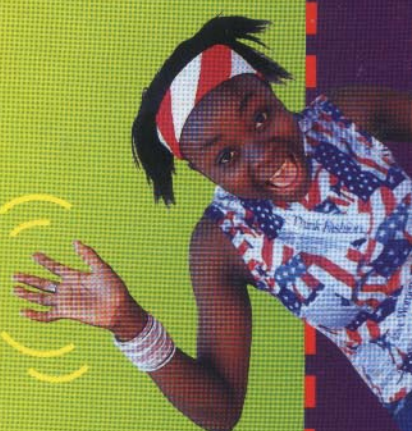

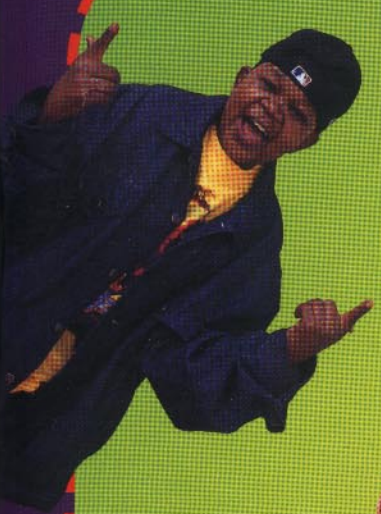


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# **SOUL** **Buddyz** **2**

ours  
tomorrow is

Learning Resource  
for use in the Grade 7  
Life Orientation classroom



*Soul Buddyz* is a multi-media education programme. It includes this book and a television and radio series. It is aimed at children from 8 to 14 years old. This book is designed as a classroom resource for use in Grade 7.

*Soul Buddyz* is a co-production between **Soul City: Institute for Health and Development Communication** and **SABC Education**.

The Soul City team has played a critical role in the production of these materials through their administrative support, research and editorial input. Their dedication and expertise are valued and appreciated.

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Guidelines commissioned by UNICEF\* for the responsible coverage of children in mass media were followed in the production of this book. Where appropriate, to protect the children's right to privacy, neither the children's real names nor their photographs have been used. In all instances the children discussed how they wanted their story to be represented and also checked the final page proofs to make sure that we had done as they asked.

\*The Media and Children's Rights: A practical introduction for media professionals, published in 1999 by PressWise, Bristol, UK in partnership with the UNICEF Regional Office for Central & Eastern Europe, the Commonwealth of Independent States & the Baltic States.



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## Yes, the Soul Buddyz are back!

Have you seen Soul Buddyz 2 on television?

Well, here is the Soul Buddyz 2 book for you to read and use in class.

You can use this book even

if you have not seen

the television

programme.

We hope

you

enjoy

it!

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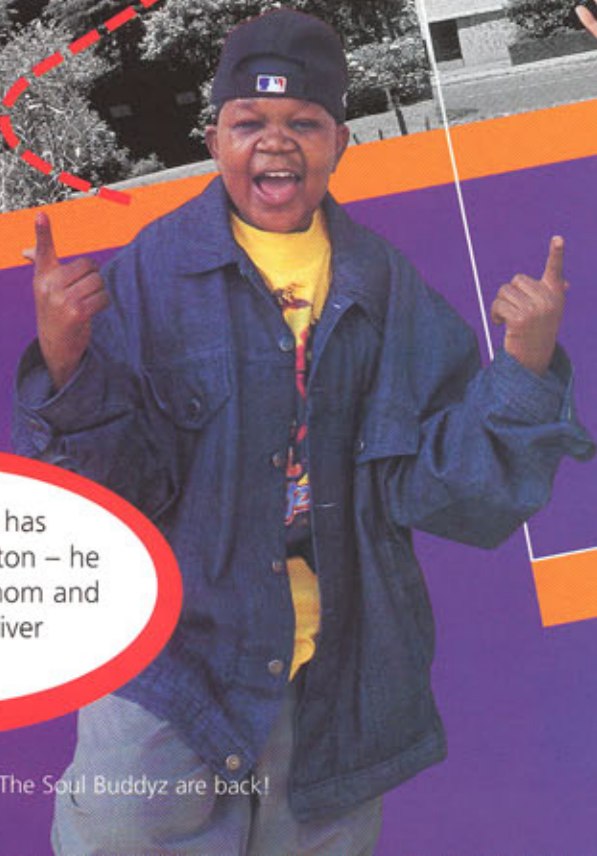
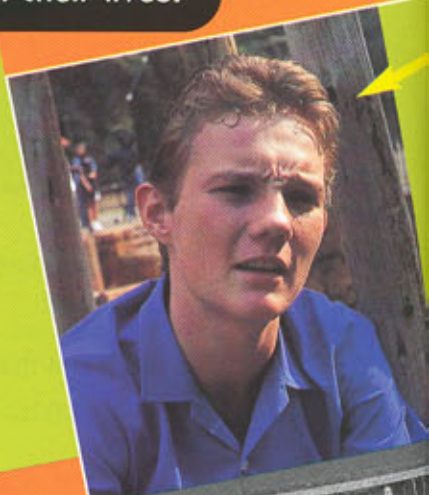


# The Soul Buddyz are Back!

Since you last saw the Soul Buddyz some things have changed in their lives.



Siya and Zandi still live with their mom but she has married again. Bab'Siphiwe now lives with them in their home in Soweto. His son Thulane lives there too. Siya has a new friend who lives nearby – Duma.



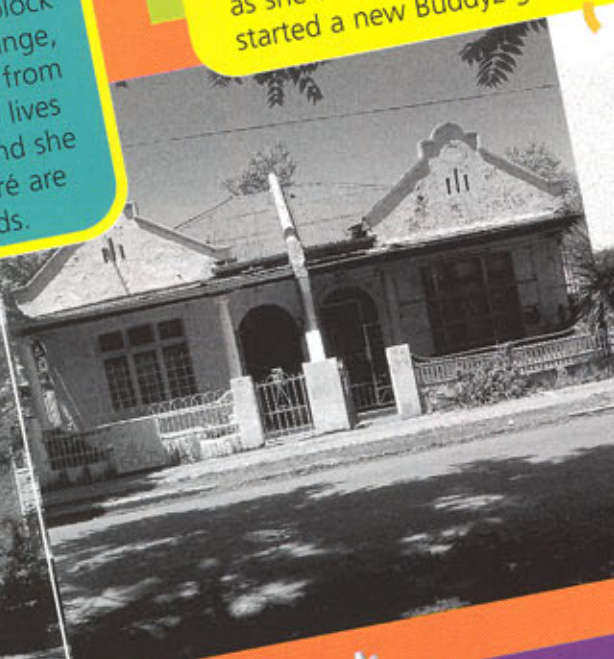
Nothing much has changed for Hamilton – he still lives with his mom and dad and his driver Jackson.



The Soul Buddyz are back!

Since his mom died André has lived with his uncle Tommy in a block of flats. Delange, who comes from the Congo lives here too and she and André are friends.

Karabo still lives with her granny in the rural area. She is not as lonely as she was, she has new friends, Ndivhuo and Thapelo, and they have started a new Buddyz group – the Massive Buddyz!



Avril still lives with her mom and sister Bonnie and they have a new friend too, Praveena.



The Soul Buddyz are back!

# What's in the Soul Buddyz 2 book ...

## Stories from the Soul Buddyz

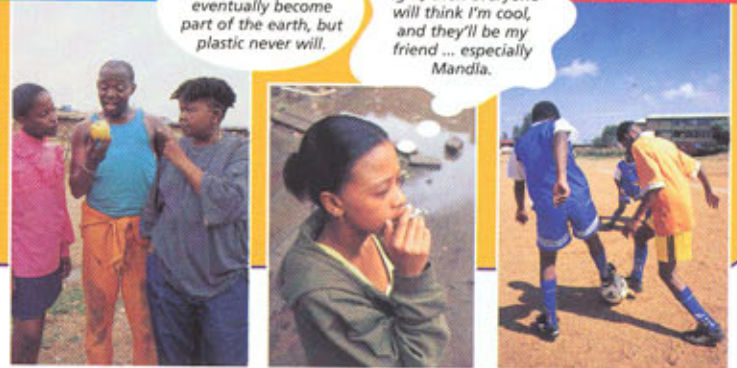
In this book you will find short comic stories about each of the Soul Buddyz. You may recognise these stories from the TV programme.

Back at home...

Something natural, like an apple, will eventually become part of the earth, but plastic never will.

If only I can get this right, then everyone will think I'm cool, and they'll be my friend ... especially Mandla.

Saturday - After half time

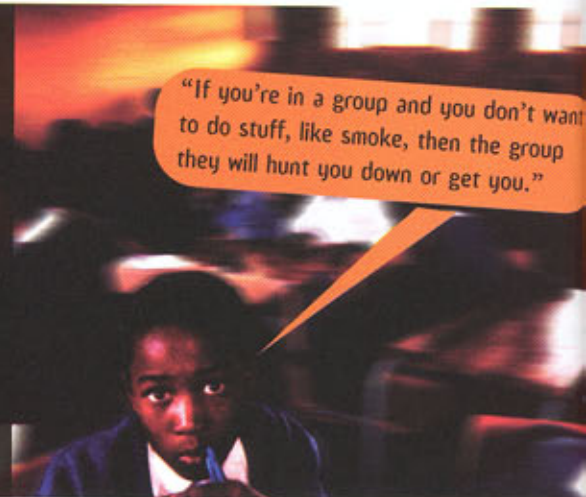


## Children's voices

Before we made the television series and wrote this book we talked to children all over South Africa. Many hundreds of children spoke to us. They told us about their lives, what some of their problems were and about the things they had achieved. In this book you will find some of the things they said. Wherever you see: **CHILDREN SPEAK!** and a photo like this you will know that the words there come from the children we met.

children speak!

"If you're in a group and you don't want to do stuff, like smoke, then the group they will hunt you down or get you."



TRUE STORY

Some children and adults told us longer stories. You will also find these in this book. Look out for this sign.

Sometimes there is a photograph of the child who told us the story, but if the story was a hard one to tell you won't see the child's face and their name is changed. This is to protect the privacy of that child.

## Activity

1

You will also find activities that you can do with other children in your class. We hope you find the activities fun and that they help you think of ways to solve some of your own problems.

On page 109 of this book you can find out how to form a Soul Buddyz Club. Why not form a club with your friends?

Your club can do things to help other children. We have given you lots of ideas for group projects in the action file.

Look out for this sign if you want information!



### One thing to remember

As you do the activities and read the stories in this book you may think of things that make you feel sad or embarrassed. In a group activity you don't have to talk about anything that you don't want to. But if you are feeling sad or ashamed about something find an older person you trust and tell them about your feelings. Don't keep things that make you sad to yourself!

Write to us with your thoughts about this book. We would also like to hear stories about projects your club has done.

Write to: The Soul Buddyz Team  
PO Box 1290, Houghton, 2041.

# Teacher's pages



## Soul Buddyz and outcomes-based education

We have designed this book to help you use an outcomes-based approach in your classroom.

### Outcomes and Assessment Standards

By working through the activities in the *Soul Buddyz 2* book, you will give your learners opportunities to work towards particular Learning Outcomes and Assessment Standards in the Life Orientation Learning Area. This, along with other units of work, will contribute to their attainment of the Learning Outcomes over time.

Each unit begins by highlighting the Learning Outcome that the unit works towards and the related Assessment Standard. In addition, the particular knowledge, skills values and attitudes that the learners can gain by working through the activities in the unit are outlined.

Here is an example from Unit 1:

<b>Life Orientation</b>		The learner will be able to make informed decisions regarding personal, community and environmental health	
<b>Learning Outcome 1:</b>			
<b>Health Promotion</b>			
<b>Assessment Standard</b>		<i>We know this when the learner:</i> Evaluates actions to address an environmental health problem	
<b>Knowledge</b>	<b>Skills</b>	<b>Values</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>Identifies unsafe places in the neighbourhood</li> <li>Describes strategies for staying safe</li> <li>Knows about a child's right to a safe environment</li> </ul>	<ul style="list-style-type: none"> <li>Can identify own feelings about a place</li> <li>Can assess how safe a situation is</li> <li>Communicates with adults about unsafe places</li> </ul>	<ul style="list-style-type: none"> <li>Values an environment in which everyone is safe</li> </ul>	<ul style="list-style-type: none"> <li>Is committed to working with others to make the community safer</li> </ul>

These curriculum links relate to the Revised National Curriculum Statement (Department of Education, 2002)

This learning material is designed for use in the Grade 7 classroom but you may also be able to use it with younger or older learners.

Learners' achievement of the specific Learning Outcomes and Assessment Standards will also depend on other work they undertake. Therefore, you will need to use other learning material in addition to the *Soul Buddyz 2* book, as this book focuses on issues that are raised in the *Soul Buddyz 2* television series and does not deal with each topic comprehensively.



## More about outcomes-based education

The main difference between the old approach to education and the outcomes approach is that the emphasis is on what the learner will be able to do by the end of the lesson rather than the information you will cover. Outcomes are what you expect your learners to achieve at the end of a unit, lesson or activity.

In outcomes-based education you:

- decide in advance what you want your learners to achieve and, where appropriate, you state this up front so learners know what you expect
- do activities which give learners opportunities to achieve these outcomes.

The Learning Outcome given at the beginning of each unit in the *Soul Buddyz 2* book is what you want your learners to achieve over time in that particular Learning Area. The Assessment Standards describe the level at which learners should demonstrate their achievement of the Learning Outcome and the ways (depth and breadth) of demonstrating their achievement. In order to attain a particular Assessment Standard learners will need certain knowledge, skills, values and attitudes. When designing a unit of work you will need to determine what this knowledge is and what the skills, attitudes and values are. In the *Soul Buddyz 2* book this has been done for you on the unit opener pages.

## Assessment

Assessment is a continuous, planned process of gathering information about the performance of learners as measured against certain criteria and Assessment Standards. The activities in each unit of the *Soul Buddyz 2* book provide opportunities for learners to demonstrate, in different ways, the progress they make towards achieving the Learning Outcome. This will provide the evidence on which you can base your assessment.

One useful way of assessing learning from the *Soul Buddyz 2* material would be to ask learners to keep a portfolio of their work. In addition, you could also ask them to keep a personal journal in which they reflect on what they are learning about themselves and other people.

## More about assessment

Assessment is a process that is used to find out about the progress your learners are making, and the extra help they may need. Rather than being judgemental, assessment is about helping learners to develop their learning skills.

Because learners learn at different rates and use different learning styles, assessment in outcomes-based education takes place on an ongoing basis (continuous assessment), with four main purposes in mind:

- to find out what the learners already know and can do (baseline assessment)
- to monitor and support the learning process, through providing constructive feedback (formative assessment)
- to identify any specific learning difficulties or problems, so they can be addressed (diagnostic assessment)
- to find out what learners have achieved over a certain period of time, for example at the end of a particular learning programme or section of work (summative assessment)

Assessment is done in a variety of ways, using different types of evidence. For example, it may be through observing how well learners work together in a group, listening to group discussions, or looking at learners' written work. The criteria you use to assess the evidence will vary according to the particular outcome you are assessing.

It is important to use many different forms of assessment. You can assess your learners but you should also allow them to assess each other through peer assessment. Remember that group and individual (self-assessment) are also important.

This table outlines the different Learning Outcomes and Assessment Standards from the Life Orientation Learning Area that are covered in the *Soul Buddyz 2* book.

Unit	Life Orientation – Learning Outcome and Assessment Standard	Activities
<b>Unit 1: The Buddyz are back!</b> <i>Children should not be afraid</i>	Learning Outcome 1 Assessment Standard: Evaluates actions to address an environmental health problem	In this unit learners survey their area and identify unsafe places. They also look at how they can make their area safer for children and undertake an action project with grown-ups in the community.
<b>Unit 2: Hamilton's Story</b> <i>Taking care of the environment</i>	Learning Outcome 1 Assessment Standard: Evaluates actions to address an environmental health problem	In this unit learners do a number of activities that illustrate how living things are connected. They also look at how we damage the environment and our own health. They plan an action project to address an environmental problem in their local area.
<b>Unit 3: Zandi's Story</b> <i>I like myself too much to smoke</i>	Learning Outcome 3 Assessment Standard: Evaluates media and other influences on personal lifestyle choices and proposes appropriate responses.	Learners survey other young people to find out about their lifestyle choices around smoking. They also do a number of activities that give information to help them make a wise choice around smoking.
<b>Unit 4: Avril's Story</b> <i>There is always another way to solve a problem</i>	Learning Outcome 3 Assessment Standard: Demonstrates and reflects on decision-making skills.	Learners look at what factors may influence the decision to abuse substances and then work out what decision they will make.
<b>Unit 5: Siya's Story</b> <i>Alcohol in our families and communities</i>	Learning Outcome 3 Assessment Standard: Explains and evaluates own coping with emotions and own response to change.	Activities that help learners understand what alcoholism is and help learners understand alcohol abuse in the family. The activities also look at how learners who experience this problem can cope with the changes and emotions it brings.
<b>Unit 6: André's Story</b> <i>We can be friends</i>	Learning Outcome 1 Assessment Standard: Discusses the personal feelings, community norms, values and social pressures associated with sexuality.	The activities in this unit help learners think about their own friendships and how they can make wise decisions in relationships, especially around sexuality.
<b>Unit 7: Thapelo's Story</b> <i>Children can do something about HIV/AIDS</i>	Learning Outcome 1 Assessment Standard: Describes strategies for living with diseases, including HIV/AIDS.	In this unit learners find out the facts about HIV/AIDS and how it affects people in South Africa. The activities look at how children who are affected can help themselves and how other children can support them.
<b>Unit 8: Karabo's Story</b> <i>More the same than different</i>	Learning Outcome 2 Assessment Standard: Discusses the application of human rights as stated in the South African Constitution.	Through the activities in this unit learners will find out what stereotyping is and how it leads to discrimination. They also find out how we can all make sure everyone in South Africa experiences their rights by accepting diversity.
<b>Unit 9: Delange's Story</b> <i>Refugees need support, not discrimination</i>	Learning Outcome 2 Assessment Standard: Explains how recognition of diverse cultures can enrich South African society.	The activities in this unit help learners understand what a refugee is and allow them to empathise with refugees.
<b>Unit 10: Duma's Story</b> <i>Living with a learning disability</i>	Learning Outcome 3 Assessment Standard: Reports on the implementation of strategies to enhance own and others' self-image through positive actions.	This unit explores what a learning disability is and helps learners accept those who may have learning disabilities.
<b>Unit 11: The Buddyz Story</b> <i>Children can make a difference</i>	Learning Outcome 1 Assessment Standard: Understands how children can be involved in issues that affect them.	The activities in this unit look at the idea of participation and how children should be able to participate in decisions that affect them.

