the slides, as you will be referring to them during your self-assessment at the end of this lesson:

## Importance of communication:

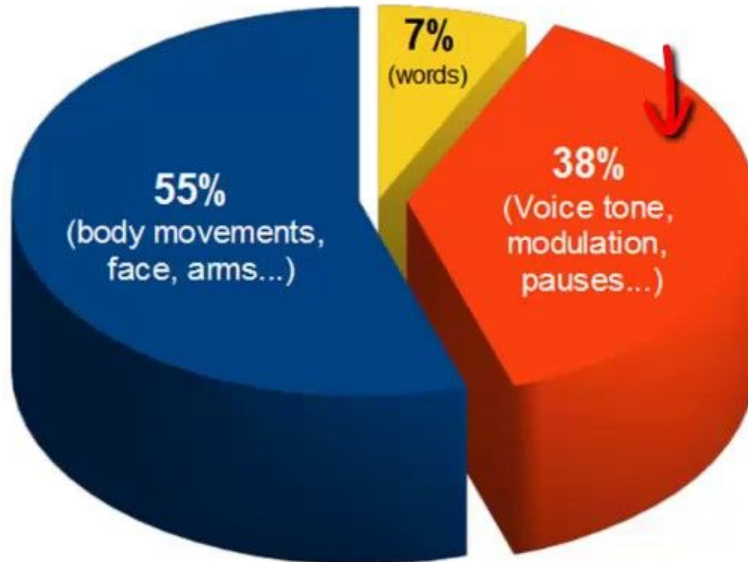
- a) understanding others
- b) communicating feelings
- d) beliefs
- e) attitudes.

## Factors that influence effective communication:



# The 3 V's

- Research done by the psychologist Albert Mehrabian shows that our communication contains 3 things.



VOCAL



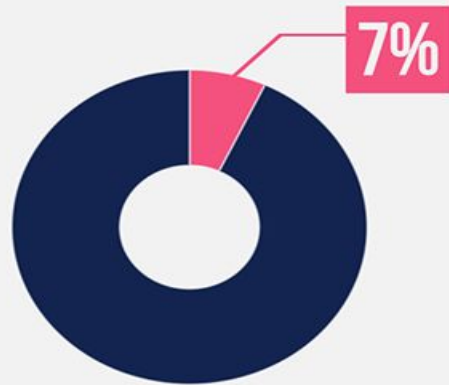
VISUAL



VERBAL

## WHEN PEOPLE SPEAK TO US,

we absorb a mere 7% of what they are saying through the words they use.



Words

we derive 55 percent of the meaning from their body gestures and posture and physical clues, and 38 percent from the tone and inflections of the words they present.



Body Language



Tone & Inflections

## **STEP 1**

Pay attention to your spouse whenever you have a conversation.

## **STEP 2**

Don't yell at your spouse when you are trying to convey a message or talking to each other.

## **STEP 3**

Put yourself in your spouse's shoes so you can see the issue from their point of view.

## **STEP 4**

Confirm understanding by asking your spouse if they understand what you are communicating to them.

## **STEP 5**

Try using different communication methods when your spouse does not understand something you said.

## **STEP 6**

Take a break if you are not making progress communicating your thoughts or start to feel frustrated.

## **STEP 7**

Apply the above steps every time you communicate with your spouse.



Style	Traits
Indifferent Listening	<ul style="list-style-type: none"> <li>• Not really listening – gated out.</li> <li>• <i>Example:</i> Distracted by another communication message like TV when someone is speaking and not listening.</li> </ul>
Selective Listening	<ul style="list-style-type: none"> <li>• Partially distracted and hears only key words.</li> <li>• Listener interprets or deciphers the message using these words, but generally misses the emotion or true meaning behind message conveyed by the speaker.</li> </ul>
Passive Listening	<ul style="list-style-type: none"> <li>• Listening with the intent to respond.</li> <li>• Listener may give the impression of listening by using minimal non-committal agreements (e.g., head nods, “ah huhs”), but is actually distracted by actively thinking ahead to responses or further questions.</li> </ul>
Active Listening	<ul style="list-style-type: none"> <li>• Free of distraction and gives the speaker their undivided attention.</li> <li>• Aims to fully understand the conveyed message and is able to demonstrate empathetically how they value the information shared.</li> <li>• This requires concentration with no distractions; full eye contact (i.e., no drifting); and being receptive to the message without judgment or interruption.</li> </ul>

# Frequency of religious discussions

*Percentage of U.S. adults in the following types of marriages who talk about religion 'a lot' or 'some' with their spouse*



**78%**

Both partners affiliated with the same religion



**62%**

Both partners affiliated with a religion, but different ones



**46%**

One partner affiliated, one partner unaffiliated



**36%**

Both partners unaffiliated

<https://www.deseretnews.com/article/865673010/Religion-and-romance-How-finding-spiritual-compatibility-can-strengthen-a-relationship.html>

## **SEMANTIC BARRIERS**

Different people assign different meanings to one specific message. This is due to the problems with meaning, significance, and the sending and reception of the meaning and content of the message.

## **ORGANIZATIONAL BARRIERS**

This type of barrier develops due to the problems with physical distance between members with respect to their functional specialization of tasks, power, authority and status relationship, values held, and ownership of information.

## **INTERPERSONAL BARRIERS**

These barriers also develop in the process of communication. They are based upon the relationships, values held, and attitudes of the participants in the process of communication.

## **INDIVIDUAL BARRIERS**

These are also called psychosociological barriers. The problem of this barrier arises due to differences in individual competencies to think and act, which would include physical ailments or handicaps.

## **CROSS CULTURAL (GEOGRAPHIC) BARRIERS**

Culture is a shared set of values and attributes of a group. The communication barriers are also seen because of time, geographic locations, and the effects of time upon reception of the message and other cross cultural factors.

## **PHYSICAL BARRIERS/ MEDIA BARRIERS**

The effectiveness and accuracy of communication is also affected by the physical barriers like distance, noise or channel and the media used in the process. In this category, problems that confront the media used in the process.

## **TECHNOLOGICAL BARRIERS**

They are barriers which arise due to technological advancements in the field of communication. Technology generates lot of information, which is beyond the capacity of the recipient. Further, the media advancements on account of technological process increase the barriers.

1. If 55% of all of your communication is body language, how effectively do you personally think you communicate? Then write down at least one promise to yourself of how you choose to improve this.
2. Look at the 7 step model of effective communication without fighting with your spouse. If you have ever been in a relationship did you follow this 7 step model at least to some degree? If you didn't (or if you have never been in a relationship) do you think it may be worth trying? Why or why not?
3. In general, are you a/an: a) indifferent listener; b) selective listener; c) passive listener; d) active listener? How do you think other people feel when you are not fully paying attention? Then write down at least one promise to yourself of how you choose to improve this.
4. If even non-religious couples appear to have religious discussions 36% of the time, how important do you think it is to communicate your beliefs, values and/or worldviews in a relationship? Then write down at least one promise to yourself of how you choose to improve this.
5. List your five greatest barriers to your personal communication. Then write down at least one promise to yourself of how you choose to improve this.



## Recap Question 4

Name 3 things that can influence communication negatively.



# Recap Question

Discuss the  
answer as a  
class:







# Adapting to growth & change



*It's not going to be fine. Change is never fine.  
They say it is, but it's not.*

# Adapting to growth and change:

*Write the date.*

Google (or search through your textbook) these concepts and then write them in your books:

- a) Change
- b) Transition
- c) Life cycle
- d) Rites of passage

In life you will constantly experience changes; some good, some bad. One thing is for sure though, that with change comes a challenge. Some challenges are easier than others, but all develop your character and grow you as a person.

One of the biggest changes you will be facing at the end of this year, is your transition from school to your post-school destinations. Although exciting, this process is daunting for most. Thus, it is of the utmost importance that you mentally prepare yourself for the journey ahead.

To help you along the way you will be designing a coping app or game:

Get into groups of between 3-5 peeps.

You will be designing a coping app or game entitled “Coping with Change”.

Instructions:

1. Your app or game needs to specifically assist learners with their transition between school and post-school destinations.
2. Your game needs to address the following issues: a) positive and negative aspects of change; b) insights regarding the life cycle; and c) related traditional practices (rites of passages).
3. You have this lesson and your own personal time to design the game. In your next LO lesson, you will be sharing your app or game with others in the class and allowing them to play. We shall then vote on whose app or game was the best to determine a winner.
4. **Use the following 2 slides** for some assistance and have FUN!

## Coping with your transition from school to post-school destinations TIPS (take a photo):

### **Challenge: Isolation**

**Action 1:** Engage by making new friends; hostels and private student organisations have many social events during which you can meet fellow students. Sometimes making new friends is as simple as sharing an interest, sitting next to someone new every day and actually introducing yourself or even asking friends to introduce you to people they've met. Friends are crucial in avoiding isolation, minimising homesickness and feeling like you belong.

**Action 2:** Participate by joining a society, study group or participating in a sport; feeling like you're part of something will help you find your place. Membership, groups and teams provide support which can help you find your own identity on campus and broaden your horizons at the same time.

### **Challenge: Overindulging or being overwhelmed**

**Action 3:** Moderation is key; your personal freedom at university is exciting, but you need to establish boundaries and balance early on. It's all good and well to attend social events and play sports, but social experiences should also be moderated. It's easy to become overwhelmed by one aspect, such as a busy social life, if you don't have some kind of balance. It's important to develop a study timetable to balance social and academic obligations.

### **Challenge: Risk of intolerance**

**Action 4:** Respect is very important; a significant part of finding your place is respecting others' places in the structure. The process of social acclimation at university will expose you to people who are different from you, people with different languages, religions and values. It's important to make a conscious effort to learn about the people around you; you may not always agree, but you should always respect and remember that understanding is important.

You should above all remember that anxiety related to change is a normal and healthy human characteristic, but you should never let fears of change sabotage your acclimation process. Engage and participate in activities moderately and practice tolerance and respect in running your own life as a student.

Try using the following website to assist you:

<https://www.appsgeyser.com/gamemaker/#all-templates>



# Personal lifestyle plan

A man in a white dress shirt and red tie is wearing a black helmet with a microphone. He has a thoughtful expression, looking slightly to the side. The background is blurred, showing a white car and some greenery.

- OKAY, WHAT'S YOUR PLAN,  
HMM, TOUGH GUY?

# Personal lifestyle plan to promote quality of life:

*Write the date.*

In your previous lesson you designed your own apps or games to cope with life changes.

You now have the next 30 minutes to share your apps or games with each other to play and to determine whose game is the best via a class vote.

For the remainder of the lesson you will be developing your own lifestyle plan to help you cope with change and just general life focus and assistance:

<https://scottjeffrey.com/personal-development-plan/>

If you scroll further down on this web page you will see some steps.

**Page Reference: 36 - 37**







## Recap Question 5

What is a rite of passage?



# Recap Question

Discuss the  
answer as a  
class:



我不知道

# Exam writing skills



# Tips for Exam Preparation

**Do All the Coursework** – Ensure that before you start really studying for your exams that you have all the readings, practice problems, and homework assignments complete!

**Create Mnemonics** - Mnemonics are devices that can help you memorize formulas, key concepts, definitions, etc. A really basic example of a mnemonic is "B.E.D.M.A.S." which stands for "Brackets, Exponents, Division, Multiplication, Addition, and Subtraction".

**Make Study Guides for Each Exam** - Know what class content will be covered on the exam and then go through the textbook, your class notes, and any other material and write down any information that you think may be on the exam (including: important concepts, definitions, and formulas). Reading and writing all of this information will help you memorize it faster.

**Make Flash Cards** - Making flash cards can be time consuming, but they are helpful tools in remembering vocabulary, formulas, and key concepts. They are also easy to carry around with you so you can review them anytime.

**Quiz Yourself** - To ensure that you are prepared for your exam, make a mock exam to test how well you know the material. Write down a list of keywords or questions and make sure to leave room underneath each one. Then, pretend that you're taking the exam and write down as much as you can.

**Get Enough Sleep** - College students who get a full night of sleep are more alert, more focused and learn things easier than those who are sleep deprived. Especially during the weeks preceding exams keep your sleep schedule as consistent as possible.

**Set Exam Preparation Goals** - Setting goals for yourself will help make sure that you stay on track with your exam preparations (especially when you have more than 1 exam to study for). Be sure to print out your schedule for the weeks preceding your exams and plan out when you are going to study! You're more likely to be productive if you have goals to achieve.

**Remember to Take Breaks** - Studying for exams can be hard. You need to take short breaks to allow your brain to process and retain the information. Be sure to take short breaks, otherwise, it may be hard to go back to studying. When you begin studying again, review the material you have already studied, then, move on to something new.

**Don't Just Study Alone** - Studying with other people can be a great way to enhance what you learn while studying on your own.



# During the exam

- Avoid stress talk outside the exam
- Complete all information on the cover page
- Read through the entire paper before you start
- Read the instructions
- Jot down key words
- Look at the mark allocation
- Start with the easy questions
- Analyse questions – underline key phrases
- Use bullets
- Write neatly
- Leave black spaces after each question so you can go back and add information
- Do not leave the exam room early
- Never leave out a question totally
- Compare the number of questions in the question paper to the answer book

# Reflect on the process of assessment and examination writing skills and apply these skills:

*Write the date.*

Complete this quiz (20 minutes) to determine the best way for you to personally learn. Once you have completed it, then view the tips on how to study for your style. Then obviously go home and apply it:

<https://www.how-to-study.com/learning-style-assessment/>





# National Senior Certificate



# National Senior Certificate (NSC):

Requirements for admission to additional and higher education courses: National Senior Certificate (NSC) requirements for certificate, diploma and degree studies.

1. The following are the current requirements for National Curriculum Statement (NCS). Write down if your current marks would mean a basic pass, diploma pass, or university exemption pass:

	English	Other Subjects	
Basic Pass / Higher Certificate (6 subjects)	40%	2 x 40%	3 x 30%
Diploma (6 subjects)	40%	3 x 40% (excl. LO)	2 x 30%
University (7 subjects)	40%	4 x 50% (excl. LO & Hospitality)	2 x 30%

<https://slideplayer.com/slide/3854460/>

2. Do you think that if you make the bare minimum pass mark for university that you will be accepted? Why or why not?

Download the study planner app from the following link. Use this to achieve all of your academic goals for this year:

<https://www.sqa.org.uk/sqa/68908.html>





## Recap Question 6

What are  
mnemonics?



# Recap Question

Discuss the  
answer as a  
class:

# Careers and career choices



## **Commitment to a decision taken:**

*Write the date.*

Concepts: job, bursary, loan, scholarship, merit awards.

To study: course application for additional or higher education (FET college, college, university) [20 minutes]:

*Use your phones and log on to [www.psconnect.co.za](http://www.psconnect.co.za) or use the following QR Code:*





**If you have never registered with PSconnect then do so now (It is for FREE!) you have 10 minutes:**

The image shows a browser window displaying the PSconnect website. The background is a dark, artistic photograph of an open notebook with mathematical formulas and a pen. The website's navigation bar includes the PSconnect logo and several menu items: HOME, ABOUT US, LEARNERS, PARENTS, TEACHERS, GET REPORT, CONTACT US, LOGIN, and REGISTER. The REGISTER button is highlighted with a red arrow. Below the navigation bar, the text 'A simpler way to apply to institutions' is displayed, followed by the main heading 'CONNECTING YOU TO THE RIGHT INSTITUTION'. At the bottom, there are two buttons: LOGIN (green) and GET REPORT (orange).