Unit 1

# The Buddyz are back!

Children should not be afraid!



**Life Orientation**  
**Learning Outcome 1:**  
**Health Promotion**

The learner will be able to make informed decisions regarding personal, community and environmental health

**Assessment Standard**

*We know this when the learner:*  
Evaluates actions to address an environmental health problem

**Knowledge**

- Identifies unsafe places in the neighbourhood
- Describes strategies for staying safe
- Knows about a child's right to a safe

**Skills**

- Can identify own feelings about a place
- Can assess how safe a situation is
- Communicates with adults about unsafe places

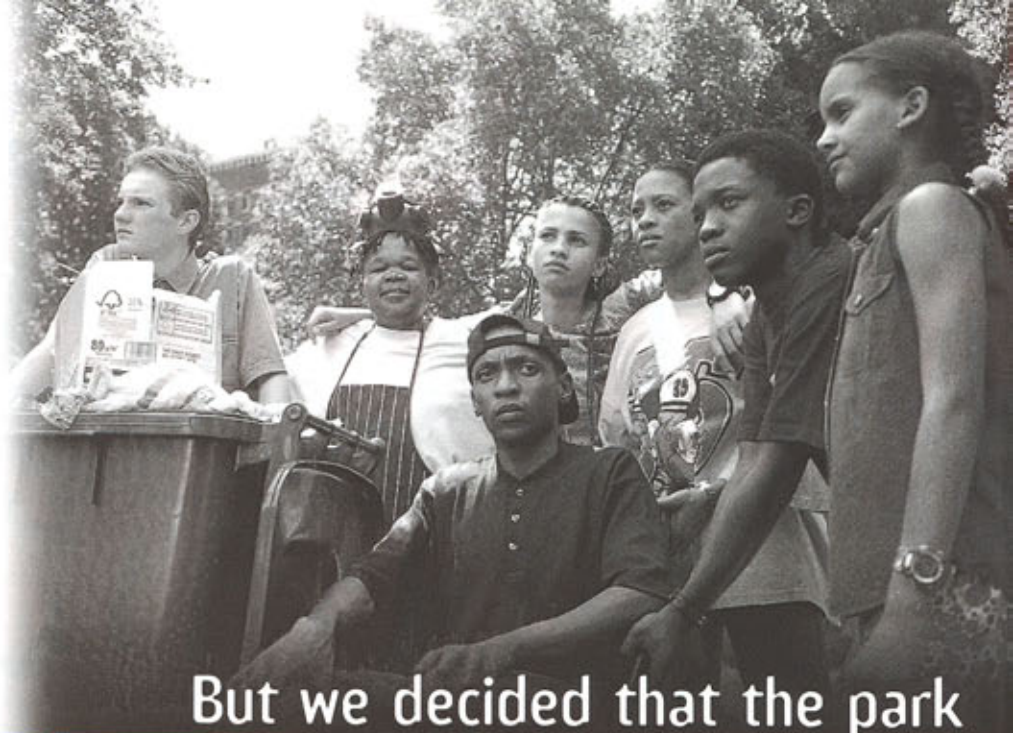
**Values**

- Values an environment in which everyone is safe

**Attitudes**

- Is committed to working with others to make the community safer

When we came back to our park after the holidays we found it in a big mess! And the Bullies had taken over! We thought we would never again have a place to meet....



But we decided that the park was for all of us to use and we did something about it! We cleaned up the park.

You can't stop the Buddyz!



We have children power!

Talk about these questions in a group

- Do you have a park in your area?
- Is it safe for children to play there?
- Could you do something to make it safer?
- Are there other places in your area where you feel unsafe?

# Children should not be afraid!

Our Constitution, which is the highest law in the land, says children have the right to a safe environment. You should never feel afraid in the area where you live. But many children all over South Africa don't feel safe where they live.

Before we made Soul Buddyz we talked to many children to find out about their lives. This is what some of them said.

There, by the bridge over the railway line, I don't feel safe because there are boys sitting there. They sit there and they say, 'Nobody's going over here unless you give me a kiss or you give me money'.

Our park is where the adults go to drink. They have broken the swings and sit on the roundabout and drink there.

I don't like the fields at night because people hang around. The grass is very high.

Sometimes you don't even feel safe in your house because that is where abuse happens.

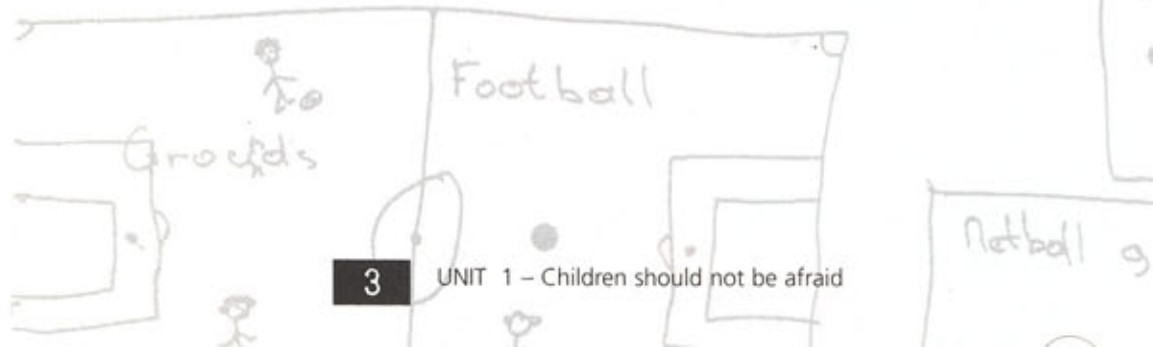
My only problem is going to the shop because the taxidriviers there call you names and like teasing you. And some boys there also call out and want to touch you in a way you don't like.

## Activity

### 1

## Are we safe?

Work in groups for this activity. You will need a big piece of paper and some pens. Draw a large map of the place where you live. Draw your houses, the shops, your school, the places where you play. Then talk about the places where you do not feel safe. Mark them on the map. Each group should present their map to the others. Make a list of the common problem areas.



# Keeping yourself safe

It is difficult to live in an area where there is a lot of violence and crime and where you do not always feel safe. But, you can do some things to protect yourself.



## FACT FILE



### Stay safe!

- It is important to be aware of the places that make you feel unsafe and stay away from them.
- If you have to go to such places, be careful when you are there.
- Always walk in pairs. Try to find an older person you know and trust to walk with you.
- Never go out after dark to places that make you feel scared. Ask grown-ups not to send you out late at night. Tell them it makes you feel afraid.
- Always be aware of where you are and who is nearby. Notice what is going on around you. Listen to your feelings. Do you feel safe or does something feel wrong?



One thing I have learned is to trust the bad feeling in my stomach and use my voice. If you begin to feel that something is about to happen –

**SCREAM!**

Praveena



## Activity

## 2

## Keep safe

Work in groups for this activity. Look at the ideas in the 'Stay safe!' Fact File. Discuss these ideas in your group and decide if they are practical. Add your own ideas. Then plan and write a book that will help young children in your area stay safe. Make it a big book with pictures that you can read to younger children you know. You could also ask the teachers in the lower grades if you can read it to the younger children at school.

## Sexual abuse

Most grown-ups want to protect children and would never do anything to make you feel unsafe. But there are some grown-ups who have serious problems. They may be strangers or people you know. These grown-ups might try to do things to or with you. Things that have to do with sex. Sexual abuse is when an adult:

- shows children pictures of sex
- shows children their private parts
- gets a child to touch them on their private parts
- touches a child on their private parts.

Most children are abused in their homes by someone they know and even love. If this is happening to you, you must tell a grown-up you trust. Keep telling until someone listens. Both you and the person who is abusing you need help.

It is important to tell about sexual abuse if it happens to you. You need help and so does the abuser. Keep telling until someone listens.

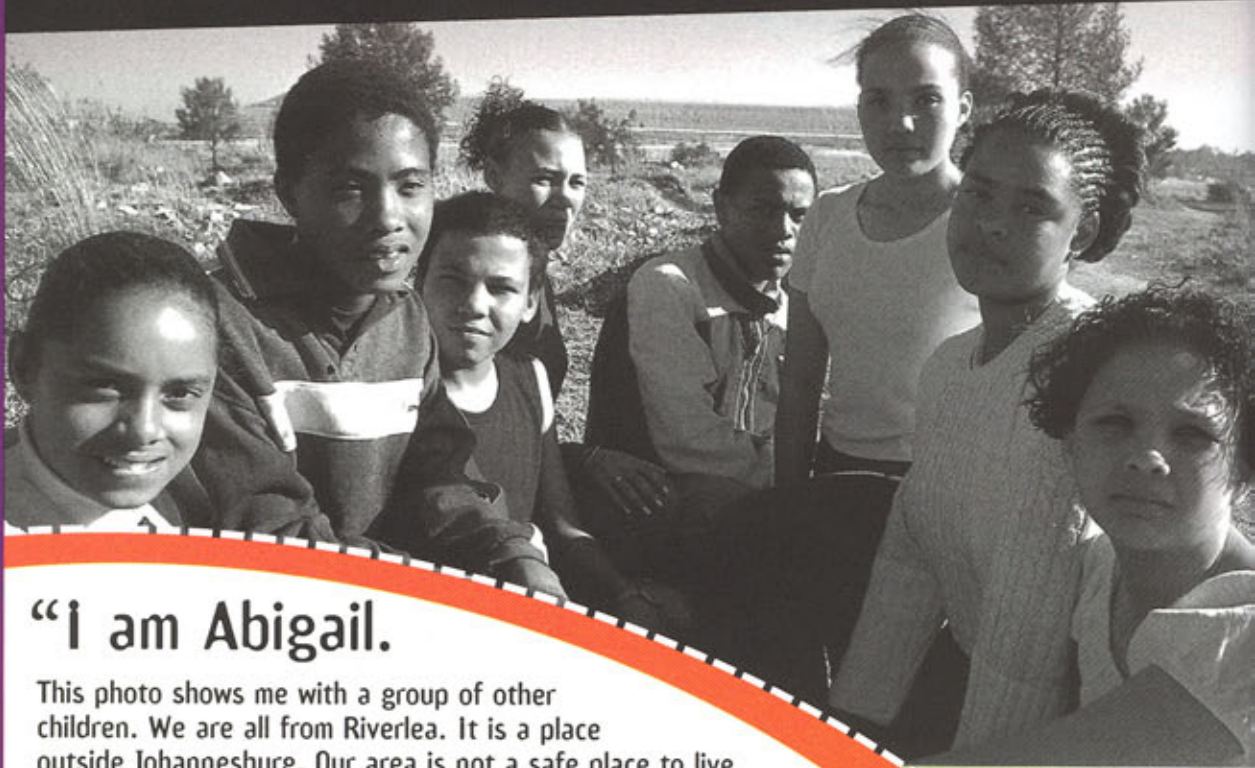
Bonnie

Sometimes you can do everything right and still be attacked because your attacker is bigger than you. It is never your fault!



# Let's make our place safe!

Children can make their areas safer but they need help from grown-ups.



## “I am Abigail.

This photo shows me with a group of other children. We are all from Riverlea. It is a place outside Johannesburg. Our area is not a safe place to live in! We have a railway line that runs right through the middle of the houses, there are gangsters that worry girls, there are bullies from the high school that chase us, there are cars that travel very fast and we cannot use the park because grown-ups drink there and all the swings are broken.

Last year we worked with a project called Growing Up in Cities to look at how we could make our area safer for children. Our group worked for two days and drew maps of the places where we did not feel safe. We painted a huge picture of how we wished our community could be. We also thought of solutions to the unsafe places. When we had done this work we invited a lot of adults from our community to a meeting. Our parents came and the local councillor for our area and the Riverlea Community Association and the Community Policing Forum and someone from the traffic department.

In our workshop with the grown-ups we presented our maps and the problems we had in the area and then we presented our solutions.

The grown-ups divided up into groups and discussed what we had said. They agreed with us and said it was important to hear what we were saying. Some said they had learned things they did not know before. Some of the grown-ups agreed to work with us to solve some of the problems. We have managed to solve one of the problems. We worked together to solve the problem of the traffic near our school. We now have a scholar patrol to help children cross the road.”



# Working together for a safer place!

Making our areas safe for children can be difficult and it takes time. Everyone has to play their part. Local government, the police and community groups all need to be involved. A first step is for children to tell grown-ups in their area what their problems are. Children can also make suggestions for how the problems can be solved. You can do some of the activities that the children in Riverlea did.

## Action File

1. Get together a group of children who live in your area. Find a grown-up who will help you with the next steps. Perhaps you can work with a teacher from your school.
2. With the help of the grown-up, do the activities on this page. They are the same activities that the children from Riverlea did.
3. Then work with the grown-up to invite parents and people who make decisions about your area to a meeting.
4. Present your problems and solutions to the grown-ups. Ask the grown-ups to work in groups to talk about your ideas.
5. Make sure that some actions have been agreed to by the end of the meeting.

### Activity

3

## Our dream community

Work in a group and begin by drawing a map like the one you drew in Activity 1. The map you draw will show you the problem areas. Now you are going to dream about the kind of place you would like to live in: a place that does not have all these problems. Work in your group again. You will need paint and large brushes, if you can get them, and a very large piece of paper. Paint a picture to show what you would like your area to be like. Dream about the way you would like it to be. Paint the things you would like to see there. In your group, talk about what you have painted.

### Activity

4

## Some solutions

You now have lots of inspiration from your painting. Use it to help you think of ways to make your area safer. Look at the map you drew. Take each unsafe place and think of a solution to the safety problem. Draw a small picture of each solution that will fit over the problem on the map and stick it there with glue.

**Present all the things you have talked about in your activities to the grown-ups.**

# Teacher's page



A recent national study undertaken with South African children for Save the Children Sweden\* found that the rights that children ranked as most often violated in their lives were the right to a safe environment and the right to be free from abuse. The study showed that children in many different environments all over South Africa live with fear every day.

As people who work with children, we need to lobby government, both local and national, to make our areas safer. We need to ask for more police stations in our areas and increased support for community policing forums. We need to lobby our local councils to fix streetlights and clear neglected open spaces of bush. We also need to lobby for transport so that children can get to school without having to walk long distances through deserted and dangerous places.

If you can, support learners in your school to do a project similar to the one described in this unit. This will provide opportunities for them to communicate their concerns with adults in the area. It will also raise awareness among adults of the needs of children and, hopefully, stimulate them to take action to make places safer for children.

## Using this unit in the classroom

Activities 1, 3 and 4 are important. They should be done as a unit. It is important for learners to be able to identify places where they feel unsafe. But it is also important not to stop there as this makes them feel powerless. The painting activity allows learners to let their imagination run free and will help them to think of lots of ideas for Activity 4. Encourage learners to be specific about solutions when they do Activity 4. One useful thing you can do is to make a large, accurate map of your area. Ask learners to mark unsafe places on this map. You can use it when you make the presentation to adults in the community. It will also give officials from the local council information about specific places that need attention.

\*Clacherty & Associates, Donald, D. 2002. *South African Child Rights Survey, Children's Poll*, Save the Children Sweden, Johannesburg. Growing up in Cities is a UNESCO-MOST project, <http://www.unesco.org/most/growing.htm>

## Contacts and resources

### Centre for Conflict Resolution (CCR)

Tel: (021) 422-2512  
Website: [www.ccrweb.ccr.uct.ac.za](http://www.ccrweb.ccr.uct.ac.za)  
Offers a course for teachers on creative and constructive approaches to conflict. Their workshops include issues such as bullying, racism, violence, gangsterism, peer imbalances and peer mediation.

### Centre for the Study of Violence and Reconciliation (CSV)

Tel: (011) 403-5650  
Website: [www.csvr.org.za](http://www.csvr.org.za)  
Offers training on conflict resolution, produces manuals on trauma management in schools and offers trauma counselling. Runs a Safe Schools Programme.

### Gun Free South Africa

Tel: (011) 403-4590  
Tel: (021) 686-1302  
Ask for details of local branches. They can provide information and resources for making your school and other places in your area a gun-free zone, including how to make your school a legislated firearm-free zone.

### Street Law/Democracy For All (DFA)

Tel: (011) 717-8418  
Tel: (031) 260-1291  
Website: [www.csls.org.za](http://www.csls.org.za)  
Provides legal, democracy, conflict and human rights education to schools and the broader South African community. Teacher training and workshops with learners are also provided.

### The Child Accident Prevention Foundation of South Africa

Tel: (021) 685-5208  
Runs educational programmes in schools and communities on request.

### Local council

Contact your local council offices and ask to speak to the person responsible for safety and security issues.

### Local police

Contact your local police station and ask if there is a Community Policing Forum in your area. There should also be a police officer responsible for schools and youth.

## Unit 2

# Hamilton's Story

Taking care of  
our environment

### Life Orientation Learning Outcome 1: Health Promotion

The learner will be able to make informed decisions regarding personal, community and environmental health

### Assessment Standard

*We know this when the learner:*  
Evaluates actions to address an environmental health problem

#### Knowledge

- Explains how all living things are inter-connected
- Describes how people's actions can impact on the environment

#### Skills

- Identifies an environmental health problem
- Plans an action project to address the problem

#### Values

- Appreciates the interrelationships between plants, animals and people
- Respects all living things

#### Attitudes

- Is committed to taking action with other young people and grown-ups to care for the environment

One day Hamilton is visiting his cousin Refiloe ...



Hey, you can't throw the packet on the ground like that!



Why not?

There are millions of papers. What difference will one more make?

She's got a point ... Madoda, I need your help.



At your service, Hamilton.

Aah!

## Hamilton's Story

Madoda promises to take them on a journey ...



Hold on tight!

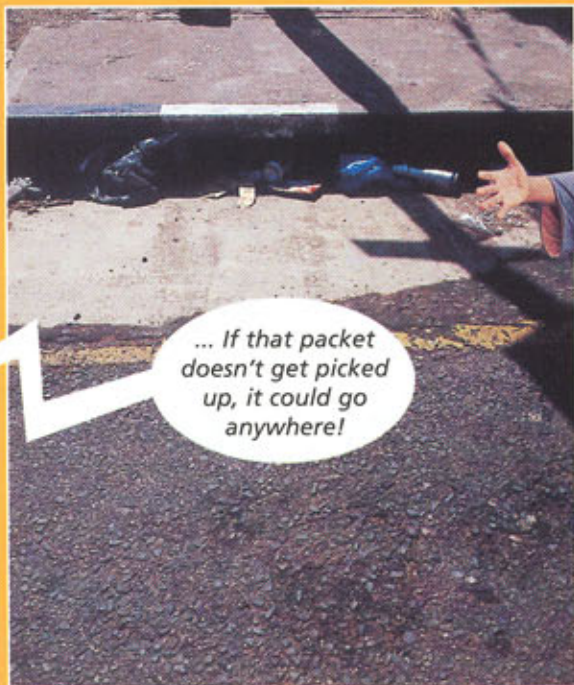
Of course, we're not really going to fly ...



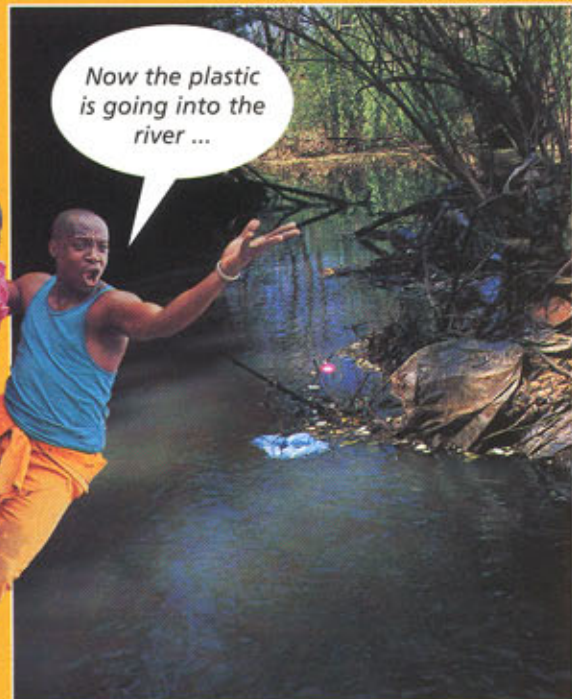
Eeek!

Look at that driver. When people litter like that everything becomes filthy. Soon everyone thinks, "What the hell," and adds their own litter.

But that's not the only reason you shouldn't litter ...



... If that packet doesn't get picked up, it could go anywhere!

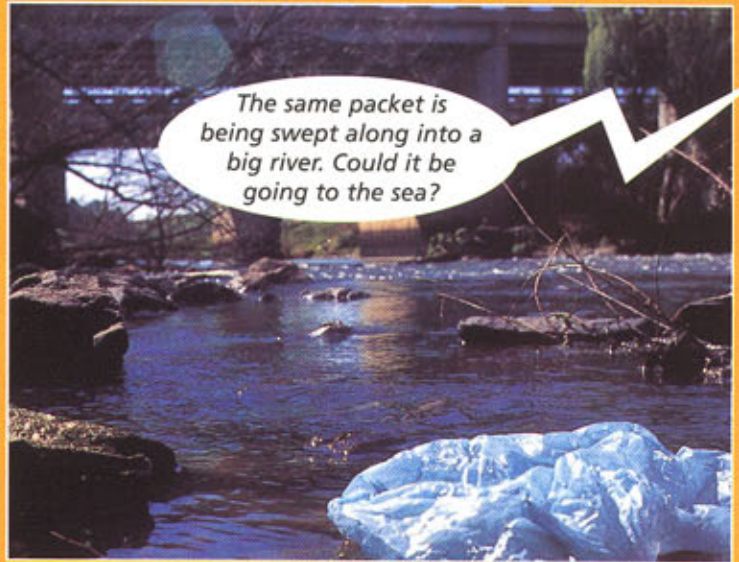


Now the plastic is going into the river ...

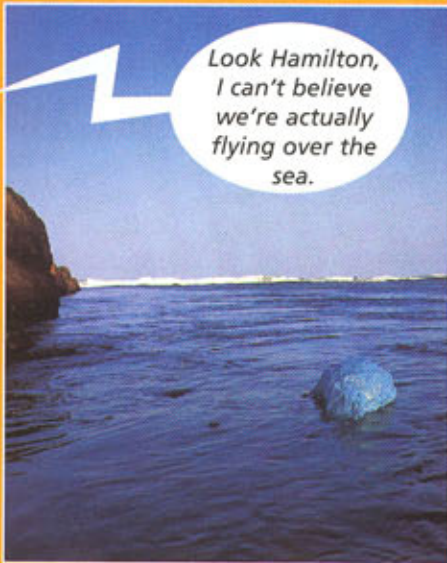


Look at the dead fish!

Plastic bags cause a lot of damage in dams like this.



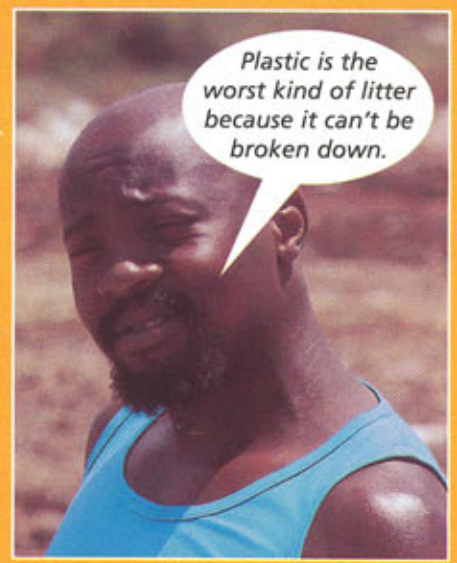
The same packet is being swept along into a big river. Could it be going to the sea?



Look Hamilton, I can't believe we're actually flying over the sea.



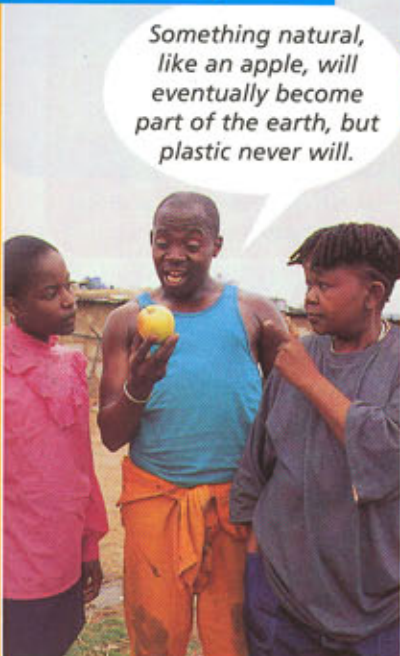
Oh no, that turtle thinks that plastic bag is food!



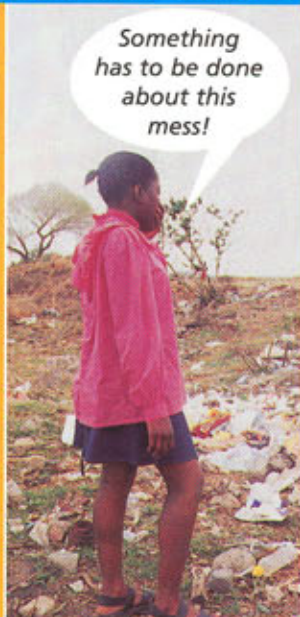
Plastic is the worst kind of litter because it can't be broken down.

Back at Refiloe's place ...

Refiloe looks at the litter in her area with new eyes ...



Something natural, like an apple, will eventually become part of the earth, but plastic never will.



Something has to be done about this mess!



### Talk about these questions in a group

- Why was Hamilton angry with Refiloe?
- What did Madoda show the two friends?
- What happened to the plastic bag?
- Why was it important to pick up the plastic bag?
- What made Refiloe change her mind about litter?

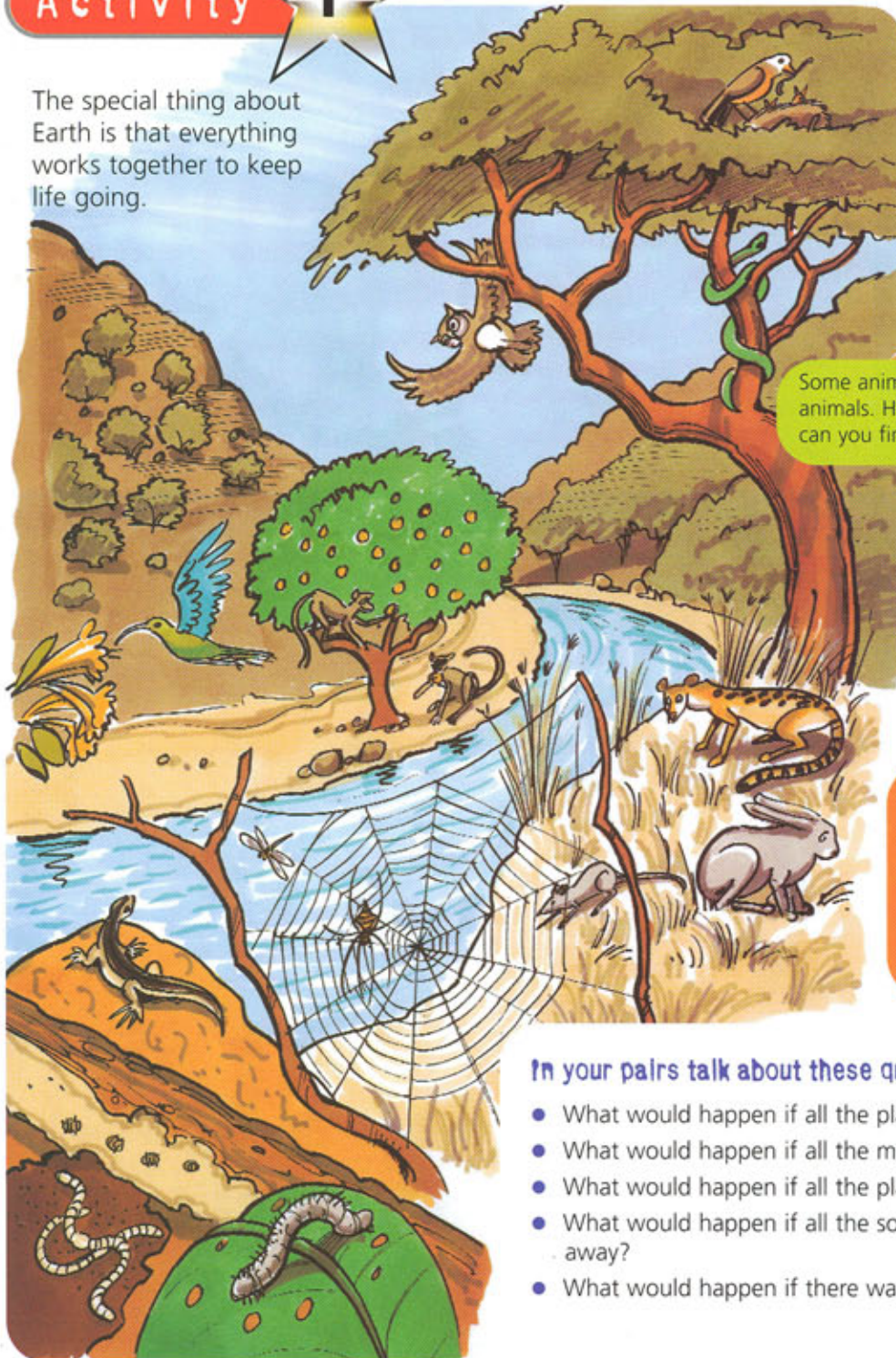
# The web of life

As Refiloe and Hamilton found out, a plastic bag dropped carelessly on the ground affected the life of a turtle that lived thousands of kilometres away! All life is connected.

## Activity

1

The special thing about Earth is that everything works together to keep life going.



Some animals only eat plants. How many plant-eating animals can you find in the picture?

Some animals only eat other animals. How many of these can you find in the picture?

Plants use energy from sunlight to make some of their food. Their roots take in water and the other nutrients they need from the soil.

Very small organisms that live in the soil, help to break down animal dung, and dead plants and animals. This helps to put nutrients back into the soil so plants can grow. How many small soil organisms can you find in the picture?

### In your pairs talk about these questions:

- What would happen if all the plant-eating animals suddenly died?
- What would happen if all the meat-eating animals suddenly died?
- What would happen if all the plants died?
- What would happen if all the soil around the tree roots got washed away?
- What would happen if there was no sunshine?

## Activity

# 2

## We are all connected!

Play this game in a group of at least 10 to 15 people. You will need a ball of string. Stand in a circle. One person holds the end of the string and then passes the ball on to the next person who holds on to the string and passes the ball on. Keep passing the string to each other across the circle and in any direction, until everyone is connected by this web of string. Everyone must hold the string tightly. Now, one person is to pull on the string. Do you all feel the pulling on the string? Let different people pull on the string.

This is what our world is like. All living things are connected and everything we do to one part of the web of life affects the other parts.

Talk about the game and what it has shown you. Write a paragraph saying what you learned from this activity.

## Activity

# 3

## We are part of this world

Read the quote from the Indian poet and talk about it with a partner. Look up the difficult words in a dictionary.

The poet is saying that we are joined to nature because the same life runs through our bodies as runs through nature. Work in a group and think of some of the rhythms of nature. For example, the rhythm the rain makes, the rhythm of waves rolling onto the beach, the rhythm of trees blowing in the wind, of flowers opening and closing, of the sun rising and setting. Now, with all your ideas, make up a sound and movement piece to show how we are linked to nature because the same rhythm of life runs through our bodies. You can use drums and percussion instruments if you have them, if not, use your hands to clap and feet to stamp.

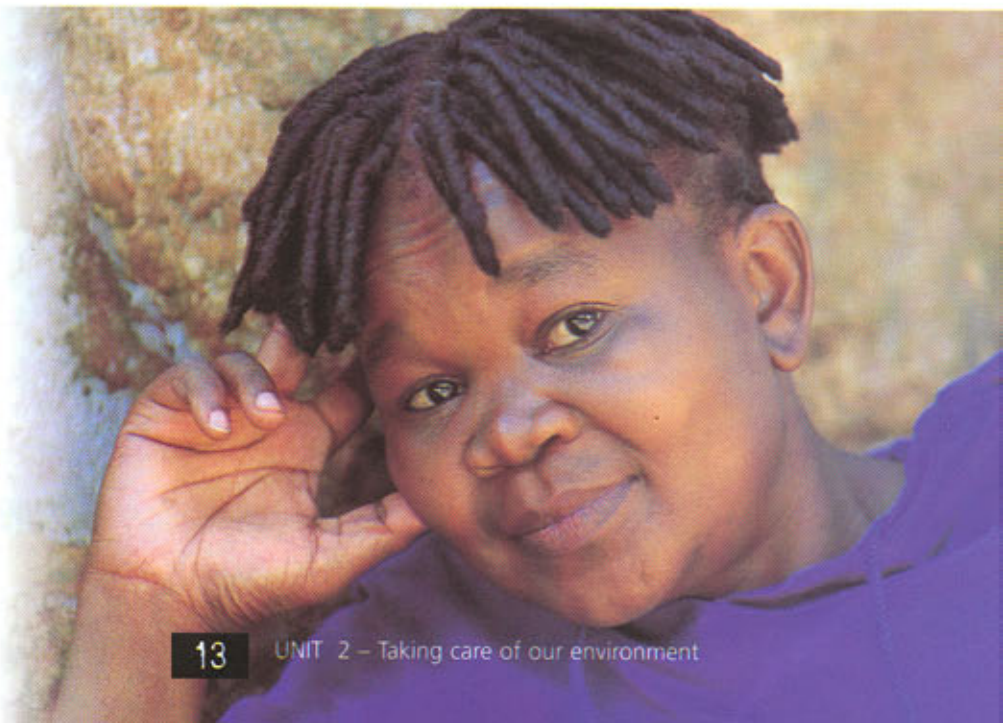
This is what an Indian poet said about nature:

*The same stream of life that runs through my veins night and day runs through the world and dances in rhythmic measures. It is the same life that shoots in joy through the dust of the earth in numberless blades of grass and breaks into tumultuous waves of leaves and flowers ... I feel my limbs are made glorious by the touch of this world of life.*

Rabindranath Tagore (1861-1941)

Madoda taught me to see that the way we live affects the other living things that share our world.

Hamilton



# What on earth are we doing ...?

These pictures show how we are damaging the Earth. Work in groups and talk about what each picture shows.



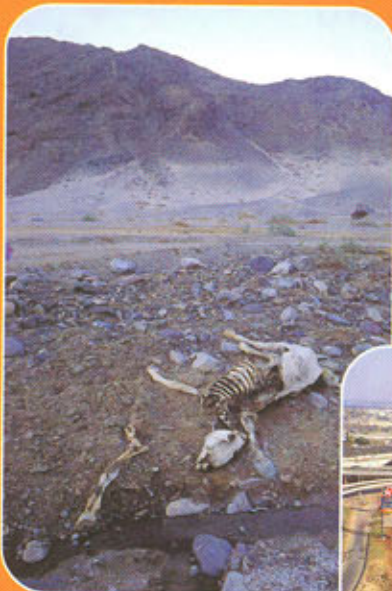
South Photographs: Graeme Williams



South Photographs: Paul Weinberg



South Photographs: Paul Weinberg



South Photographs: Graeme Williams



South Photographs: Paul Weinberg



South Photographs: David Goldblatt



South Photographs: Graeme Williams



South Photographs: David Goldblatt

I found out that we  
are damaging our  
world by our actions.