Browser address bar: <https://www.psconnect.co.za>

Navigation menu: HOME, ABOUT US, LEARNERS, PARENTS, TEACHERS, GET REPORT, CONTACT US, LOGIN, REGISTER

Text: A simpler way to apply to institutions

# CONNECTING YOU TO THE RIGHT INSTITUTION

Buttons: LOGIN, GET REPORT

**Now log in and complete the free careers test. You have 15 minutes to complete this. Once done start exploring your different career options. Remember to take things like accomadation and travelling expenses into consideration (15 minutes):**

PSconnect

Search... Brett Riskowitz

**Subscribed Now**

**Navigation**

- Profile
- Dashboard
- Institutions
- Careers
- Faculties
- Funding
- Learnerships
- My Favourites
- My Applications

**What to Study? Find Careers.**

**What to Study? Take a free test.**

**Where to Study? Find Universities &**

**How to pay for it Find Bursaries & more.**

**Advance filter to find your interest Apply Now**

**View all applied applications My Applications**

**GETTING STARTED**

Click on start tour or tips so we can show you how things work around here

**WHERE TO STUDY**

**WHAT TO STUDY**

**HOW TO PAY FOR IT**

**Brett Riskowitz,**  
Name

**0741021242**  
email

School name

**Grade 12**  
Current Grade

, , Gauteng  
Home address


[EDIT MY INFORMATION](#)

**For the next 10 minutes do the following: click on the Find Bursaries button, research the various funding options available to you.**

← → ↻ <https://www.psconnect.co.za/index.php?r=student/dashboardview&id=1173&mobileNumberValidated=1> ☆ 🌐 🌐 🌐 🌐

📄 Student Resources 🌐 Create a Resume in C 🌐 Wix Website Editor 📄 lifeorientation 📄 Welcome to Ed-admin 📄 Jeppe High School for 🌐 PSconnect - Connect 📄 HOD Minutes 🌐 RTMC Drivers And Le 📄 Classwork for Tuesd...

PSconnect 🔍 Search... 🔔 🎓 Brett Riskowitz ▾



Subscribed Now

### Navigation

- Profile
- Dashboard
- Institutions
- Careers
- Faculties
- Funding
- Learnerships
- My Favourites
- My Applications

What to Study? Find Careers. 🎓

What to Study? Take a free test. ?

Where to Study? Find Universities & 🏛️

How to pay for it Find Bursaries & more. 💰

Advance filter to filter your interest Apply Now 🔍

View all applied applications My Applications 📄

GETTING STARTED


Click on start tour or tips so we can show you how things work around here

▶ Start tour ★ PSconnect Tips

WHERE TO STUDY

WHAT TO STUDY

HOW TO PAY FOR IT



**Brett Riskowitz,**  
Name

**0741021242**  
email

School name

**Grade 12**  
Current Grade

, , Gauteng  
Home address

[EDIT MY INFORMATION](#) 🛡️

To find a job: job application.

For the remainder of the lesson and in your own personal time, try some of the recommended sites for job/career searches at this link:

<http://www.youthvillage.co.za/2015/09/top-10-best-websites-to-find-jobs-in-south-africa/>





## Recap Question 7

What are merit awards?



# Recap Question

Discuss the  
answer as a  
class:

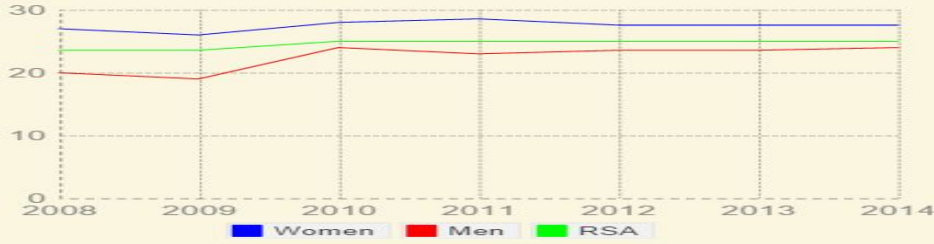






# Unemployment





The unemployment rate for women has been consistently higher than that of men and the national average over the last six years.



Unemployment remains a bigger challenge for women and youth than for men, highlighting their vulnerability in the labour market.

## Youth unemployment on the rise



Youth unemployment increased from 3 million in 2009, to 3.4 million in 2014.

## 8.3 million unemployed

The number of unemployed increased by 87,000 between Q1 and Q2 of 2014. The largest increase was women.

**56,000**

Number of women who became unemployed between Q1 and Q2

**31,000**

Number of men who became unemployed between Q1 and Q2

**3 out of 6 unemployed**



**are youths**

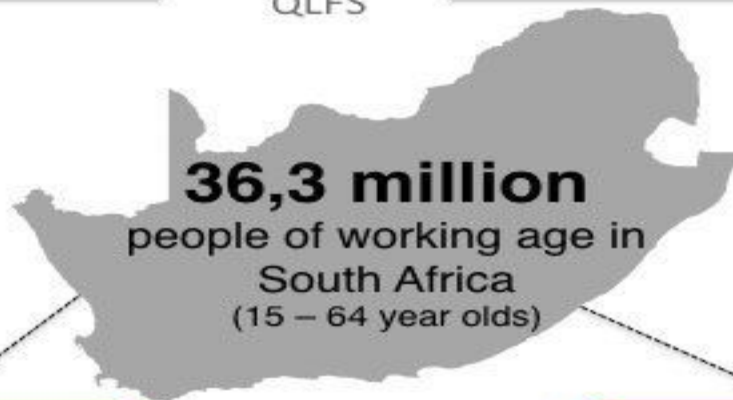
**101,851**

Number of youths registered as work seekers in 2014.



- Provided with employment counselling (70%)
- Referred to employment opportunities (26%)
- Received employment (4%)

QLFS



\*Of which 2,3 million  
were discouraged work  
seekers

**NDP target 2030**  
Employment:  
**24 million**

ILO hierarchy – Employed first then  
unemployed and the remainder is NEA  
(including discouraged job-seekers).  
3 mutually exclusive groups. Cannot be in two  
groups at the same time





HALF of South Africa's youth are unemployed...



# Unemployment:

*Write the date. Answer the following questions in your books:*

1. How do you feel after going through those stats?
2. What can you do to better your chances of being employed?
3. How can you personally create more jobs for people in our beautiful country?
4. What reasons do you think there are for unemployment in South Africa?
5. What impact does unemployment have on: a) you; b) your family; and c) South Africa?
6. Can you think of some innovative solutions to solving unemployment?
7. Are you aware of tax implications as an employee?

The next few slides will assist you in your answers:

**Page Reference: 78 - 87**

**Exam Practice: Activity 2.1 pg 81**

# Seven Causes of Unemployment

## Cyclical

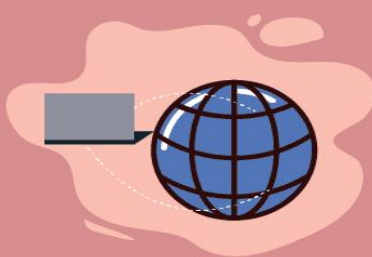


Demand-Deficient  
Unemployment

## Structural



Advances in  
Technology



Job Outsourcing

## Frictional



Voluntary



Relocation



Newly Entering  
the Workforce



Re-Entering  
the Workforce



# Mental Effects

Stress  
Depression

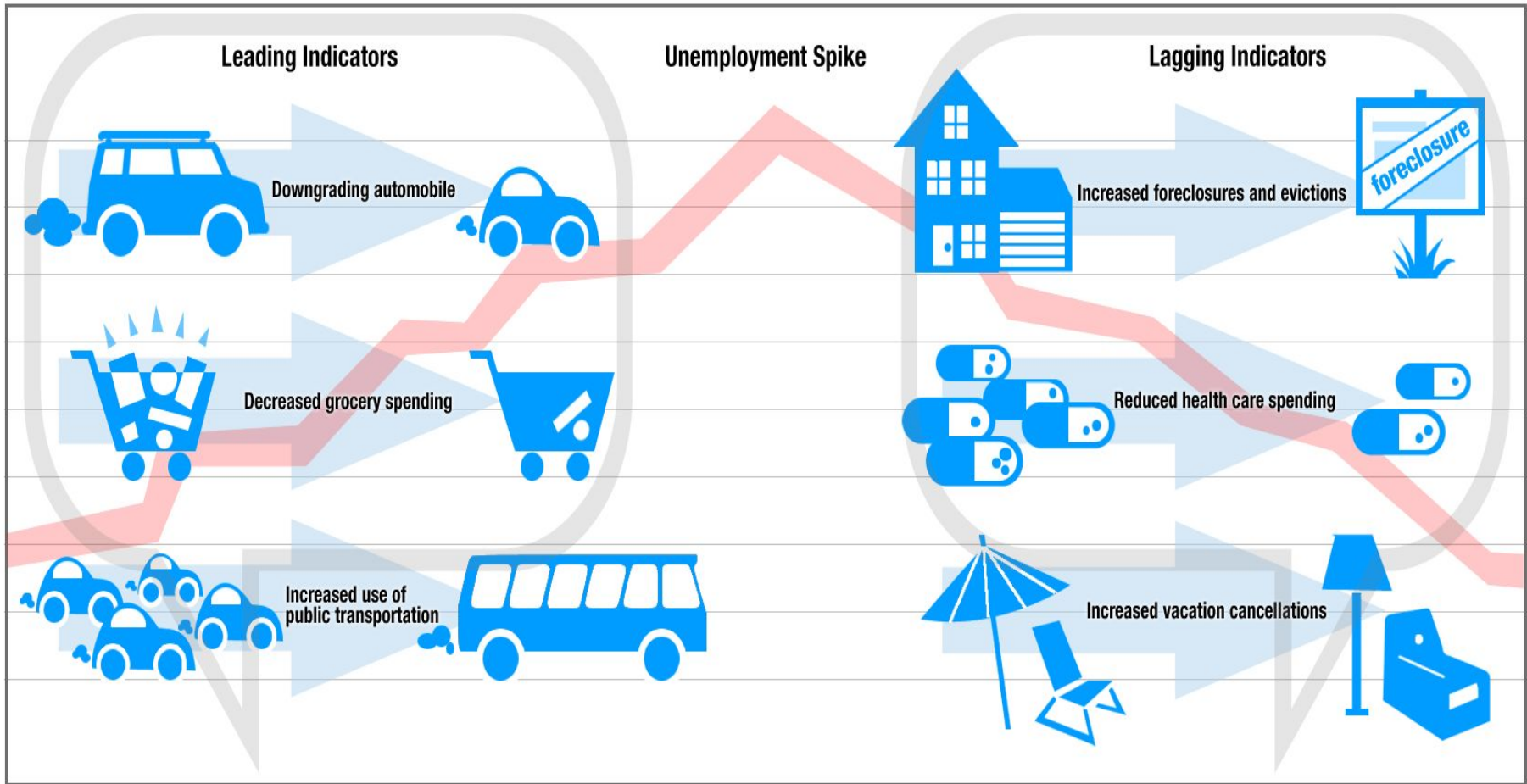
# Physical Effects

Sleep disorders  
Eating disorders

Unemployment







**Analysis of social media using SAS shows increases in chatter about certain topics that are leading and lagging indicators of a spike in unemployment.**

**BUSINESS CONNECT**

# Entrepreneurship

*Solution for the unemployed youth*



Use the following tax calculator to see how much tax you will need to pay once you start earning:

[https://www.taxtim.com/za/calculators/income-tax?utm\\_expid=52376554-11.WRia8sebT2SIXgRikdjWtg.0&utm\\_referrer=https%3A%2F%2Fwww.google.co.za%2F](https://www.taxtim.com/za/calculators/income-tax?utm_expid=52376554-11.WRia8sebT2SIXgRikdjWtg.0&utm_referrer=https%3A%2F%2Fwww.google.co.za%2F)





## Recap Question 8

Give an example  
of an informal  
job.



# Recap Question

Discuss the  
answer as a  
class:

Scammer: "If it would be a scam or a hacking call, we wouldn't have called you, we would have directly taken access to your computer..."



# Fraud and corruption





# Fraud and Corruption:

*Write the date.*

Google (or search through your textbook) these concepts and then write them in your books:

- a) Fraud
- b) Corruption
- c) Nepotism
- d) Cronyism

Have a class discussion based on the following points (take notes of any important points made during the discussion) [20 minutes]:

The impact of corruption and fraud on the: individual, company, community, country.

Strategies to prevent fraud and corruption:



# Responsible citizenship



## Responsible citizenship:

*Write the date.*

For the next 15 minutes evaluate your own position when dealing with discrimination and human rights violations, taking into account the Bill of Rights in terms of the following:

- a) Participation in discussions
- b) Projects
- c) Campaigns
- d) Events which address discrimination and human rights violations.

Then login into the following blog and read through the article. Once complete leave a comment (remember to be careful of the words you use and DO NOT mention our school anywhere in your comments):

<https://www.activateleadership.co.za/uncategorised/being-an-active-citizen/>





# How to be a Responsible Citizen (Super Kiddo)!

help others  
in the  
community

be honest

do dishes  
clean the  
house

be responsible and  
reliable 😊

call 911  
if you need to

help the elderly

help the earth

respect  
others

be nice

recycle

plant trees  
(use both sides of the paper)

walk dogs

pick up trash

call the cops  
if you need them

be quiet in the  
"learning zone"

help animals

Be a buddy  
not a bully! (Tell a teacher!)

don't waste food



# A BILL OF RESPONSIBILITIES

## FOR THE YOUTH OF SOUTH AFRICA

**Preamble:** *I accept the call to responsibility that comes with the many rights and freedom that I have been privileged to inherit from the sacrifice and suffering of those who came before me. I appreciate that the rights enshrined in the Constitution of the Republic of South Africa are inseparable from my duties and responsibilities to others. Therefore I accept that with every right comes a set of responsibilities.*

*South Africa is a diverse nation, and equality does not mean uniformity, or that we are all the same. Our country's motto: !KEXARRA //KE, meaning "Diverse people unite", calls on all of us to build a common sense of belonging and national*

*pride, celebrating the very diversity which makes us who we are. It also calls on us to extend our friendship and warmth to all nations and all the peoples of the world in our endeavour to build a better world.*

### MY RESPONSIBILITY IN ENSURING THE RIGHT...



#### TO LIFE

- protect and defend the lives of others.
- not endanger the lives of others by carrying dangerous weapons or by acting recklessly or disobeying our rules and laws.
- live a healthy life, by exercising, eating correctly, by not smoking, taking alcohol, or taking drugs, or indulging in irresponsible behaviour that may result in my being infected or infecting others with diseases such as HIV and AIDS.

#### TO HUMAN DIGNITY

- treat people with reverence, respect and dignity as we all belong to the human race.
- to be kind, compassionate and sensitive to every human being, including greeting them warmly and speaking to them courteously.



#### TO EDUCATION

- attend school regularly, to learn, and to work hard.
- cooperate respectfully with teachers and fellow learners.
- adhere to the rules and the Code of Conduct of the school.



#### AND PLACES ON MY TEACHERS

- the responsibility to promote and reflect the culture of learning and teaching in giving effect to this right, and;
- eliminate unprofessional behaviour.

#### AND CONCURRENTLY PLACES ON MY PARENTS AND CAREGIVERS

- the responsibility to ensure that I attend school and receive their support.
- ensure that I participate in school activities, and;
- create a home environment conducive to studying.



#### TO LIVE IN A SAFE ENVIRONMENT

- promote sustainable development, and the conservation and preservation of the natural environment.
- protect animal and plant-life, as well as the responsibility to prevent pollution.
- not to litter, and to ensure that our homes, schools, streets and other public places are kept neat and tidy.
- in the context of climate change, we are also obliged to ensure we do not waste scarce resources like water and electricity.





## Recap Question 9

- 1) What is nepotism?
- 2) What is cronyism?





# Recap Question

Discuss the  
answer as a  
class:

JULY 21, 2006

**WHEN BUSH CREEPED  
ON THE GERMAN CHANCELLOR**



# Media in democracy



55 000

registered South African twitter users

who generate

1.5 million tweets a month

The average user has

122 friends & 115 followers



Twitter works on a system whereby users are committed to receiving info from you, in the form of 140 character long messages

1

Twitter in South Africa is busiest between 7pm & 8pm



Cape Town and Johannesburg are the busiest tweeters

Twitter currently offers no opportunities to advertise.