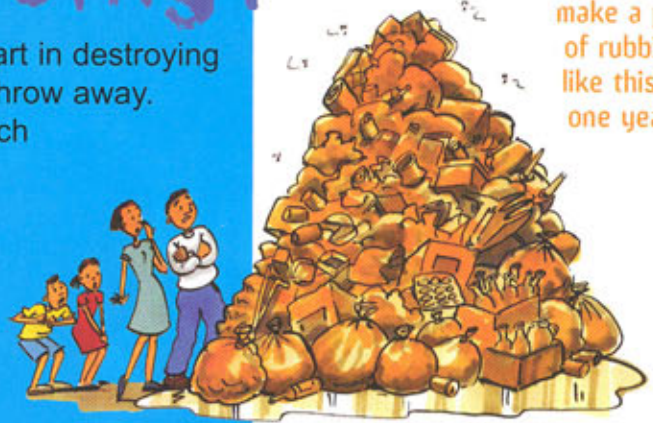
Hamilton



# What are you doing?

You can find out how you are playing your part in destroying the planet. Let's begin with the rubbish you throw away. Many people throw away piles of rubbish. Rich people throw away more rubbish than poor people as they use many more things.

Most households in South Africa put their rubbish out to be collected by a waste collection truck once a week. Some people throw their rubbish into a skip at the end of their street and it is collected later by the trucks. Sometimes the rubbish is not collected and it just piles up!



A rich family of four can make a pile of rubbish like this in one year!



## FACT FILE



### Rubbish

If you live in a town or city your rubbish is probably taken away to a big rubbish dump called a landfill site. If we keep producing rubbish at the rate we are now we could soon run out of space to make landfill sites.

Another problem is that if landfill sites are not managed properly they can cause problems. Poisons from the rubbish can soak into the ground and into our water supplies. Dust, smells and smoke from landfill sites are also a problem.

**If we carry on the way we are the Earth will soon be covered in rubbish!**

## Activity

### 4

## What's in your rubbish bin?

How much rubbish does your family throw away in a week?

What does your family throw away?

Put on plastic gloves, or put plastic bags over your hands, and turn out your rubbish bag on to a sheet of newspaper. What do you see? Be careful of broken glass and sharp tins. **Never taste or smell anything you find.**

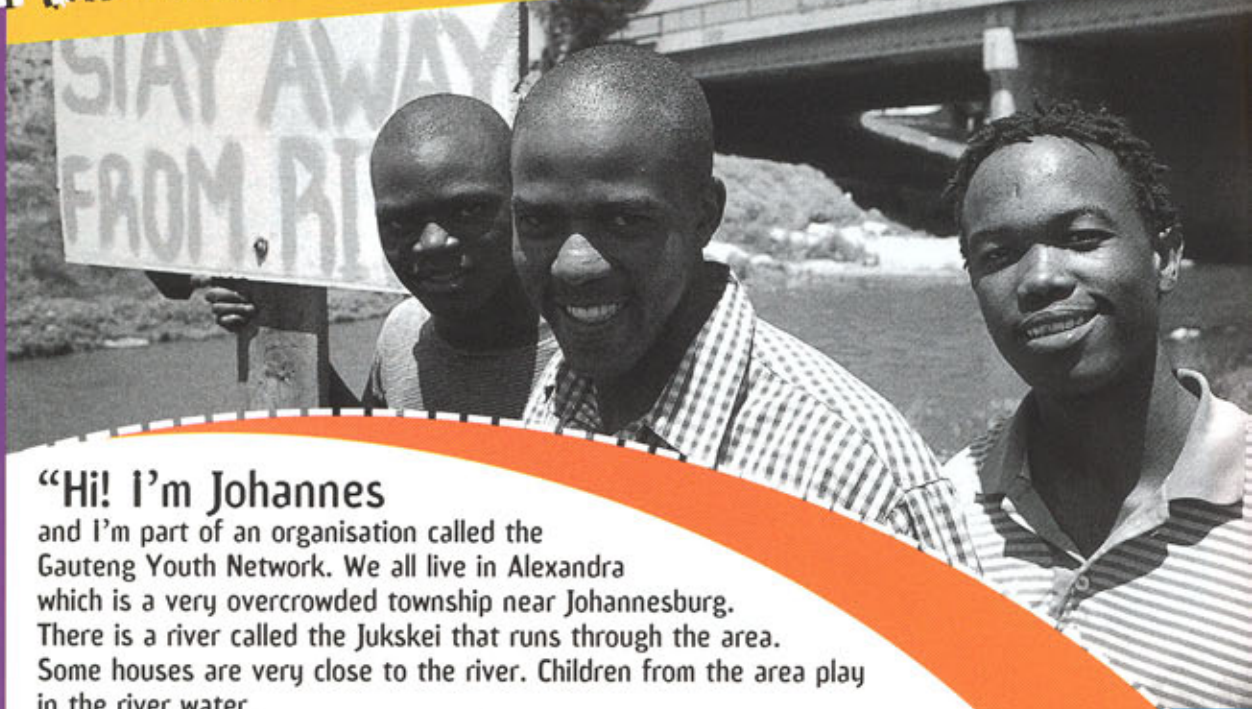
Sort your rubbish into piles:

glass • paper • tin • ash from fires • plastic • vegetable peelings and food scraps • other rubbish

What kind of things do you throw away most? What could you do to cut down on what you throw away? Look on page 17 for some ideas!

All this rubbish can affect our health!

# TRUE STORY



“Hi! I’m Johannes

and I’m part of an organisation called the Gauteng Youth Network. We all live in Alexandra which is a very overcrowded township near Johannesburg. There is a river called the Jukskei that runs through the area. Some houses are very close to the river. Children from the area play in the river water.

Our group tries to do things to help the environment and people. We knew the Jukskei was a health problem for people living nearby. We found out about a thing called the *E. coli* count\*. *E. coli* is a bacteria that is in human faeces. You can tell if a river is unsafe for people by looking at the *E. coli* count. In Alexandra, in the Jukskei the *E. coli* count is very, very high, so it is very dangerous. The municipality and everyone say there is no cholera so that’s OK – but there are a whole lot of other health hazards. The *E. coli* can give people bad diarrhoea if they drink the water. Personally I felt that it is just not OK! So we decided to do what we can.

It is very difficult to clean the river up, but we have done what we can. We have warned people about the dangers of the river. We have got notice boards next to the river warning people not to swim in the river and not to use the water because it is dangerous. The boards also say people should not throw things in the river.

Look, I think one of the reasons we have such a high *E. coli* count in the Jukskei is because of pollution and people are partly responsible for this pollution. The factories are too but I am thinking if we do not pollute the river it will make a difference.

We have also been teaching people how to not pollute the river by building proper toilets away from the river. We’ve done this through Alex Radio, the community newspaper and by talking to people we meet in the street.

I think people are beginning to see that our actions can make our places unhealthy and that we have to do something about it.”

\* There are water quality tests which people use to measure the amount of *E. coli* bacteria in the river water. This is called doing an *E. coli* count.

# What can we do about it?

As Johannes says we can all be more careful about where we put our rubbish. We can also throw away less. Here are some ideas:

**1** The first step is to **REFUSE!** Have you ever noticed how much rubbish comes from packaging? Does everything you buy in a shop have to be put in a plastic bag?

**2** The next step is to **REDUCE** what you use. Before you buy something ask yourself 'do I really need this?'

**3** Next you can **REPAIR.** Before you throw something away see if you can repair it.

**4** Now make sure something really is rubbish before you throw it away! Can you, or anyone else you know, **REUSE** it for something else?

**5** Then, ask yourself what you can **RECYCLE?** Some of the things we throw away, like glass and cans, can be recycled. This means they can be broken down and the materials used again for making new products.

You can collect paper, cans, glass and some types of plastic for recycling. But first, find out where your nearest recycling centre is and how you will get the materials there. Some schools and shopping centres have big containers where people can deposit recyclable materials. The materials are collected by recycling companies.

Some recycling companies will come to collect the materials from you and may pay you for it. But don't plan on getting rich – you have to collect tonnes before you make much money! Call the recycling companies listed on page 20 for more details. Many people earn a living from reusing or recycling other people's 'waste'.

If you have a garden, you could recycle food scraps, leaves, grass cuttings and other garden rubbish to make compost. In some households, this saves about a quarter of their waste!

After all that  
you probably  
won't have  
much to throw  
away!

Hamilton



# You can do more!


We can reduce our rubbish and we can warn people about how pollution affects our health, like Johannes and his friends in Alexandra. But we can do more! Think about the environment where you live. What do you think should be improved? Who do you think needs to be involved to improve it?

**Get together a group of young people who are all interested in doing something for the environment.**

1. Begin by drawing a map of your area. Mark on the map where you think the environmental problems are in your area. Look especially for problems that affect people's health.
2. Now, talk together about what you could do to solve these problems. Take each problem and talk about a solution. Some of the things will be difficult to do anything about but some of them you may be able to solve with the help of grown-ups in your area.
3. Decide who is responsible for causing the problem and who should be responsible for solving it. Decide if you can do something to help solve the problem. Ask a grown-up to help you organise a meeting with people who could help and present your ideas to them. Some of these people could be helpful: an environmental health officer from your local council, the local traffic officer, members of your local health forum or sisters from the health clinic, people from environmental organisations that support local groups (see the Contacts and resources list at the end of this unit).



Action File



Remember, every  
local action helps  
the world!

Bonnie

Many environmental problems have got so big they affect the whole world. Everyone now needs to help stop the damage and find some solutions. All over the world people are concerned about the environment. In 2002 thousands of people came to South Africa to talk about what could be done to make our world a better place. This was the World Summit for Sustainable Development (WSSD), which some people called the Earth Summit.

## Children's Earth Summit

# TRUE STORY

**“Hi!  
We’re from an  
environment group**

called Sowetan Mountain of Hope (SOMOHO). Our group has helped to clean up Tshiawelo koppie and make it into an environment, art and culture centre. We get together for all kinds of activities – dance, drumming, theatre ...

In August Desmond, Dakalo, Takalani and Zweli took part in the Children’s Earth Summit. 100 children from around the world came together to talk about what we want our world to be like in the future – and what we can do to make it happen.

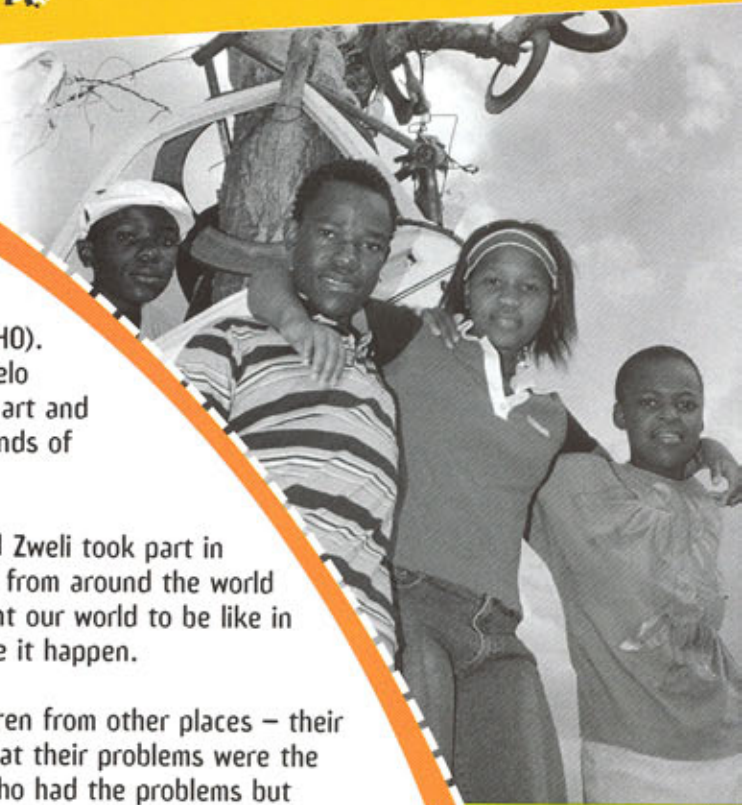
The best thing was getting to know children from other places – their cultures and traditions. We found out that their problems were the same as ours. We thought it is only us who had the problems but unfortunately it is the whole world that has the problems – pollution, global warming, diseases ... The most important thing is to have a common vision, because if something happens to one country it’s going to affect the whole world.

We thought that the most important problems to deal with were basic rights – every living and non-living thing has got rights! And education, health, pollution and poverty. There were lots of ideas about what can be done about these problems. We wrote them all up in the Children’s Earth Summit Declaration.

We presented our declaration to Kofi Annan, the United Nations Secretary General. And we gave him a hand-print painting from children at the Summit. We want him to bring up the issues in the United Nations when all the countries get together.

We’re going to run workshops around here to get everyone talking about our declaration. Then we’re going to have a Provincial Summit and a National Summit.

Now we’re part of a bigger, worldwide group – we keep in touch with the children we met from India, Ethiopia, UK, USA, Lesotho, Botswana, Zimbabwe ... and we’re going to meet again at the next international Children’s Earth Summit!”



If your group or school would like to be part of the Children’s Earth Summit process contact Mandla Mentoor at SOMOHO (see page 20).

# Teacher's page



Thousands of children in South Africa suffer from breathing problems caused by air pollution, thousands more die from water-related diseases caused by polluted water and inadequate sanitation facilities. These are some of the ways in which environmental degradation directly affects our health and quality of life. Finding out what can be done to avoid such problems is what environmental education is all about. Solving many environmental issues involves addressing the inequalities between the rich and the poor in our society. It involves thinking about what we want our world to be like in 20, 100 or even 200 years' time. It means balancing the desire for short-term economic growth with values such as social justice and a respect for life and the natural environment, on which our survival depends.

## Using this unit in the classroom

The environment is a very broad topic and it is impossible to cover it in a few pages. This unit focuses on three ideas:

- all living things in the world are interconnected
- people's activities can impact negatively on the world
- we can choose to reduce our negative impact.

The unit looks specifically at the issue of waste, which is linked to broader environmental issues of pollution and over-consumption of resources. The unit shows how we can each make a difference through being more aware of what we use and what we throw away. You will need to link the use of this unit to other work on the environment. There are many more topics you can explore. For example, you can look at the destruction of ecosystems and how this impacts on plants and animals and biodiversity. You could explore the impact we are having on the world's oceans. You can explore water as a theme and why we need to look after our supplies of clean water.

## Contacts and resources

### Earthlife Africa (Johannesburg)

c/o the Sustainable Energy and Climate Change Partnership  
Tel: (011) 339-3662

Website: [www.earthlife.org.za](http://www.earthlife.org.za)  
Campaigns against practices which are harmful to both people and the environment. Ask them for details of groups in your area. Information on renewable energy and climate change can be obtained from the Sustainable Energy and Climate Change Partnership, which is a funded unit of the organisation.

### Environmental Justice Networking Forum (EJNF)

Tel: (033) 394-9073  
Tel: (011) 403-8978

Website: [www.ejnf.org.za](http://www.ejnf.org.za)  
A network of organisations interested in environmental justice issues. Publishes a quarterly magazine on environment and development issues, among other advocacy material. Can refer you to other environmental organisations in your area.

### Food & Trees for Africa (FTFA)

Tel: (011) 803-9750

Website: [www.trees.org.za](http://www.trees.org.za) and [www.eduplant.org.za](http://www.eduplant.org.za)

Promotes greening and food garden projects. Runs EduPlant, a national school permaculture and greening programme. Can help you start a food garden or improve your school environment.

### Share-Net

Tel: (033) 330-3931

Cell: 082-333-0377  
Produces a wide variety of low-cost materials for schools. They can help you with water quality test kits.

### Sowetan Mountain of Hope (SOMOHO)

Tel: (011) 984-8396

Cell: 082-333-0377

Ask Mandla Mentoor, National Co-ordinator for the Children's Earth Summit for contacts in your province.

### The GreenHouse Project

Tel: (011) 720-3773

Website: [www.greenhouse.org.za](http://www.greenhouse.org.za)

Runs an Environmental Centre in Joubert Park, Johannesburg, which showcases energy

conservation and other environmental practices, also has a library and offers training courses.

### Wildlife and Environment Society of Southern Africa

Tel: (011) 462-5663 (Head Office)

website: [www.wessa.org.za](http://www.wessa.org.za)

Provides support for starting school environmental clubs and developing a school environmental policy. Produces *EnviroKids*, a magazine for children. Ask for details of branches in your area. They can help you with water quality test kits too.

### Recycling organisations

Collect – A – Can

Tel: (011) 466-2939

Plastics Federation of South Africa

Tel: (011) 314-4021

Sappi Waste Paper

Tel: (011) 873-3830

Glass Recycling Association

Tel: (011) 872-0338

Mondi Waste Paper

(011) 869-3917

Toll free number: 08000 22 11 2

## Unit 3

# Zandi's Story

I like myself too much to smoke

### Life Orientation Learning Outcome 3: Personal Development

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his/her world

### Assessment Standard

*We know this when the learner:*  
Evaluates media and other influences on personal lifestyle choices and proposes appropriate responses

#### Knowledge

- Explains why smoking is dangerous to health
- Describes the laws that relate to smoking

#### Skills

- Evaluates the influences on his/her decisions and lifestyle choices
- Puts into practice strategies to enhance his/her self-esteem

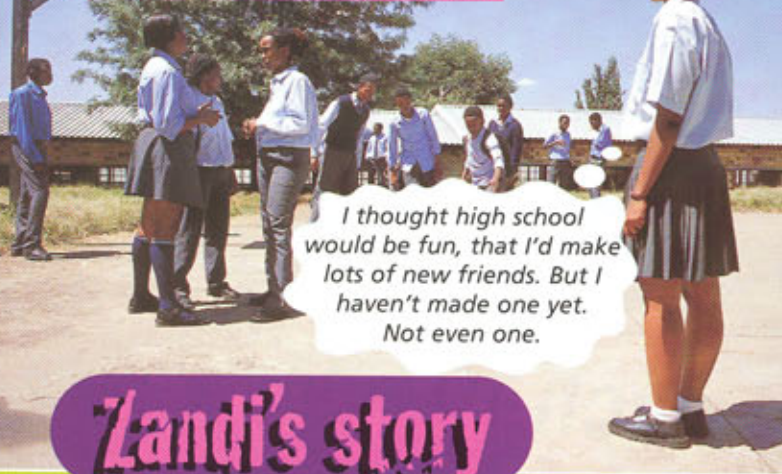
#### Values

- Values a healthy body
- Has respect for self

#### Attitudes

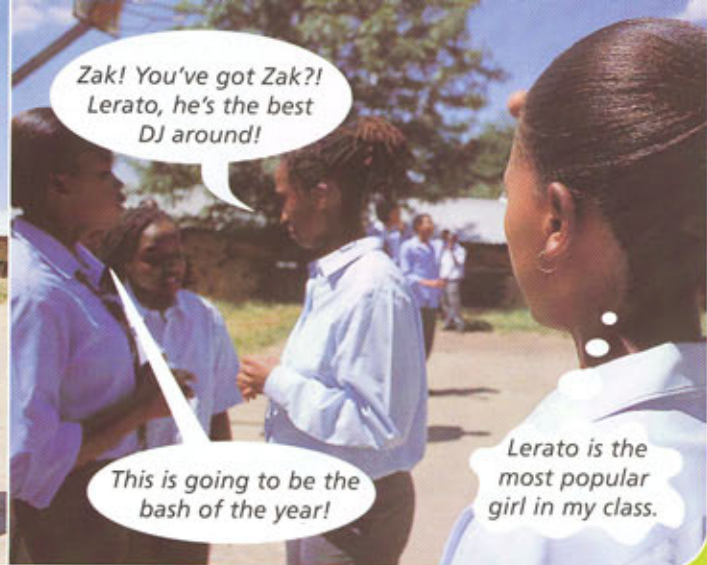
- Is committed to working with others in the community to discourage young people from smoking

Zandi has started high school ...



I thought high school would be fun, that I'd make lots of new friends. But I haven't made one yet. Not even one.

## Zandi's story



Zak! You've got Zak?! Lerato, he's the best DJ around!

This is going to be the bash of the year!

Lerato is the most popular girl in my class.



Hey Zandi.

Mandla!



Are you coming to Lerato's party next Saturday?

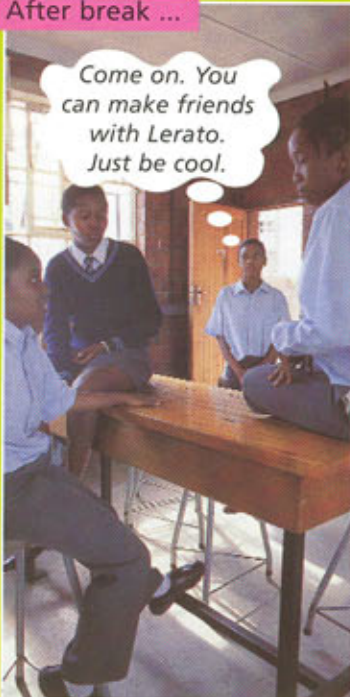
Um ... sure. Of course!



Mandla is the coolest guy in the school.

I need to get invited to Lerato's party ... fast!

After break ...



Come on. You can make friends with Lerato. Just be cool.



Hi Lerato!

Oh, hi ...



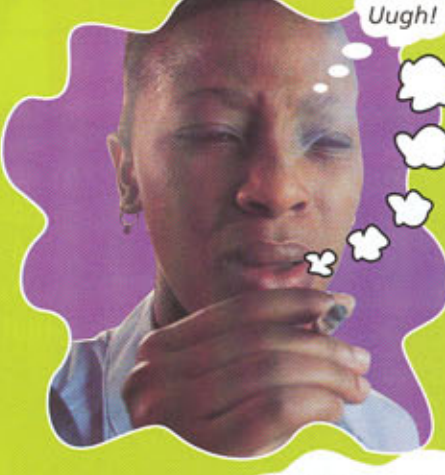
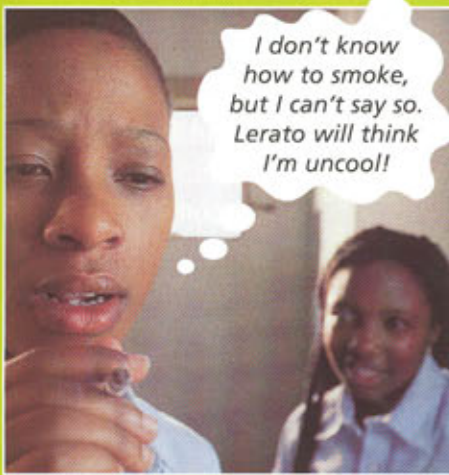
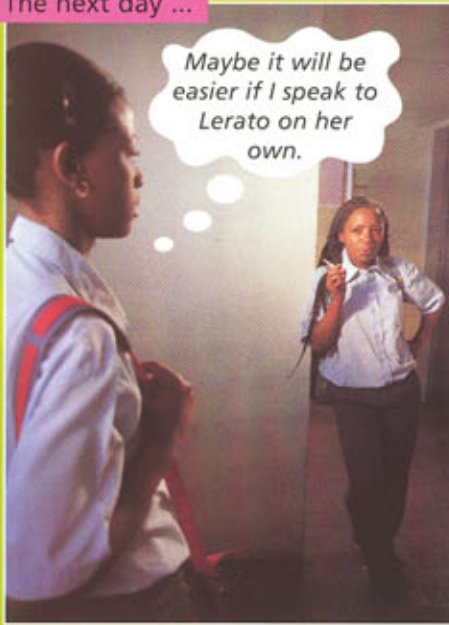
... I still haven't decided what to wear.

Me neither ... I saw these stunning black pants yesterday ...

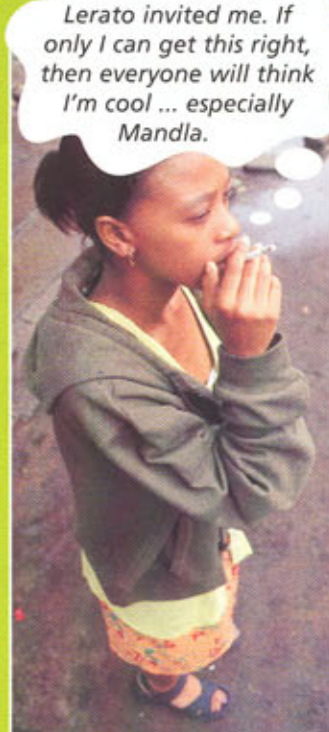
... Oh no ... I wish the earth would swallow me up!



The next day ...



Later ...



### Talk about these questions in a group

- How was Zandi feeling about her new school?
- What did Zandi think of Lerato and her friends?
- Why did Zandi decide to smoke?
- Have you ever felt like Zandi felt in her new school? What did you do?
- Do you know a group of young people like Lerato's group? If so, how do you feel about them?
- Have you ever tried to smoke? Why/why not?

# Why smoke?

Zandi tried smoking because she wanted to fit in with Lerato's group. There are other reasons why young people try smoking.

## Children Speak!

Before we made *Soul Buddyz* we talked to many children to find out about their lives. Many of them told us why young people start smoking.

When I was small we used to find cigarettes thrown away and try them. We wanted to see what it tastes like.

If you're in a group and you don't want to do stuff, like smoke, then the group they will hunt you down or get you.

I did smoke because I was stressed so much. It just calmed me down in a way.

If you want to be cool and there are other people, your friends, and they are cool and they smoke – sometimes it's very hard, like you want to fit in with that group and you want also to do it.

Some people smoke because they want to look older than their actual age.

### Activity

1

## Heard any of these before?

With a partner, talk about what the children said. Have you ever heard people giving similar reasons for smoking? Have you ever said any of these things? Do you think any of them are good reasons for smoking?

"I do  
you're in a group  
I want to do st

# Activity

# 2

# Smoke survey

Work in groups for this activity. Find out about smoking in the lives of young people you know. Make a list of questions like the one below to ask them. Fill in the questionnaire for each person you interview. Interview people from two different age-groups, such as 10-12 and 14-16 year olds. Interview 10 people in each age-group. Like all good researchers, you will have to tell the people you interview that the information you get is confidential. You will not be able to tell anyone who said what!

## Smoke survey Questionnaire

Age: \_\_\_\_\_ girl  boy

Have you ever tried smoking? yes  no

Do you smoke every day? yes  no

How many cigarettes a day? \_\_\_\_\_

Why did you try smoking? \_\_\_\_\_  
\_\_\_\_\_

Do you want to carry on smoking? \_\_\_\_\_

Why? \_\_\_\_\_  
\_\_\_\_\_

What will help you stop? \_\_\_\_\_  
\_\_\_\_\_

## What can the survey tell you?

Count how many young people in each age-group smoke every day. Then compare the numbers of smokers in each age-group. Look at the reasons people give for trying smoking. Are any of them the same as the reasons you talked about in Activity 1?

Did anyone say they are still smoking because they cannot give up?

and you  
ff,

# I don't need self-esteem from a cigarette!

## TRUE STORY

“My name is Bronwen.

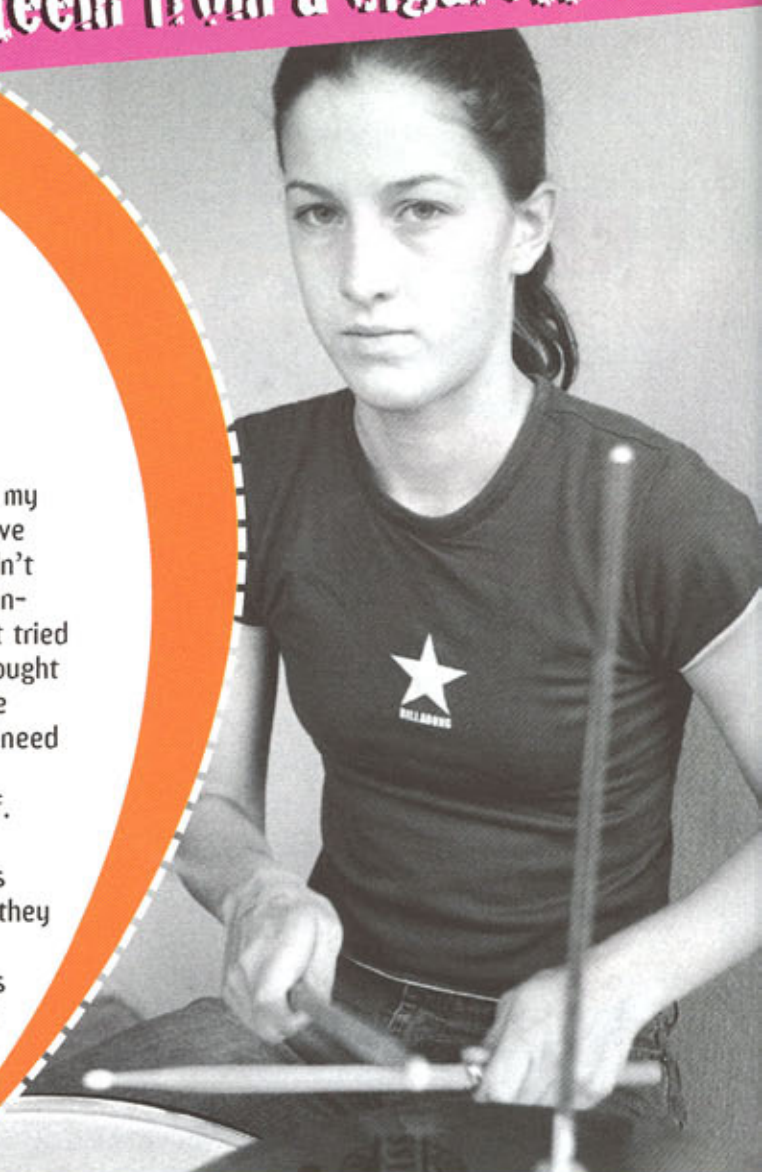
I am 16 years old. I am a drummer in a band. I also swim in my school swimming team and play hockey. I go out a lot with friends at weekends. I love acting and want to be an actress one day.

A lot of my friends smoke, only 2 of my group of 7 friends don't smoke. I have tried smoking before and I really didn't like it. I'm sure a lot of addicted teen-smokers didn't like it when they first tried but they carried on because they thought they were cool. I chose not to smoke because it can kill you. I also didn't need to feel I was accepted by the group because I am confident about myself.

I think that when smokers say it was peer pressure that made them start they actually pressurised themselves into doing it. Many people tell themselves that they won't be accepted by cool people if they don't smoke but they probably will be accepted by being confident about who they are even if they don't smoke. I chose not to smoke and my friends still accept me.”

One of the main reasons why Bronwen does not smoke is because she does not feel she has to prove herself to her friends. She knows she is cool! She values herself, believes in herself, trusts herself. Bronwen wasn't born that way – no one is. We have to work hard to get self-esteem.

Self-esteem comes from having self-respect and having the courage to have your own thoughts and feelings. Self-esteem is something you have to water and feed – like a plant. You especially need to feed your self-esteem when you are in a new place and situation, like Zandi in her new school.



## Activity

## 3

## My achievements

Get yourself a little notebook – for your eyes only. Use this book to record your thoughts, feelings and ideas. Begin by writing a list of all the things that are good about you. Write as many as you can. Get ideas from the list below and add your own.

friendliness loyal to friends warm helpful and supportive fun funny  
loving generous human good listener not too serious good sense of humour

You can also make a list of any qualities you would like to develop.

In your notebook, list two things you are proud of that you have already achieved. They needn't be BIG things – just two things you did well, and are proud of. For example, perhaps you have learned to be patient with your little sister or you can now shoot a basketball easily.

## Activity

## 4

## LOOK as if you have self-esteem!

Sit down and imagine that you are a really confident person – happy, relaxed, sure of yourself. How would you look?

Think of someone you think is confident. How would they stand and talk? Now stand up and read a paragraph of this book like that person.

See, you know how to do it! Try it, pretend you are confident and eventually you will become that confident person. Practise whenever you can and you will begin to change the feelings inside you to match this new body language.



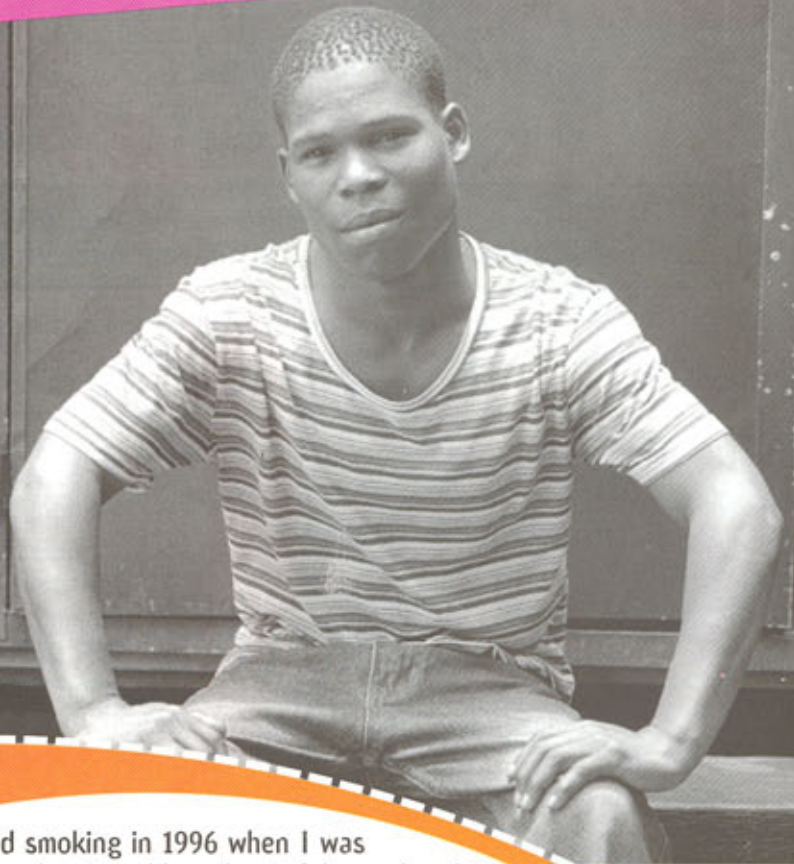
When I went to the new school I felt so small and no one talked to me – I had to work hard at telling myself I was OK!

Zandi

# Smoking is addictive

## TRUE STORY

“Hola!  
My name is  
Themba.



I started smoking in 1996 when I was 12. I liked saying that I could smoke, it felt good and I thought maybe people could appreciate me, the way I'm smoking.

I just decided to smoke, it wasn't just because of my friends. I used to see older guys in my area smoking and I thought they were cool. I was happy when I started smoking but I had to respect my parents, so I wouldn't smoke in public. My parents were not happy about me smoking.

If I had R5 I'd go to a shop to buy something but I wouldn't leave without buying a cigarette. This thing that you're under age – it's not a problem for shopkeepers – they just sell it to you. There are people who sell cigarettes at school – those snymans. They charge maybe 70c a cigarette.

I don't feel comfortable if I don't have the money to buy cigarettes, I must make sure I have the money or borrow from someone. Since 1996 I think maybe I've spent R4000 on cigarettes. Now I smoke about 15 cigarettes a day. I need to give up but I can't.

If you are smoking, cancer is there - you can't smoke expecting nothing. It worries me and I want to quit smoking but it's difficult to quit. I've tried to stop, for about a week. It's hard to quit smoking, really.