3.83 million

registered South African facebook users

72.38%

internet penetration

7.8%

population penetration



The majority age group is between 18 - 34



gender split is 51% male and 49% female

Facebook does allow for business pages, as well as advertising



1.1 million

registered South African linkedin users



gender split is 37% male and 29% female remaining 34% are businesses



11854

registered South African businesses on linkedIn



The majority age group is between 25 - 34

LinkedIn accounts can be integrated with Facebook and Twitter accounts.



# The role of the media in a democratic society: electronic and print media:

*Write the date. The following is for a class discussion (20 minutes). Take notes of all important points made.*

1. Based on the stats above how important do you think it is that we, as South Africans, are getting real facts when using media?
2. What role do you feel media should serve in a democratic society?
3. Do you feel this is actually the case with media in South Africa? Why or why not?
4. How does freedom of expression (or the lack of) influence true democracy in our country?
5. How do the following affect true democracy through media:
  - a) topics covered
  - b) positions taken by editors
  - c) space allocated to topics
  - d) geographical distribution (accessibility of information to different groups in society)



CAN  0

GBR  0

7:50 1ST

#8

GBR vs CAN

Alice Richardson (GBR) tackles Bianca Farella (CAN)

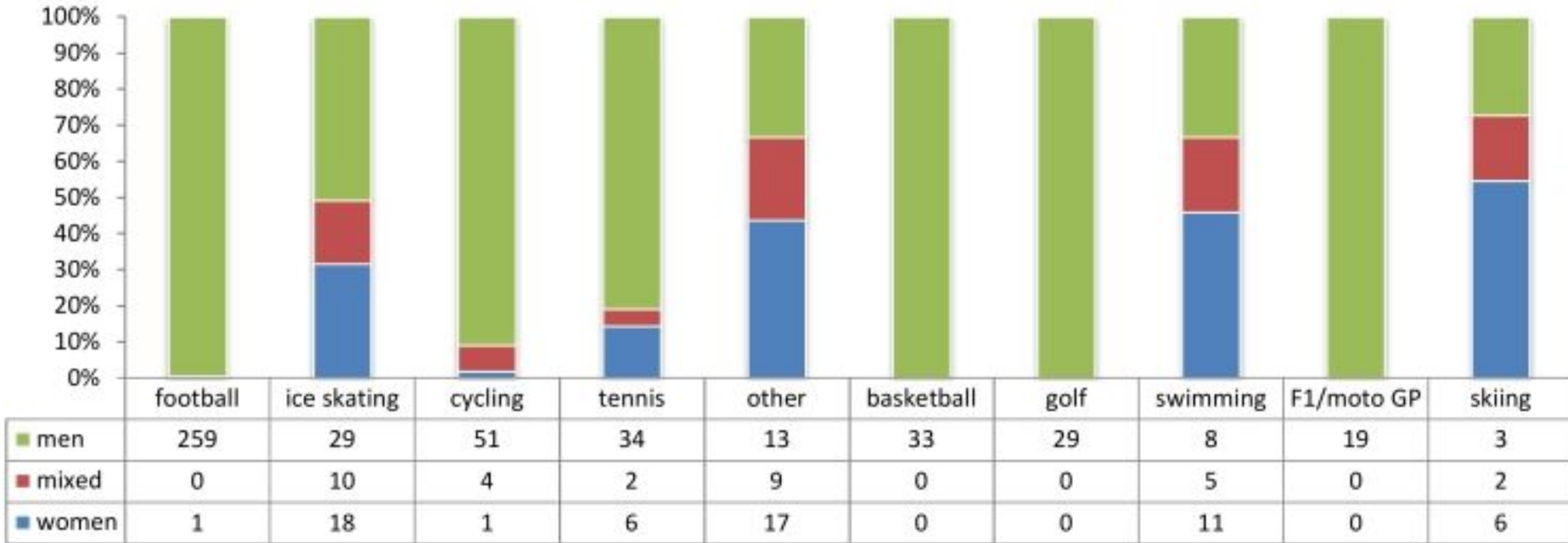


# Media coverage of sport



# Critical analysis of media and campaigns:

*Below is an example of media coverage of gender in sport discuss the following (15 minutes):*



<https://twitter.com/nzolympics>

1. Why is there such a difference in coverage of genders in sport?
2. What strategies can be employed to rectify situations like this?

# Beliefs on physical activities



For the remainder of the lesson, you need to write a paragraph in which you critically discuss the following topic in detail:

What ideologies, beliefs and worldviews are there when it comes to recreation and physical activity across cultures and genders?

**Page Reference: 120 - 121**



## Recap Question 10

What is  
gender-based  
coverage in the  
media?



# Recap Question

Discuss the  
answer as a  
class:





# Environmental responsibility



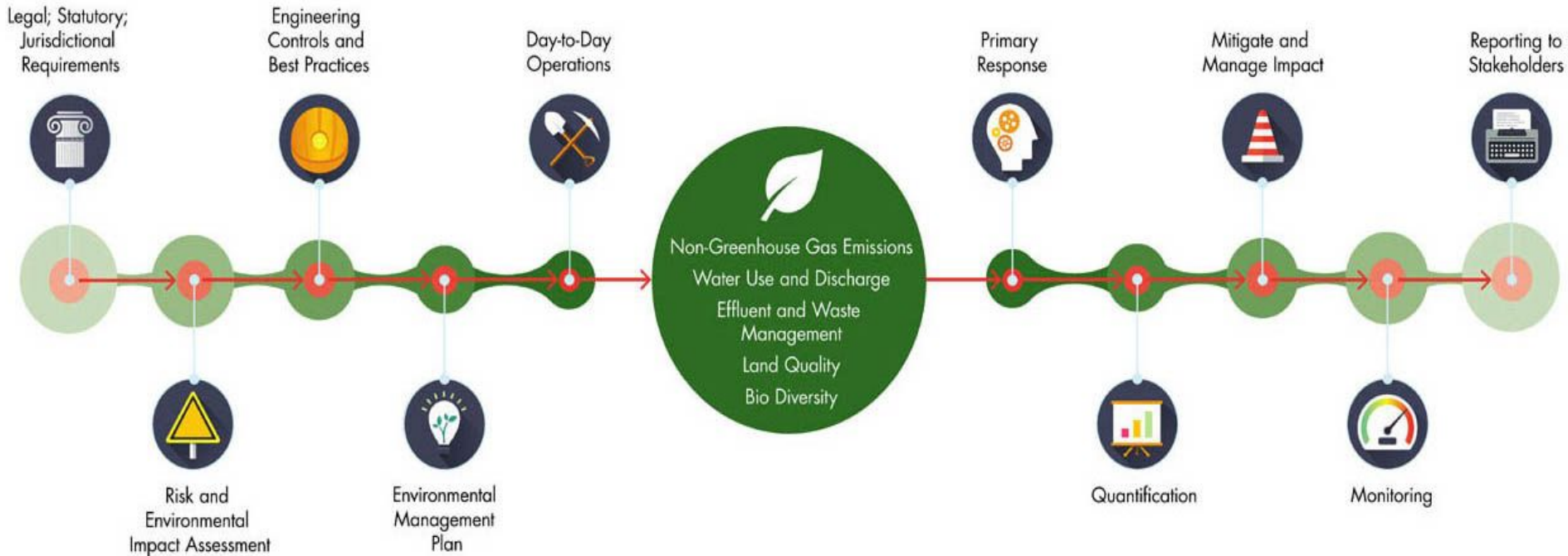
# Environmental Responsibility Model

<https://www.dundeeprecious.com/English/Environmental-Responsibility/Model/default.aspx>

Continuous Improvement and Feedback Loops

## Proactive Environmental Management

## Response-driven Environmental Management



Continuous Improvement and Feedback Loops



# How Low-Impact Can You Go?

WE MAP TWO POSSIBLE PATHS FROM NEW YORK CITY TO MEXICO'S YUCATÁN PENINSULA—ONE ENVIRONMENTALLY CONSCIOUS, THE OTHER LESS SO.