Smoking is a tough thing and if you start smoking you won't quit it. I'd say that young people have to avoid smoking in any way that they can. If you are smoking, it's like it's killing your budget. Every time you have to budget for smoking and then you end up not having any money.”



## FACT FILE



### Nicotine

The leaf of the tobacco plant is dried and then made into tobacco for cigarettes, pipes, cigars or snuff. Tobacco leaves contain nicotine.

Nicotine is a poison. When you inhale smoke from a cigarette the nicotine goes from the smoke directly into your saliva. It then goes through the lining of your mouth into your bloodstream and straight to your brain. When nicotine reaches the brain, it gives you a dizzy and light-headed feeling. It also makes your heart beat faster. This can give you that 'get up and go' feeling.

**BUT ...**

**Nicotine is addictive!**

After you have smoked for some time your body craves the nicotine and you have to keep smoking. You are an addict!

**AND ...**

Cigarettes can kill you! By the 2020s there will be 10 million deaths a year worldwide from cigarettes. Many of those who die in the 2020s will be the teenagers who started smoking today.

## Why make the cigarette companies rich?

If you start smoking you're keeping the tobacco companies rich and happy. If you smoke a pack of 20 cigarettes a day you will spend about R360 a month! You could buy a cool new pair of Nike tackies for that much money!

If you carry on smoking 20 a day for a year you would have spent R4 320! If you smoke this amount for 5 years you will have spent R21 600 - or more as the prices will go up!

In 1997 R5.5 billion was spent on tobacco products in South Africa.

Keep your money - why make the tobacco companies rich?



I can think of much better things to spend my money on!

Siya

# But it's cool to smoke!

Is it?



Activity

5

## Is it cool to smoke?

Talk about this cartoon with a partner. What message is it giving? Do you think this is a good message? Work together to make a funny poster that gives the same message to young people.

Put up your posters around the school and community.





# The law and cigarettes

Look for this warning ... where have you seen it?

**WARNING:  
DON'T SMOKE NEAR  
CHILDREN**

The government knows that smoking can harm our health. There are laws that help to protect people from cigarettes. The laws also protect the health of non-smokers. Here are some of the things the law says about cigarettes.

- It is against the law to advertise cigarettes. The law says all cigarette boxes need a health warning.
- It is also against the law to sell cigarettes to anyone under 16 years of age.
- Smoking is banned in all public indoor public places in South Africa. A non-smoker who is in a smoke-filled room for 8 hours will breathe as many cancer-causing chemicals as if he or she had smoked 36 cigarettes. This is called passive smoking.

## Take action in your community to protect children from smoking

Here are some things you can do as a group to help stop young people from smoking:

- Draw a map of your area and mark on it all the spazas, garages and shops that sell cigarettes. Visit them all and remind them that it is against the law to sell cigarettes to children under 16 years old. Take a grown-up with you. Ask them to agree that they will not sell cigarettes to children. You could even ask them to sign a form saying they will do this. Make a special poster like this one for each of these places and ask them to display it.

**I am a responsible community member.  
I want to make sure our children don't smoke.  
I don't sell cigarettes to children under 16.**

- Talk to young children about the dangers of smoking. You can create a drama about smoking and perform it for other children. Use the fact file to make sure your information is correct. You can also get information from the organisations that are listed at the end of this unit.
- Make a pamphlet about passive smoking and ask your principal to send it to all the parents at your school.



Action File

# Teacher's page



Over the last 50 years or so medical research has found a definite link between smoking and fatal diseases such as lung cancer and heart attacks. Research also seems to suggest that more and more young people, especially in developing countries, are smoking than in the past. Young girls are particularly vulnerable. This is why it is important to teach young people about the dangers of smoking.

You will notice that this unit begins by allowing learners to explore their own and other young people's views about, and experiences of, smoking. This is an important place to start. It is necessary to give learners the facts about the dangers of smoking, and you will find these in the unit, but if they are going to make wise and considered choices young people also need to talk about smoking. To encourage this, make sure your classroom is an environment that is open and non-judgemental.

If young people are going to hear what you say and take it seriously, it is important not to pass judgement. Don't link smoking to 'being bad', rather help your learners see that they can make a choice not to smoke. Let them talk about the pressures on them to smoke.

## Using this unit in the classroom

This unit has a section on the facts about smoking. This is important but it is also important to work on building learners' self-esteem so they can make a choice against smoking and feel OK about themselves. There are many activities you can do to build self-esteem but the best thing you can do is to encourage your learners and tell them when they have done something well - never break a learner down. Look for opportunities to praise them.

## Contacts and resources

### Cancer Association of South Africa (CANSAs)

Tel: (011) 616-7662

Toll free: 0800 22 66 22

Website: [www.cansa.org.za](http://www.cansa.org.za)

Runs educational programmes in schools, provides information on smoke-free schools. Also has food garden projects and nutrition projects that promote healthy eating. Ask the national office for details of regional and provincial offices.

### Quitline

Tel: (011) 720-3145

For help in stopping smoking.

Free service.

### National Council Against Smoking

Tel: (011) 643-2958

Provides information on the tobacco laws and the dangers and risks of smoking. Can give advice on how to stop smoking and assist teachers to help learners to stop smoking.

### The Heart Foundation

Tel: (021) 447-4222

Website: [www.heartfoundation.co.za](http://www.heartfoundation.co.za)

Runs an education programme for very young children and plans to run a programme for primary schools in the near future.

Unit 4

# Avril's Story

There is always another way  
to solve a problem

## Life Orientation Learning Outcome 3: Personal Development

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his/her world

### Assessment Standard

*We know this when the learner:*  
Demonstrates and reflects on decision-making skills

#### Knowledge

- Describes how different substances are abused and what the effects are
- Discusses the different influences on decisions they make
- Explains why young people may abuse substances

#### Skills

- Evaluates the different influences on their personal decision making around substances
- Is able to apply strategies for coping with stress and peer pressure

#### Values

- Values their ability to make wise choices about the use of substances

#### Attitudes

- Reflects on what is influencing their decisions around substances
- Has the self-esteem to make a decision that is counter to the rest of the group

Avril has started work in a restaurant ...

I've got so much to do at school.

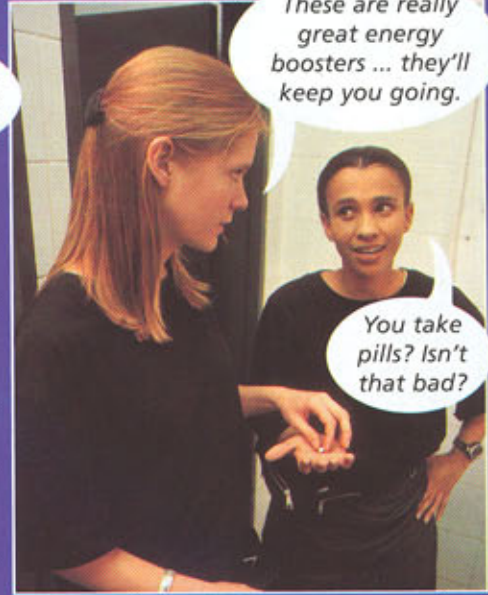
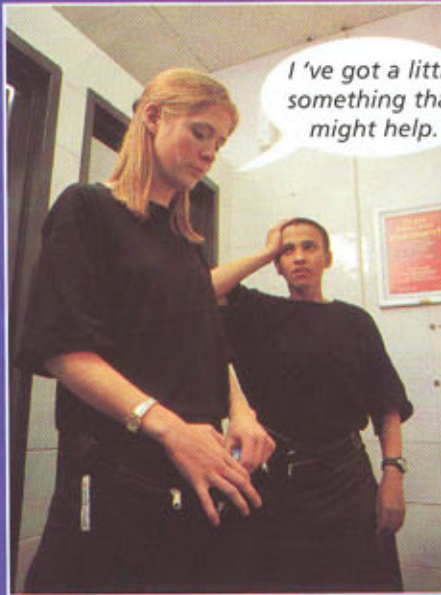
And they've set a date for Uncle Jasper's trial ...

I'm sorry! I'm so sorry!

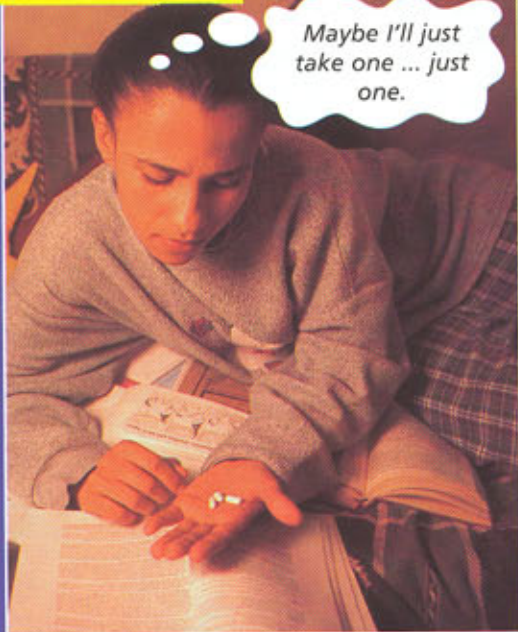
CRASH!

Now I'm in trouble with the manager too.

# Avril's Story



Later that night ...



Many hours later ...



Two days later ...

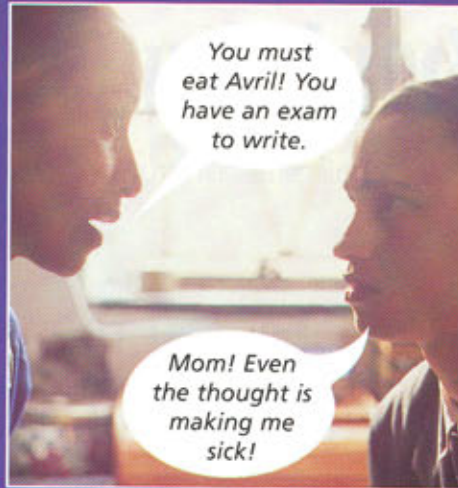


After many days of no sleep ...

Let me make you breakfast, you'll think better on a full stomach.



No thanks, mom.



You must eat Avril! You have an exam to write.

Mom! Even the thought is making me sick!



I'll be fine ... Really!

Later ...



I can't concentrate!

SCRIBBLE SCRIBBLE SCRIBBLE SCRIBBLE



SCRIBBLE SCRIBBLE SCRIBBLE SCRIBBLE SCRIBBLE SCRIBBLE

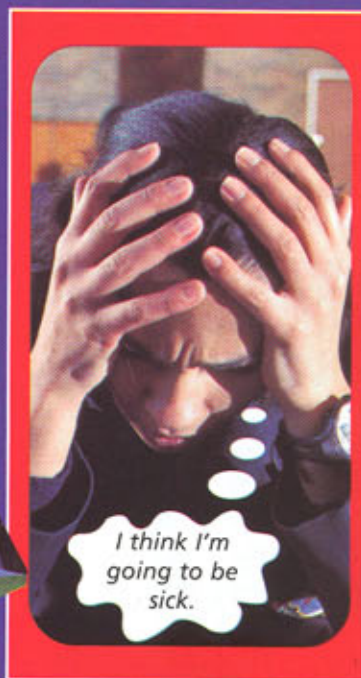


How many kilos ...

Whats the sum of ...

What is the theory ...

SCRIBBLE SCRIBBLE



I think I'm going to be sick.

Talk about these questions in a group

- Why was Avril stressed?
- How did she try and solve the problem?
- What happened to her?
- Why did Avril take the pills?
- What other reasons do people have for taking drugs?

# Finding out about drugs

Like Avril, you are going to have to make choices about drugs. You need information to help you make a wise choice.

## Activity

# 1

## Researching the facts

Work in groups. Each group should choose one or two of the questions on this page and find out the answers. Make a drug fact book for your class to refer to.

### Is alcohol a drug?

Why are some drugs called legal drugs and others called illegal drugs?

**AT WHAT AGE CAN SOMEONE BUY ALCOHOL?**

*How much alcohol is legal if you are going to drive?*

*Which drugs are illegal?*

*Is dagga a drug?*

*What is an 'over-the-counter' drug?*

Are tea and coffee drugs?

What is a criminal record? How can having a criminal record affect you?

What does it mean to be addicted?

Is ecstasy a drug?

What is cocaine? What effect does it have on the body?

Are benzine and petrol and glue drugs? What effect do they have on the body?

What is mandrax? What effect does it have on the body?

What happens if you are caught with an illegal drug on you?

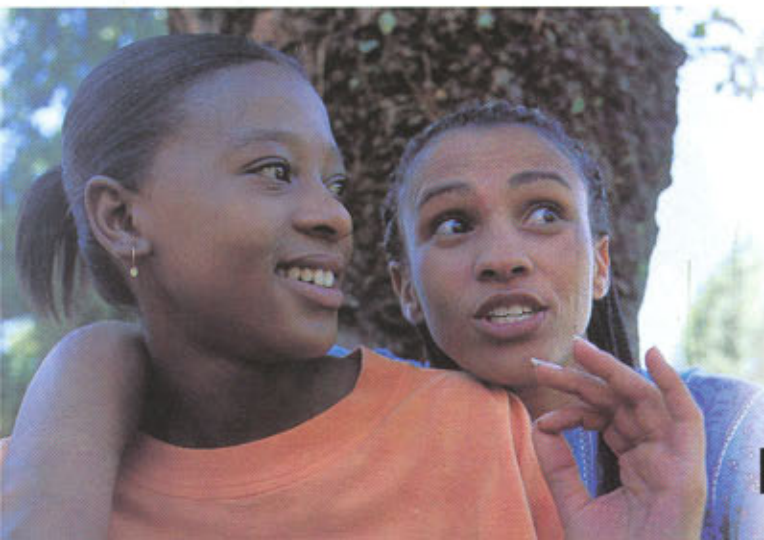
### Some Ideas for finding out the facts ...

- Read the Fact File on the next page.
- Ask someone from a local organisation that provides support for people who abuse drugs, such as SANCA (South African National Council on Alcoholism and Drug Dependence) to come and talk to your class.
- Contact some of the organisations listed at the end of this unit and ask if they can send you any leaflets or booklets.
- See what you can find on the Internet – but remember that not all the information on the Internet is correct.



I made a choice about drugs and found out that it was not a good choice!

Avril





## FACT FILE



### Drugs

Drugs are chemicals that change the way the body or mind usually works. Some drugs are very helpful, we use them as medicines. They are given to people when they are sick. They can help people get better and stop pain. But drugs can be abused and when this happens they are harmful.

### Over-the-counter drugs

Sometimes people take cough mixtures, painkillers, laxatives, diet pills and pills to keep them awake. All these drugs can be bought at a pharmacy. As Avril found out, these drugs can harm people if they are not taken properly.

### Alcohol is a drug

Alcohol and nicotine (in cigarettes) are drugs. They are legal drugs.

Alcoholic drinks, like wine and beer, contain alcohol which gets into your blood stream and affects the way you behave and feel. Alcohol slows down your heart rate and numbs your brain. If you drink too much the alcohol will affect the way you behave. Your speech will become slurred and your legs and arms won't work so well. People do not think straight when they drink too much alcohol and then they do stupid things. If you drink too much you will begin to feel nauseous and vomit. You can pass out completely.

Young people are affected by alcohol more easily than grown-ups. This is why it is illegal for young people under 18 to buy alcohol.

An adult who weighs about 70 kg can drink two cans of beer or two glasses of wine or two

normal tots of spirits (such as whiskey or gin) before they are affected. Young people usually weigh less than 70 kg so they would be able to drink only half this amount before it affects them.

### Illegal drugs

People also abuse some drugs that are sold on the street. These drugs are illegal and are not sold in shops. They include dagga, mandrax (pills), cocaine, ecstasy and heroin.

### Other drugs

Some people use things such as petrol, glue and benzene to change the way their mind works. The fumes from these things are sniffed or inhaled. All these drugs can harm you.

### Addiction

Many of the drugs that people use are addictive. This means that after a person has been taking the drug for some time, their body gets used to having it and then begins to need it. If the person does not get the drug, their body tells them it needs it. For example, they may get reactions like headaches or sweats that go away when they take the drug again. They crave the drug and feel they will do anything to get it. Some drugs do not affect the body in this way but they are also addictive because people believe they need them.

You will usually not get addicted the first time you take a drug but drugs are powerful and some people can become addicted after taking a drug only a few times.

### Alcohol is an addictive drug!

# What is addiction?

One of the things you will have found out when you did your research into drugs was that many drugs are addictive. What is it like to be addicted? In this newspaper article Fareed (not his real name) from Lenasia tells us how he became addicted.

## My life was going up in smoke

Fareed bought his first joint of dagga from a dealer who was waiting at the school fence during break. He was in Grade 8.

With a group of classmates, who also bought six joints for R5, he lit up on the playground and within minutes of taking his first few drags he knew that he liked the sense of well-being the marijuana gave him.

After that day he never stopped. Every day when the school bell rang and the students went to sit in the sun and eat sandwiches, he ran to the fence to meet his dealer.

The school Fareed attended is one of the



biggest in Lenasia, a massive suburb south of Johannesburg. By the time he got to Grade 11 he was taking crack – a crystalised form of cocaine.

This is his story in his own words. "Drugs wasted me. I had no money. My girlfriends broke up with me. I had no friends. I didn't care how I looked. Drugs were everything. Everybody bought their dagga through

the school fence.

While I was on dagga some of my friends smoked the 'wit pipe' – a mixture of dagga and mandrax.

Two years later I graduated to mandrax, known as 'buttons', because I felt I needed bigger kicks. In my Grade 11 year I took crack. The first snort made me float. I never felt anything like it before. In one night I smoked 30 rocks at R50 each.

There are many dealers in Lenasia who can supply you with almost anything. I stole things like tyres, car radios and spoilers to get money for my habit. I had become a mental and physical wreck. I became heartless and angry. I lost about 6kg as well as my athletic abilities. I tried to stop but it didn't work. At first my mother didn't know about my addiction but when she realised the truth she was in tears. Once you admit you have a problem you are on your way to winning. I have one piece of advice for young people. Drugs take you nowhere fast."

The Sunday Times, 4 June 2000  
(Adapted with permission)

## Activity

### 2

## Talk about it!

Work in a group and read Fareed's story. Then talk about these questions:

- How did Fareed begin taking drugs?
- Did he take only one drug?
- How did he get the money for the drugs?
- Could he give up easily? Why not?

On your own, write a letter to a friend who is thinking of taking drugs and use the information from the newspaper article to persuade her or him that it is not a good idea.



# Why do young people take drugs?

Before we made *Soul Buddyz* we talked to many children to find out about their lives. This is what some of them said about alcohol and drugs.

Drugs make you happy and stop worrying. When you take them you don't feel anything, like sadness and loneliness. They help you forget your problems.

Me and my friends we like go to bashes and jives. So we thought if we buy drinks and drink them we would jive better.

My friends drink to have fun, to enjoy life - especially at Christmas.

If you want to be cool and your friends are cool but they take drugs and stuff and they smoke, sometimes it's very hard, like you want to fit in with that group and you want also to do it.

## Activity

3

### Heard any of these before?

Talk about these quotes with a partner. Have you ever heard people giving similar reasons for taking drugs or drinking alcohol? Have you ever said any of these things? Are any of these good reasons for taking drugs?

Some young people take drugs and drink alcohol because they think they will have more fun if they do but...

## Activity

4

### Is fun always happiness?

Some things that are fun really do make us happy. Having fun is part of being a happy person. But is fun always happiness?

Talk about these ideas with a friend:

- Can you think of some things that might be fun but don't make you happy?
- Have you ever done anything that made you happy but was not fun?
- How would you define 'having fun'?
- How would you define 'being happy'?
- Is there a difference?



## I smoke to forget

# TRUE STORY

“I’m  
Themba

and I was born in 1982 in Soweto. I stayed with my mother. I was still young and unable to recognise her but I knew I loved her.


Then in 1983 I came to Tembisa to stay with my father and his mother who was my granny. I did not see my mother. I realised that my mother was not showing up to see me grow. I started to ask ‘who is my mother?’ I kept wondering. My friends used to ask me who is my mother.

In 1998 I started searching for my mother. My granny told me that my mother stays in Soweto. Somewhere there. Sometimes when I had money I used to go and search for my mother because my mother’s absence hurt me.

Every time I went to school I thought about my mother. At this time I started to smoke dagga and take pills. The real thing that made me smoke is I didn’t want to think about my mother, because I was always thinking about her. Smoking kept my problem away. I wanted to forget about her because she did not care about me. She did not care about my living place and my sleeping place. When I smoked I just forgot these things. The problem is when I was not smoking I still felt sad.

From last year I have been coming to a group for boys with problems. I talked about my mother and this has helped me. I have not smoked so much and I am asking for help now to stop smoking.”

(Themba’s name and the name of the place where he lives have been changed to protect his privacy.)



As Themba says, trying to solve a problem by taking a drug will not take the problem away. It may make you forget your problem for a short while but your problem will still be there when the drug has worn off. And you will have new problems – an addiction and the problem of finding money to pay for the drugs that you need.

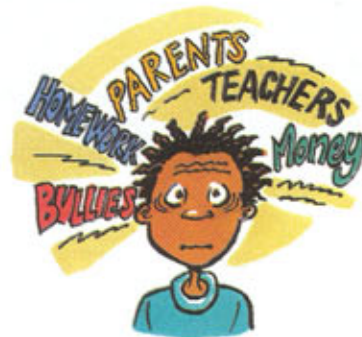
Some grown-ups think that children don't feel stress. But stress is part of being a person and we all feel worried or afraid at times, just like Avril did. You are not too young to learn to deal with stress.

## Activity

# 5

## Are you stressed?

Draw a picture of yourself and around the picture write down the things that make you stressed. Think of ways to deal with some of these things. Ask a friend or grown-up to help you think of some ideas.



## Managing stress and sadness in your life ...

The first thing to remember is that you can choose how you respond to bad things in your life.

1. Think about what you are feeling. Try to name the feelings you have. Find ways of expressing your feelings. Sing a song or write a letter to yourself. Tell someone how you feel. Think about why you feel this way. Try to write down the reasons or draw a picture of them.
2. Get help. Find an older person you can talk to about your feelings. You may think there is no one you can talk to, but think hard. It does not have to be someone in your family. Friends are usually good to talk to. Sometimes teachers can also be good listeners. Talk to that person about how you can change things so life works for you. It may take time but taking this step will make you feel better.
3. Do some physical exercise. This will relax your body. You can also learn to relax your mind. When you feel very sad or worried lie down, close your eyes and breathe deeply for a while. Let your body relax and let your mind float.

Pressure from friends is another reason why some people start to take drugs.

## Activity

# 6

## 'Yes' or 'No'?

Sometimes friends try to pressurise us to do things that we do not really want to do. These can be things to do with alcohol or other drugs. Thinking about these kinds of situations can help us to stand up to pressure.

Write a story about a time you said 'Yes' but you really wanted to say 'No'. It does not have to be about drugs or alcohol. How did you feel about yourself when you said 'Yes'? How did you feel about the other people, or person, involved? Why did you say 'Yes'? How could you have said 'No'?

Now work with a partner. Think of all the different things you could say to friends who are pressurising you to smoke, drink or take something you do not want. Act out your ideas for the class.

Listen to the ideas from the rest of the class. Then, as a class, vote for the best ones. Write these down in a place where you can use them when you need them.

# Drug abuse in our communities

Many communities in South Africa have a big problem with drugs. Here is a newspaper article about the community that Fareed comes from. In this community, like many others in South Africa, they have a problem with drugs and alcohol.

Primary school children in Lenasia – some as young as 10 – are drunk in class while many others are taking drugs in the playground. Sporting events and the last day of every term are the worst times for drunkenness. On these days teachers face drunken pupils who buy their alcohol at shebeens before school opens at 7.45 am. Pupils at high schools buy drugs, such as cocaine, mandrax and dagga, from dealers who wait at the fence during breaks or in cars after school closes.

Police and social workers are battling to deal with the massive drug problem that has not left one primary or high school untouched in the area. This week, the Commander of Lenasia's Schools Unit said that one of the main problems was that shebeen owners who were out to earn quick money were selling alcohol to under-aged children, while ruthless drug dealers earned big money from schoolchildren.

The Sunday Times, 4 June 2000  
(Adapted with permission)

- Do you have a problem like this in your area?
- What does the newspaper article say is the main problem?
- Do you think there are other reasons why this happens in communities?
- What are the other reasons?
- Is it just schoolchildren who take drugs and abuse alcohol, or do grown-ups also do it?
- What do you think can be done about drug abuse?

## Activity



## Debate this ...

Have a group debate about legal and illegal drugs. One team should prepare an argument saying legal drugs, such as alcohol, have the worst effect on your community. The other team should prepare an argument saying that illegal drugs are the worst.

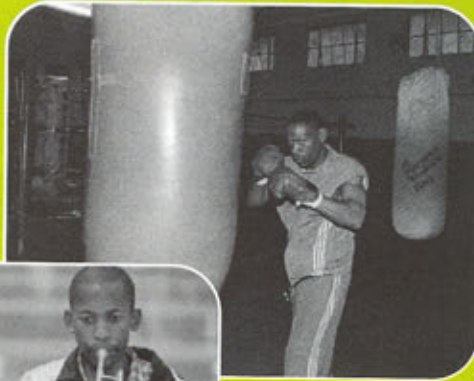
Making sure there are positive activities for children in the community can help prevent drug abuse.

Massive Buddyz



We know that many children drink alcohol and take other drugs when they are bored. There are no activities to do in their area. What activities are there in your area to help stop children getting bored?

Why not start a group to organise some activities for children in your area? Here are some ideas:



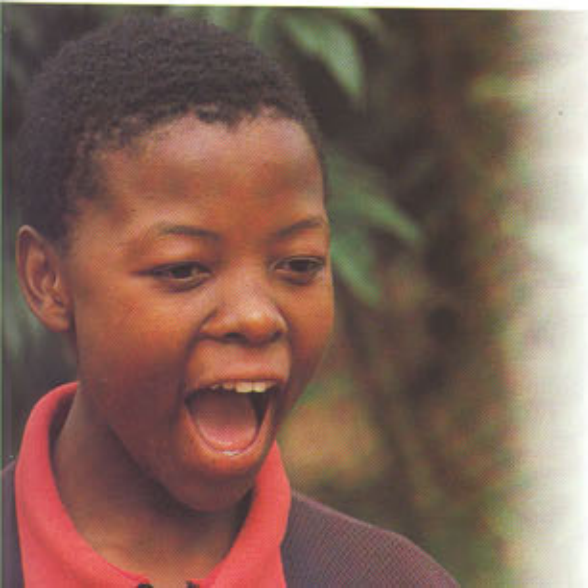
Action File

Begin by finding out if there are any grown-ups in your area who have skills they can share with children. Approach them to start a club or to run an activity. Ask a local church or the school for space if you need it. See page 110 for organisations you could ask to help you start an activity group.

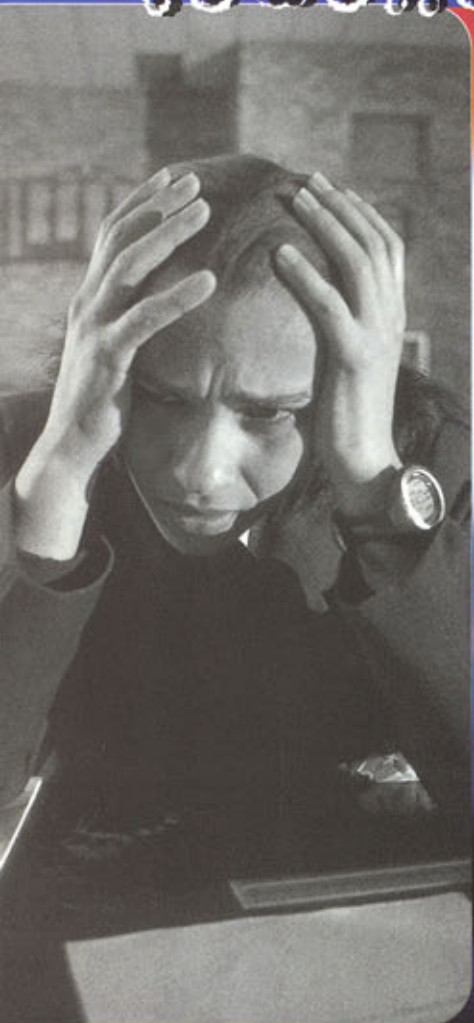
You could also  
start a Soul  
Buddyz club!  
Thapelo



See page 109 for details.



# Teacher's page



Substance abuse is a growing problem in South Africa. Recent research\* shows that there has been a significant increase in substance abuse amongst youth. What is especially disturbing is that the age of first experimentation has gone down and many primary schoolchildren are now abusing substances. It is important to remember that alcohol is the substance most often abused by young people.

The 'just say no' approach to substance abuse is based on the belief that children are incapable of making decisions about drugs and it implies that adults are not interested in their opinions. As educators we have to look at things differently. The challenge is to allow young people to inform and educate themselves about drugs. We need to respect young people's ability to reason and use their own experience to make decisions. They are much more likely to make wise decisions if they are informed about the facts. This unit gives some of the facts and then allows learners to explore the issues through discussion.

In preparation for the *Soul Buddyz 2* television series and for this book, we undertook extensive research with young people aged 7 to 12 about why they may begin to take drugs or experiment with alcohol. The unit draws on what young people told us. Young people saw taking substances like alcohol and drugs as a way to forget their problems, give them confidence and make them happy. They also talked about peer pressure.

This unit deals with each of these perceptions in turn and encourages alternative choices.

## Using this unit in the classroom

You will need to find resources such as books or pamphlets about drugs before working through this unit. It would be best to contact an organisation near you and invite someone to speak to the learners.

\*Parry, CDH and Bhana, A., and Bayley, J. 1998 *Monitoring Alcohol and Drug Abuse Trends in South Africa SACENDU Research Brief*, 1(1), 1-16.

## Contacts and resources

### South African National Council on Alcoholism and Drug Dependence (SANCA)

Tel: (011) 482-1070  
Website: <http://wn.apc.org/sanca/>  
Provides services related to treatment for drug addiction and preventative measures. Contact the head office for details of your nearest branch. Can provide educational materials.

### Narcotics Anonymous (NA)

Tel: (011) 485-5248  
Website: [www.na.org.za](http://www.na.org.za)  
Community-based support group for anyone who has or thinks she or he may have a drug problem. Call the above number for contact details of your nearest group.

### Tough Love

Tel: (011) 886-3344  
Website: [www.toughlove.org.za](http://www.toughlove.org.za)  
A non-profit family support group - a network of parents helping each other to cope with children who are substance abusers.

### Drug Wise

Tel: (011) 728-6668  
Drug Wise is an out-patient treatment centre which also offers educational programmes for children, teachers and parents.

### Cape Town Drug Counselling Centre

Tel (021) 447-8026  
Website: [www.drugcentre.org.za](http://www.drugcentre.org.za)  
Offers counselling and a schools programme that includes workshops for parents, teachers and adolescents. They help schools set up drug policies and give ongoing support.

### Books

*Drugs Info File*, Dr Miriam Stoppard, published by Dorling Kindersley, London, 1999.  
*Get High on Life*, Adele Searll, 2nd edition, Zebra Books, 2002.

## Unit 5

# Siyaya's Story

Alcohol in our families  
and communities

GOOD TIMES GOOD FRIENDS

### Life Orientation Learning Outcome 3: Personal Development

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his/her world

### Assessment Standard

*We know this when the learner:*  
Explains and evaluates own coping with emotions and own response to change

#### Knowledge

- Describes what alcoholism is
- Describes the impact of alcoholism on children's emotions
- Explains how children living with alcoholism in the home can get help

#### Skills

- Applies some strategies that can help them express negative emotions and begin changing them
- Knows how to seek help

#### Values

- Values themselves and does not blame themselves for a drinking problem in the home.

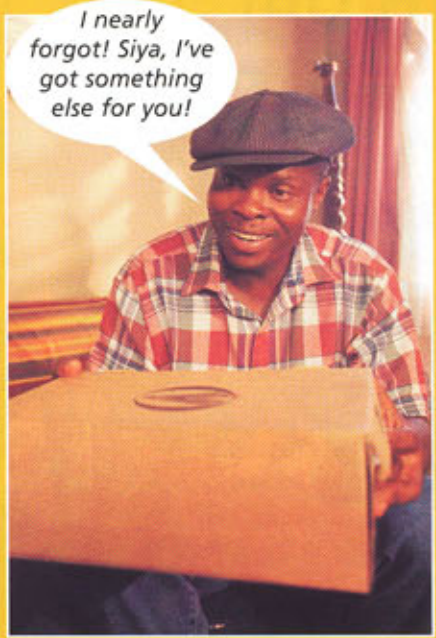
#### Attitudes

- Is committed to working with other children and adults in the community to address the problem of alcohol

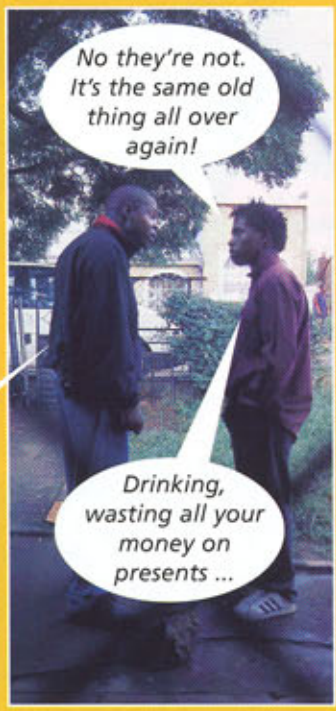


# Siya's Story

Soon afterwards ...

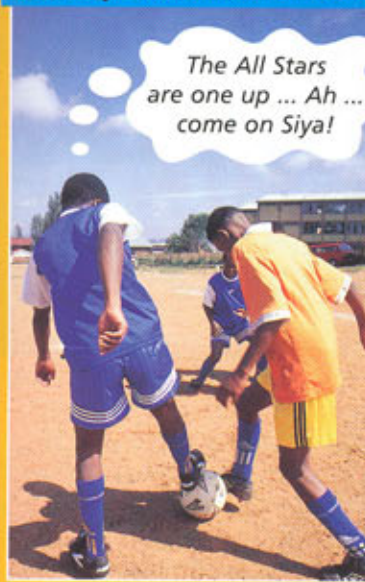


That night ...





Saturday – After half time ...



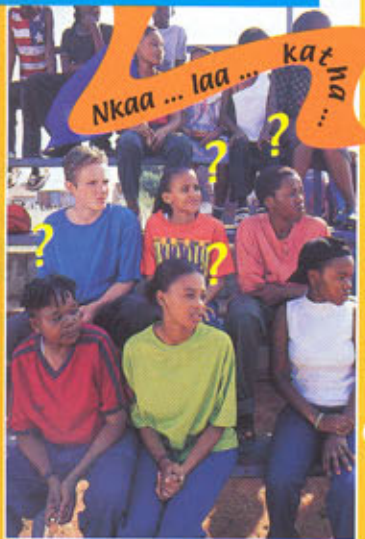
The All Stars are one up ... Ah ... come on Siya!



Where is Bab' Sipiwe? He said he would come.



Just then ...



Nkaa ... laa ... ka? Nka ...



Siya! Superstar!

Nkaa ... laaa ... katha ...

He came after all!



He's been at the shebeen!



Siya, don't just stand there!

Please Bab'Sipiwe, don't make such a noise.



Oh no! It's in the goals!

LADUUMAI!



I wish Bab'Sipiwe hadn't come!



### Talk about these questions in a group

- What did Bab'Sipiwe buy for Siya and his family?
- Why was Thulane angry with his father?
- What happened when Bab'Sipiwe came to the soccer game?
- How did Siya feel about Bab'Sipiwe's behaviour?
- Have you ever felt the way Siya did about someone you know?