## TRIP A

## TRIP B



**FLIGHT** | An economy seat on a nonstop round-trip flight from JFK to Cancún on JetBlue creates about a half-ton of CO<sub>2</sub>. A carbon offset from airline partner Carbon Fund costs \$5.64.

**LODGING** | Stay at an off-grid hotel, saving the roughly 37 pounds of CO<sub>2</sub> per day the average hotel room generates. Extra points for a property off the oceanfront—it won't contribute to beach erosion.



**MEALS** | Dine at spots that serve local produce and seafood. Small-scale fishing tends to be less destructive than industrial fishing, and eating local ingredients supports the local economy.



**TRANSPORTATION** | Use a bike or—even better—walk to get around.



**ACTIVITY** | Volunteer for a beach cleanup. Collecting trash near coastlines could help keep 31 percent of microplastics out of oceans, according to research from Imperial College London.



## TREADING LIGHTLY

This trip produces about a fifth of the CO<sub>2</sub> of the other trip, supports the community, and might even make you feel more connected to the destination.



**FLIGHT** | Jet to Cancún on an older plane in first class, generating about two tons of CO<sub>2</sub> per person.



**LODGING** | Bed down at a big luxury resort with a golf course, multiple swimming pools, and air-conditioned rooms, generating about 74 pounds of CO<sub>2</sub> a day.

**MEALS** | Opt for imported foods and beverages at the hotel buffet. That bottle of Sauvignon Blanc had to travel about 5,700 miles from Bordeaux.



**TRANSPORTATION** | Rent an SUV to get around—even if traveling solo. A recent model might get an average of 19 miles to the gallon, resulting in a pound of CO<sub>2</sub> for each mile you drive.



**ACTIVITY** | Take a motorboat to scuba dive. The harm doesn't come just from engine emissions—anchors can harm coral, as can divers. Sunscreen chemicals cause coral bleaching.



## TRAMPLING

This vacation generates roughly the same amount of carbon dioxide as the average human creates in an entire year—and contributes to ecosystem damage.



# Community responsibility to provide environments and services that promote safe and healthy living:

*Write the date.*

How can the following be environmentally responsible:

- a) The government
- b) Education
- c) Your community
- d) Yourself

Discuss (as a class) how the following, can help the environment:

Responsibilities of various levels of government: laws, regulations, rules and community services.

Programmes: educational programmes, intervention programmes, impact studies.



## Recap Question 11

What are impact studies?





# Recap Question

Discuss the  
answer as a  
class:



*Omaze*

# Personal mission statement



# Formulating a personal mission statement for life based on:

*Write the date.*

Formulating a personal mission statement for life based on:

- a) personal views
- b) values
- c) belief system
- d) religion
- e) ideologies
- f) lifestyle (physical and emotional well-being)
- g) environmental responsibility
- h) goals for studies
- i) career choices.

Using the above points as a guide, as well as the steps listed on the next slide, you need to develop your own personal mission statement for the next 20 minutes.

# Steps for Developing a Personal Mission Statement

## **Step 1: Identify Past Successes.**

Spend some time identifying four or five examples where you have had personal success in recent years. These successes could be at work, in your community, at home, etc. Write them down. Try to identify whether there is a common theme (or themes) to these examples.

## **Step 2: Identify Core Values.**

Develop a list of attributes that you believe identify who you are and what your priorities are. The list can be as long as you need. Once your list is complete, see if you can narrow your values down to around five or six of the most important values. Finally, see if you can choose the one value that is most important to you.

## **Step 3: Identify Contributions.**

Make a list of the ways you could make a difference. In an ideal situation, how could you contribute best to: the world in general | your family | your employer or future employers | your friends | your community.

## **Step 4: Identify Goals.**

Spend some time thinking about your priorities in life and the goals you have for yourself. Make a list of your personal goals, perhaps in the short-term (up to three years) and the long-term (beyond three years).

## **Step 5: Write Mission Statement.**

Based on the first four steps and a better understanding of yourself, begin writing your personal mission statement.

# Impact of vision





## Impact of vision on:

*Write the date.*

For the next 5 minutes write down what your vision in life is.

How does your vision impact on the following:

Actions/behaviour in life:

Immediate community and society at large:

**Page Reference: 144 - 145**





## Recap Question 12

What is an  
ideology?



# Recap Question

Discuss the  
answer as a  
class:

FAILS4DAYS

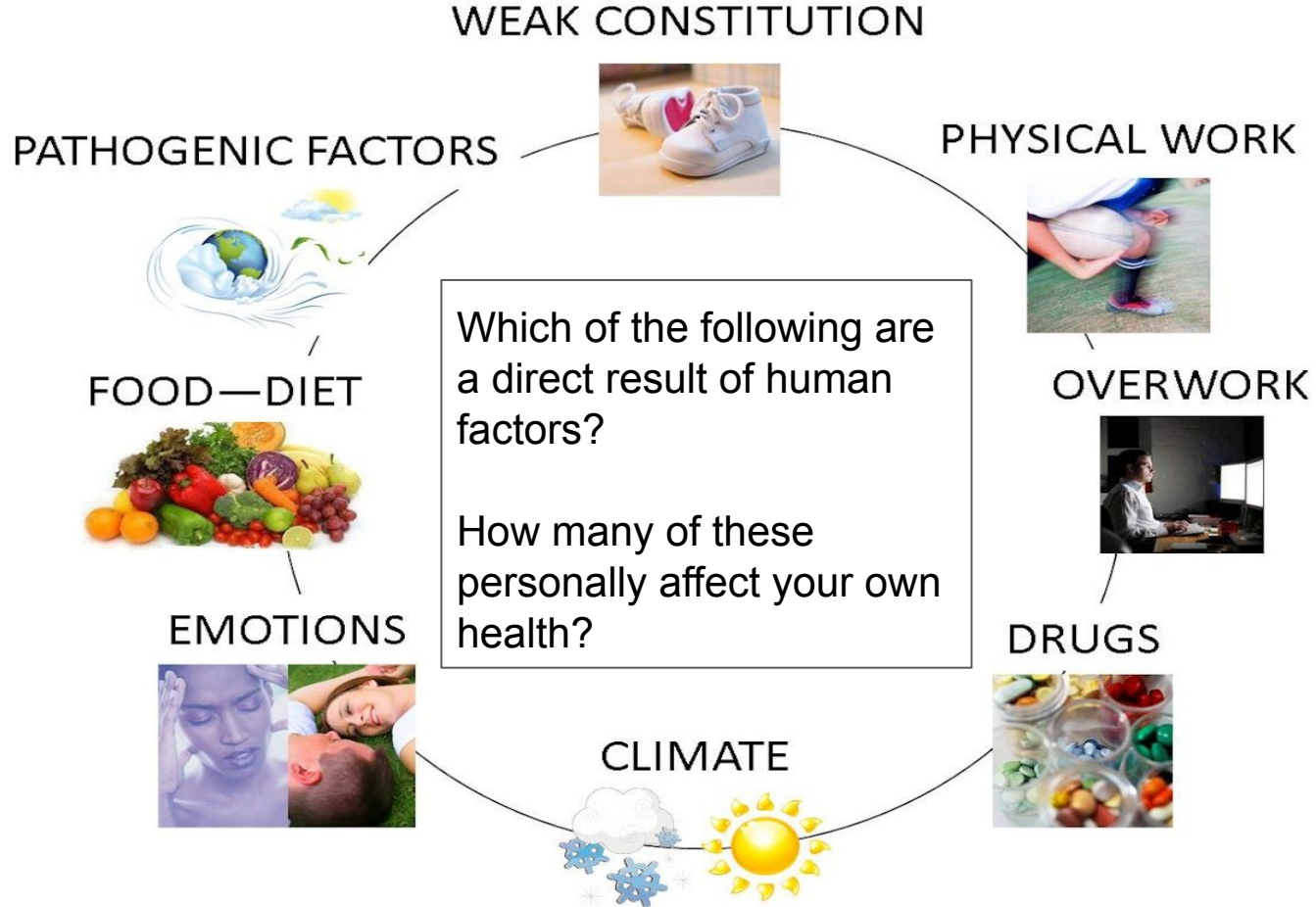


# Human factors & problems





# THE CAUSES OF ILL HEALTH







Around a **third** of adults in England are **damaging their health through a lack of physical activity**<sup>1</sup>



**1 in 4 women** and **1 in 5 men** in England are defined as inactive<sup>2\*</sup>

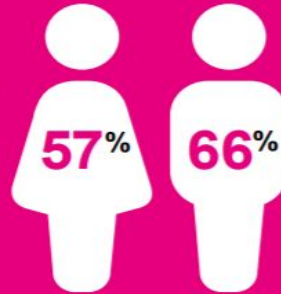


**Healthy eating** can reduce the risk of chronic diseases such as heart disease, stroke and some cancers<sup>7</sup>



Employees who are in **good health** are less likely to need time off work and are likely to be **more productive**<sup>4</sup>

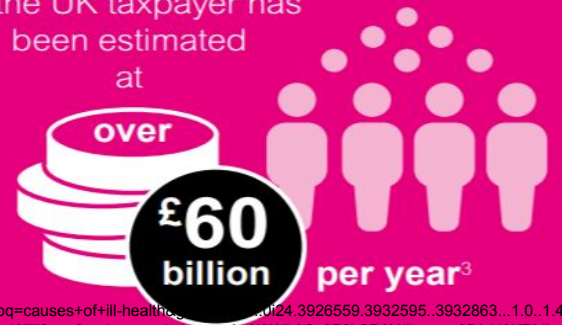
In 2015, **57%** of women and **66%** of men in the UK were overweight or obese<sup>5</sup>



On average, obesity deprives an individual of an **extra 9 years of life**<sup>7</sup>



The **cost of an unhealthy workforce** to the UK taxpayer has been estimated at



Latest data show that in the UK only **25%** of men and **28%** of women ate the recommended level of at least **five fruits and vegetables per day**<sup>6</sup>

\* **Inactive** – doing less than 30 minutes of moderate physical activity each week

### memory issues

During sleep, your brain forms connections that help you process and remember new information. A lack of sleep can negatively impact both short- and long-term memory.

### mood changes

Sleep deprivation can make you moody, emotional, and quick-tempered. Chronic sleep deprivation can affect your mood and lead to anxiety or depression, which may escalate.

### weakened immunity

Too little sleep weakens your immune system's defenses against viruses like those that cause the common cold and flu. You're more likely to get sick when you're exposed to these germs.

### risk for diabetes

A lack of sleep affects your body's release of insulin, a blood sugar-lowering hormone. People who don't get enough sleep have higher blood sugar levels and an increased risk for type 2 diabetes.

### low sex drive

People who don't get enough sleep often have a lower libido. In men, this decreased sex drive may be due to a drop in testosterone levels.

### trouble with thinking and concentration

Your concentration, creativity, and problem-solving skills aren't up to par when you don't get enough rest.

### accidents

Being drowsy during the day can increase your risk for car accidents and injuries from other causes.

### high blood pressure

If you sleep less than five hours a night, your risk for high blood pressure increases.

### weight gain

With sleep deprivation, the chemicals that signal to your brain that you are full are off balance. As a result, you're more likely to overindulge even when you've had enough to eat.

### risk of heart disease

Sleep deprivation may lead to increased blood pressure and higher levels of chemicals linked to inflammation, both of which play roles in heart disease.

### poor balance

Lack of sleep can affect your balance and coordination, making you more prone to falls and other physical accidents.

# Sleep Deprivation



## Burden of Ill Health and Premature Mortality

### Accidents and Injuries



Falls are one of the largest causes of emergency hospital admissions in older people in England.

(1)  
In Wiltshire, the directly standardised rate of falls-related emergency admissions in those aged 65+ is 1926.8 per 100,000 people. This is a lower rate than in England as a whole (2133.2).  
Wiltshire's directly standardised rate is much higher for women than for men (2267 for women and 1453.3 for men)

(2)  
164.6 per 10,000 young people aged 15-24 were admitted to hospital for unintentional or deliberate injuries in Wiltshire in 2015/16

This compares to 134.1 in England



Females were predominantly admitted for intentional injuries

Males were predominantly admitted for unintentional injuries



(2)  
1,089 all-age hospital admissions in 2015/16 in Wiltshire were caused by intentional self-harm



(1)  
Higher rates among females and those living in more deprived areas

# Development of self in society:

*Write the date. Discuss as a class the following (30 minutes):*

## Human factors that cause:

- a) Ill-health
- b) Accidents
- c) Crises
- d) Disasters.

## Other factors that cause ill health:

- a) Psychological
- b) Social
- c) Religious
- d) Cultural practices
- e) Different knowledge perspectives.





## Recap Question 13

Name 2 human factors that cause accidents.



# Recap Question

Discuss the  
answer as a  
class:





# Lifestyle diseases



# Lifestyle diseases as a result of poverty and gender imbalances:

*Write the date. Please copy down and then work with the person next to you to complete this table as detailed as possible:*

<b>Lifestyle Diseases</b>	<b>Contributing Factors</b>	<b>Intervention Strategies</b>	<b>How can poverty cause this?</b>	<b>How can gender imbalances cause this?</b>
Cancer				
Hypertension				
Diseases of the heart and circulatory system				
Tuberculosis				
Sexually transmitted infections including HIV and AIDS				



# Recap Question 14

Name 2

contributory


factors of

hypertension.



# Recap Question

Discuss the  
answer as a  
class:

A woman with long, wavy blonde hair is looking down with a neutral expression. She is wearing a light pink collared shirt under a dark jacket. In the background, a man in a tuxedo is partially visible, and a grey banner lists names.

EMMA  
STONE

JULIANNE  
MOORE

ER BROS. PICTURES  
FROM A IN MOVIE PICT  
KILL "CRAZY STUPID  
JULIANNE MOORE  
ROLL LYNCH MAN  
RACON WITH CHRIS  
DAVID A SIEGEL  
STOCK  
STEVE CARELL  
THE PICARDI

**funny**  
**OR DIE.COM**



# Elements of a job contract



# EMPLOYMENT CONTRACT

(PROBATIONARY APPOINTMENT)

by and between

**DR TONY SAMPLE**

(hereinafter referred to as "the Employer".)

and

.....  
(hereinafter referred to as "the Employee".)

(hereinafter jointly referred to as "the Parties")

2. **IDENTIFICATION NUMBER:** .....

### 3. **POSITION AND DUTIES**

3.1 The Employee is employed as: *Receptionist and Chair side Assistant*

3.2 A brief job description pertaining to the position is attached hereto as Annex A. It forms part of this Employment Contract and indicates the key performance areas for which the Employee assumes responsibility.

3.3 The Employer reserves the right to amend the job description from time to time as circumstances may require in consultation with the Employee.

### 4. **PLACE OF EMPLOYMENT**

The Employee will be employed in ..... (city/town) and must report to the manager at ..... (place/workstation).

### 5. **REMUNERATION**

5.1 The basic salary will amount to N\$ ..... which will be paid monthly in arrears. Other benefits include:

5.2 .....

5.3 .....

5.4 .....

5.5 Remuneration, less required deductions will be paid by direct deposit into an account to be designated by the Employee for this purpose.

# TEMPORARY CONTRACT OF EMPLOYMENT

with

.....  
(hereinafter referred to as "the Employee")

### EMPLOYEE DETAILS:

IDENTITY NUMBER .....

ADDRESS .....

TEL. NO. (H) ..... CELL NO. ....

NEXT OF KIN ..... TEL. NO. ....

This serves to confirm the terms and conditions of employment agreed upon between the parties:

1. **DATE OF EMPLOYMENT** .....

2. **DURATION OF EMPLOYMENT**

This agreement will continue until it terminates on the earliest of any of the following dates or events-

(a) on .....

(b) upon completion of the following project:

.....; or  
(c) upon the completion of the purpose or task(s) for which the you are appointed, as stipulated in your job description.

3. **JOB TITLE** .....

4. **BRIEF JOB DESCRIPTION** .....

5. **SALARY/WAGE**

R..... per hour/week/month.

6. **TIME OF PAYMENT**

..... (e.g. monthly/weekly/per fortnight), no later than the last working day of the month/week/ fortnight.

# LABOUR RELATIONS ACT

(NR 66 OF 1995)

## ADVANTAGES

Provides a legal framework for employers to dismiss unruly employees.

Facilitates communication between stakeholders, management, employees and trade unions.

Provides forums for conflict resolution between these groups.

Protect benefits for both the employer and employee through involvement in the workplace processes and procedures.

Promote fair employment and retrenchment practice.

## DISADVANTAGES

Can impact negatively on the speed of decision making by management.

May reduce the competitiveness of workers in South Africa, compared to workers in other countries.

Can increase unemployment.

Contributes to inflation and raises costs of products and services.

The LRA provides for unions and give them power to negotiate, but not all unions put the interests of their members first.



# EMPLOYMENT EQUITY ACT

(Nr. 55 of 1998)

ADVANTAGES	DISADVANTAGES
Promote diversity in the workplace.	It takes time to introduce and implement an employment equity plan.
Promote consultation between employers and employees.	The law is seen by some businesses as a liability in relation to productivity that can hamper economic growth.
	Certain groups of people are excluded when appointments are considered, as a result of affirmative action.
	Affirmative action should be prioritised, so that disadvantaged people are given opportunities, especially to fill management positions, which can lead to the loss of qualified employees.

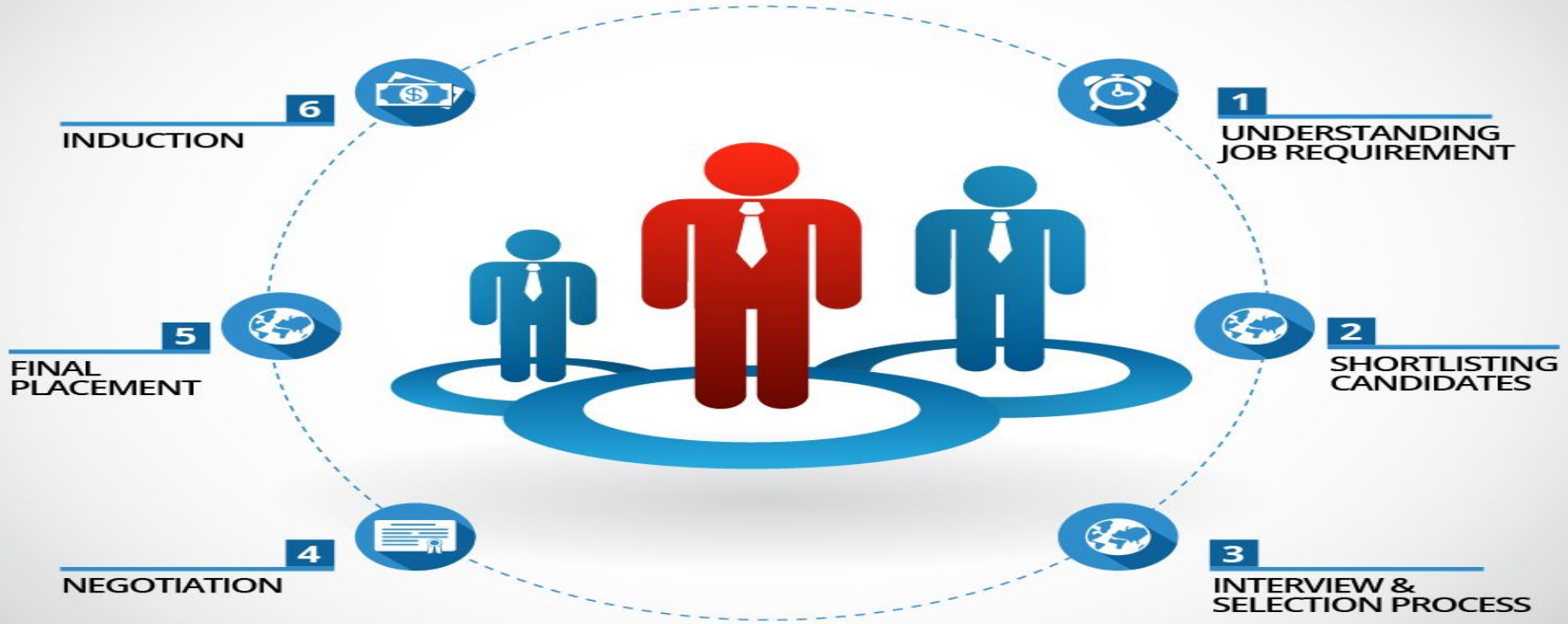


# BASIC CONDITIONS OF EMPLOYMENT ACT

(NR 75 OF 1997)

ADVANTAGES:	DISADVANTAGES:
Lays down the basic conditions of employment.	Can increase the cost of labour, because minimum wages are set for vulnerable workers.
Prohibits mistreatment of vulnerable workers.	Increased labour costs lead to increased prices – this may affect economic growth.
Standardises legal relationships between employers and employee.	Does not apply to all workers, e.g. workers who work less than 24 hours per month.
Clarifies legal relationships between employers and employees.	All the administrative aspects regarding employment is time consuming.

# RECRUITMENT PROCESS







# A Trade Union? Eh? Eh?

## What is it?

A Trade Union is an organisation made up of workers in the same area of employment, who have come together to achieve common goals in key areas, such as working conditions. They offer protection to individual members who feel that they are being bullied in work, or being treated unfairly in general and they act as a collective voice for the membership in direct negotiations with employers.

*“A casual glance backwards at history will inform of the many gains and advances that have been won for all in society, by trade unions - safer working conditions, paid holidays, maternity leave, the minimum wage, paid overtime, to name but a few. The list is virtually endless and many of the most basic rights that people now take for granted have been hard won over many years”* – David Begg, General Secretary, Irish Congress of Trade Unions.

## Why Join?

Joining a Trade Union offers you protection. If you're being picked on at work by your co-workers or your boss, your Union Representative can help you. If your shift time changes, putting you in an unfeasible position, your Union can help you. If your Employer is trying to reduce your pay your Union can help stop them.

In addition to all of this, Unions may offer members special deals on Insurance Policies, Health Care Costs and Legal Bills.



Labour  
Youth

# Core elements of a job contract:

*Write the date.*

Core elements of a job contract: worker rights and obligations, conditions of service.

Labour laws:

Purpose and aims of each labour law: Labour Relations Act, Employment Equity Act and Basic Conditions of Employment Act, Employment Equity Act, Principles of equity and redress.

Recruitment process: general trends and practices.ive and negative aspects of change

Trade unions and organised labour: functions of a trade union.

**Page Reference: 180 - 188**

**Exam Practice: Activity 1.3 pg 184**



## Recap Question 15

Name 2 Acts  
specifically  
dealing with  
labour.



# Recap Question

Discuss the  
answer as a  
class:



# Work ethics



*I'm gonna work until I'm 100  
and then cut back to 4 days a week*





# What does an employer expect of me as an employee?



1. **Show a positive attitude**
2. **Work well with others**
3. **Follow directions**
4. **Arrive to work on time**
5. **Recognize problems and find solutions**
6. **Manage time effectively**
7. **Apply good listening skills**
8. **Be honest and dependable**
9. **Know the need to pass a drug or background check**
10. **Dress properly and practice good hygiene**



# Work Ethics

## Work Ethics for an Employer

- To provide a safe work environment for staff and employees
- To treat employees with dignity and respect
- To provide a fair wage for the services rendered
- To handle all business transactions with integrity and honesty

## Work Ethics for an Employee

- To show up on time
- To tend to company business the whole time while at work
- To treat the company's resources, equipment and products with care
- To give respect to the company by working with honesty and integrity

# Top Work Values Employers Look For

Having a Positive  
Attitude



Adaptability

Self-Motivated



Motivated to Grow  
and Learn

## Work ethics and societal expectations:

*Write the date.*

Write a paragraph in which you clearly indicate your thoughts on how work gives meaning to life. In your introduction define the term “Work Ethics”.

**Page Reference: 188 - 193**

**Exam Practice: Activity 3.1 pg 193**