# Alcohol can be a problem

## Children Speak!

Before we made *Soul Buddyz* we talked to many children to find out about their lives. Many children told us about grown-ups who drink alcohol.

People get drunk when they drink alcohol because it is very strong for the body especially when they drink too much of it.

It is not easy for people to stop drinking alcohol because if their body is used to alcohol they can't stop.

I would not drink alcohol because it makes old people look like children and it also makes them talk things that don't make sense.

My Dad drinks a glass of wine every evening. But he never gets drunk.

## FACT FILE

### Alcoholism

Many people drink alcohol but for some people alcohol is a big problem. They get drunk and cannot stop drinking. This is called alcoholism. Bab'Siphiwe was like this. Siya found out that Bab'Siphiwe was an alcoholic. An alcoholic is not a bad or a mean person, an alcoholic is a person with an illness. Alcoholism isn't a sickness caused by a germ but it is still a sickness.

It's hard to imagine doing something that you can't stop but that's what drinking is like for an alcoholic. Once they take the first drink they cannot stop – they are addicted to alcohol.



People who are addicted to alcohol cannot stop drinking for very long unless they get help from a counsellor or a doctor.

**You cannot stop an alcoholic from drinking.** Alcoholics need specially trained people to help them get well.

### It's not your fault

One thing we know for sure is that you can't cause someone to become an alcoholic. **It's not your fault.** Many young people whose parents or relatives drink too much think it is their fault. It is never your fault!

## Activity

# 1

### Finding some answers

Work in a group and discuss what these children are saying. Make a list of questions that you have about alcohol. Try to find the answers to your questions. Look in the Fact File, contact one of the organisations on page 56 for information or invite someone to give a talk to your class. When you have answered your questions, make a poster to tell other children about alcoholism. Display your poster in your school or community.



It can be very hard living with someone who has a drinking problem

Siya

Activity

2

## Quiz yourself

Do you need help because someone in your house has a drinking problem? Do this quiz to find out.

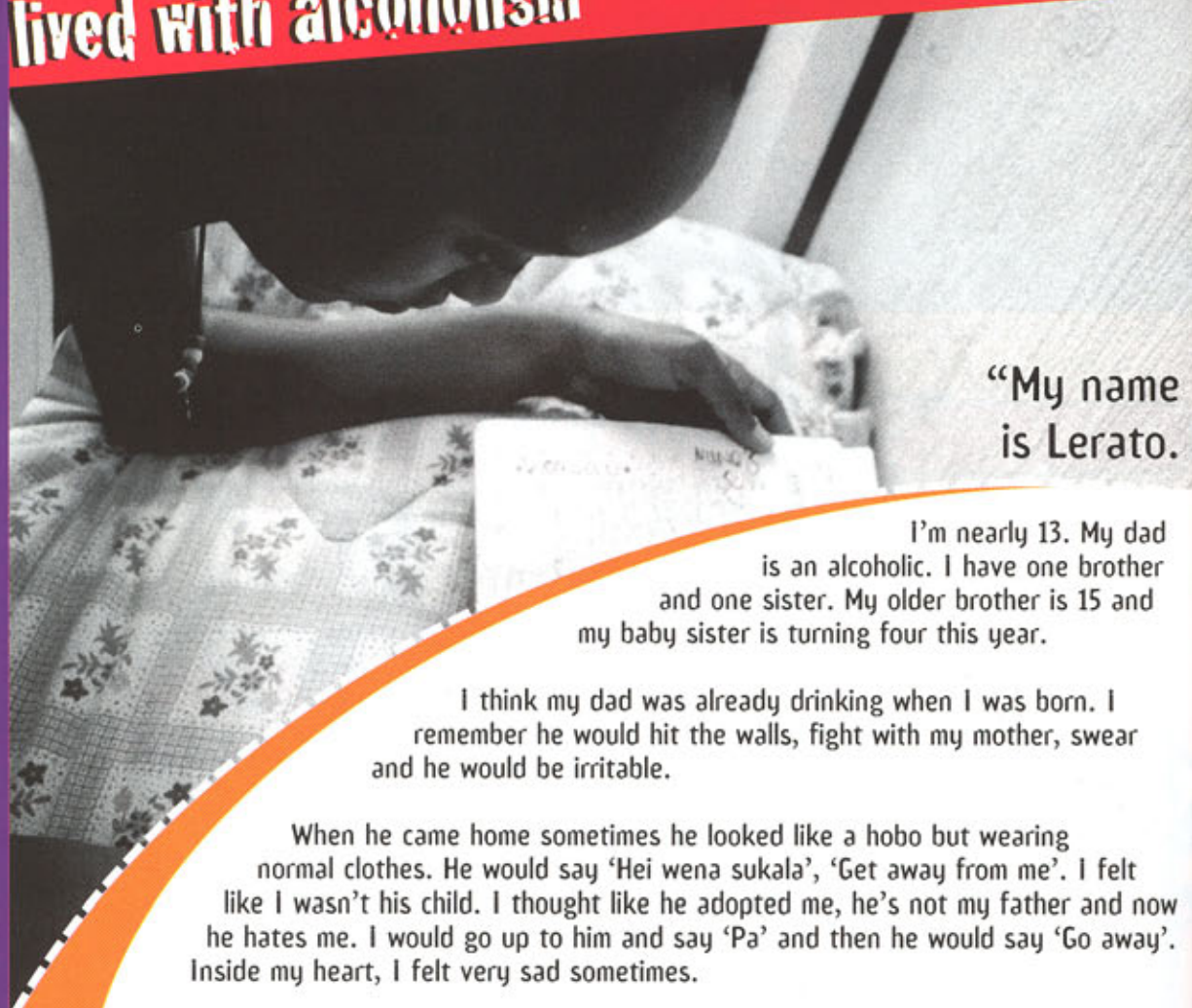
### Quiz

- Do you worry that your Mom, Dad or another relative drinks a lot of alcohol?
- Are times when your family gets together, like birthdays, weddings or other special days, spoiled by people drinking too much?
- Have you ever thought of calling the police because of a drinker's abusive behaviour?
- Do you have money problems because of someone's drinking?
- Do you tell lies to cover up for someone else's drinking or the trouble that drinking causes in your home?
- Are you ashamed to have friends come to your house?
- Are you finding more and more reasons to stay away from home?
- Do you sometimes feel as though you hate the person for drinking and then feel guilty for hating them?
- Do you cover up your feelings by pretending you don't care?
- Do you feel you can't talk about drinking in your home or even about how you feel?
- Do you feel if your parent or other relative really loved you they wouldn't drink so much?
- Do you sometimes wish you had never been born?

*If you answered 'yes' to some of these questions you need help. You may have a parent or relative with a drinking problem. On the next few pages you can find some things that will help you.*

## We lived with alcoholism

# TRUE STORY



“My name is Lerato.

I’m nearly 13. My dad is an alcoholic. I have one brother and one sister. My older brother is 15 and my baby sister is turning four this year.

I think my dad was already drinking when I was born. I remember he would hit the walls, fight with my mother, swear and he would be irritable.

When he came home sometimes he looked like a hobo but wearing normal clothes. He would say ‘Hei wena sukala’, ‘Get away from me’. I felt like I wasn’t his child. I thought like he adopted me, he’s not my father and now he hates me. I would go up to him and say ‘Pa’ and then he would say ‘Go away’. Inside my heart, I felt very sad sometimes.

We lived in Tembisa. We always had food, there was no money problems and stuff like that. It was just my mother and father and the family basically that wasn’t doing well. Otherwise everything was OK. They were always fighting, swearing at each other.

Actually, when I was young at creche, I used to be cheeky because I would take out the anger on other children and my teachers. I was angry with my father. My brother also treated me badly as if I was his dog or something like that. My brother would take out his anger on me. He also used to hit the walls when he was angry. He learned it from my father.”

(Lerato’s name and the name of the place where Lerato lives have been changed to protect her privacy.)

Activity

3

### Talk about this

- What was happening in Lerato’s house?
- How did this make her feel?
- How did she behave? How did her brother behave?
- Why do you think they behaved this way?

# Doing something to help yourself

As Lerato and her brother found out, when someone in your house has a drinking problem you have many difficult feelings inside you. These feelings made Lerato and her brother act badly. Difficult feelings can also make you sick if you keep them inside you.

## Activity

### 4

## Hidden feelings

Draw a picture of something that happened in your house when someone was drunk. If you don't have this problem in your house you could draw something else that made

you sad or frightened. You will not have to show the picture to anyone. Write words or draw around the picture to show how you felt at that time.

Fold up your picture very small and push it inside a balloon. Now blow up your balloon and tie a knot in it. This is what we often do with our feelings when bad things happen. We hide our real feelings away and we pretend we are feeling something else. Now, take a thick marker pen and draw your pretend face on the outside of the balloon. When you hold your feelings inside like this it can cause problems like stomach aches and headaches. You need to let those feelings out! Now pop the balloon.



## Activity

### 5

## Get the feelings out!

One good way to get some of your feelings out is to get yourself a small book to write down your feelings and thoughts – we call this a journal. It is for your eyes only. You do not need to ever show it to anyone. In your journal write down how you are feeling. You should also find someone you trust to tell them about your feelings.

## Activity

### 6

## Things I can change

One of the things that can help is to realise that there will be some things you cannot change. You cannot stop the person drinking, for example. But there are some things you can change. In your journal make two lists under these headings:

**Things I cannot change**      **Things I can change**

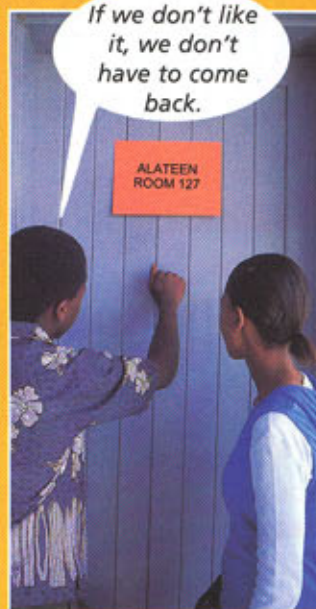
Write down the things you can't change and some of the things you can change.

Here are some changes other people have made to make their life easier:

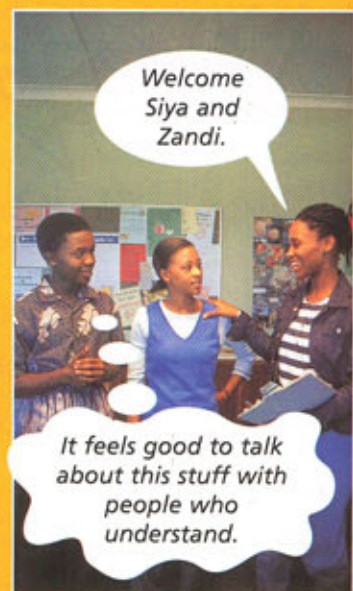
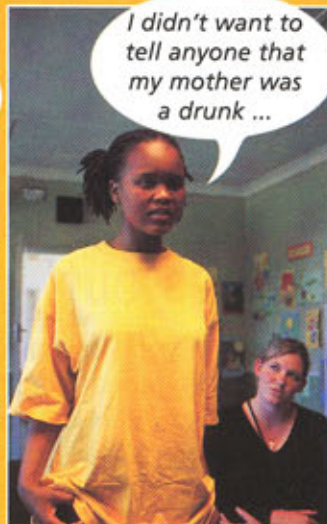
- Found out more about alcoholism
- Found someone they can trust to talk to about the problems – a trusted teacher, another relative
- Found positive things to do with their time like soccer or artwork
- Found a group of friends who listened and did not gossip about them and talked to them

# Siya and Zandi join an Alateen group

Siya and Zandi arrive at the community centre...



During the meeting ...



“Then I am not sure what made my father decide to change, he got depressed and he went to a hospital and then a psychologist prescribed Alcoholics Anonymous (AA) and he said ‘OK, I am willing to go there’ and then after that, he was better. It was not better straight away, it is a programme, sometimes he was irritable so he would take it out on us and stuff like that but he was better.

My father and his friends from AA told me about Alateen and I was very interested. I think Alateen has changed my life.

I felt welcome at my first meeting. Like they all told me their names, and I didn’t think the boys would act nicely, because most boys, they talk about you behind your back, but those guys, they’re like your friend. They show you that a girl and a boy can be very good friends. We normally sit in a circle so that everyone can hear everyone else. We talk about everything. We talk about our parents and the effect that they have on us and how they changed us. I do speak often to the children in my Alateen group. They are my friends. Once I heard their stories, I felt not so alone. I felt kind of better.

No one tells anyone else who goes to Alateen or AA. The good thing about this is that no one comes to you and says ‘Eh, look at this girl, I saw her at Alateen the other week’. And then other people will ask ‘What’s Alateen?’ And then you tell them what Alateen is. ‘Oh, was your father an alcoholic? I never knew that’. And soon everybody will be crowding around asking you questions. You just don’t do that – no tells who is there.”

## The story of Alcoholics Anonymous and Alateen

In the 1930s in America, a man who was an alcoholic found that when he tried to help other people who were also alcoholics he thought less about wanting to drink. He formed groups of people who had a problem with drinking. Soon there were many groups and they became known as Alcoholics Anonymous or AA. Today more than 2 million people in 146 countries meet in local groups. They support each other to stay sober and not drink.

Members of AA realised that families of alcoholics also needed support. So Al-Anon began for families and friends of alcoholics and Alateen for young people who have relatives who are alcoholics. There are Alateen groups all over the world too. If you have someone who has a drinking problem in your home, look up Alcoholics Anonymous (AA) in the telephone book. They will tell you if there is an Alateen group near you. You can also call the national number at the end of this unit. They can also help you start a group.

If you do not have an Alateen group nearby, find someone you can talk to about the problem. Whatever you do, don’t keep silent and keep your feelings in.

# Alcohol in our communities

## Children speak!

Before we made *Soul Buddyz* we talked to many children to find out about their lives. Many of them told us how alcohol was a big problem in their area.

I hardly ever go out, I stay in the house mostly, because it's too dangerous here. Because there's too many pubs and then the people get drunk and then they walk around and they want to interfere with girls and my mother doesn't allow me to walk around because it's dangerous.

People drink on the corners. Sometimes they drink in the lane also or they go on to the field. They even try to get the children to drink. The people at the shop there sell the wine and they ask you 'Do you want a bottle?' Then some children just say 'Ja, ja, kom'.

### Activity

### 7

## An alcohol survey

Work in small groups to plan this survey. You will be finding out about a number of different things. You can divide up the work amongst your group.

#### Interview grown-ups

Interview three grown-ups you know. Ask them about alcohol in your community. Do they think it causes problems? If so, what kind of problems? Record their answers.

#### Shebeens, taverns and bottle stores

Draw a map of your area. Mark on it the places where people buy alcohol and where they drink it. Are any of these places problem places? Do any of these places sell alcohol to children under 18?

#### Interview children

Ask children about alcohol in the community and if they think it causes problems. What do they think should be done about the problem? Record their answers.

#### Present your findings

After you have finished your research, prepare a presentation for the class on what you found out.





You can do something to help children who are struggling with alcoholism in their home.

You can also work with grown-ups to do something about alcoholism in your community.

Hamilton and Siya

### Support each other

Ask a grown-up from your community who cares about children to help you start a group for children who have problems with alcohol in their homes. You can write to Al-Anon and they will send you information about how to start and run an Alateen group.

### Tell the community

Present the information from your survey (Activity 7) to grown-ups in your area. Ask your teacher to organise a parents' meeting at which your class can present what you found out. Include some suggestions for what you could do about the problem. Invite some people from community groups who may also want to do something about alcohol in the community.

### Work with grown-ups

Work with the grown-ups to plan a campaign in your community to make people aware of how alcohol affects children. Make posters, make up a play or organise a march.

Get support from grown-ups to stop shebeens and bottle stores selling alcohol to children under 18.



Action File

# Teacher's page



"I hate to see my father beating my mother. When he is drunk he shouts and beats my mother. That makes me hate alcohol and hate my father."

"People who use alcohol, they don't have time for their children. The children learn that from them."

(8 year olds talking in the research for *Soul Buddyz 2*)

When we did research for *Soul Buddyz 2* with children around South Africa we discovered that many children live with alcoholism in the family. This disease is not spoken about in our communities and many children grow up with the guilty secret, often blaming themselves for their relatives' behaviour.

Alcoholism affects a child's performance in school and can result in children dropping out or turning to substance abuse themselves. As a teacher you can help children who find themselves in this situation.

The most important thing for children living with alcoholism is to get support from others who share a similar problem, for example, through groups such as Alateen. Alateen is part of the Alcoholics Anonymous programme and there are branches in most of the main centres in South Africa. If you live in a rural area and you would like to support children with this problem, contact an Alcoholics Anonymous Branch and they will send you pamphlets and information on how to run a group in your area. They will help you to run the group and it does not cost anything.

## Using this unit in the classroom

Much of this unit is directed to children who are living with alcoholism but do not let that put you off using it in the classroom. It is important that all learners discuss alcoholism and understand what it is. You may find that Activities 4, 5 and 6 are best done with learners who have asked you to help them discuss the problem. You may want to ask a local social worker to help you with the discussion. Remember, you need to keep what learners say confidential unless they tell you about physical and sexual abuse in the family and then you are legally bound to report this to the principal and a social worker.

## Contacts and resources

### South African National Council on Alcoholism and Drug Dependence (SANCA)

Tel: (011) 482-1070

Website: <http://wn.apc.org/sanca/>

Provides services related to treatment for drug addiction and preventative measures. Contact the head office for details of your nearest branch. Can provide educational materials.

### Alcoholics Anonymous (AA)

AA General Service Office (national):

Tel: (011) 452-9907

Website: [www.alcoholics.org.za](http://www.alcoholics.org.za)

A fellowship of men and women who help each other to stay sober. Contact the national office to find out about a branch near you.

### Al-Anon and Alateen

Tel: (021) 592-3970

E-mail: [alanongso@iafrica.com](mailto:alanongso@iafrica.com)

Website: [www.alanon.org.za](http://www.alanon.org.za)

A world-wide fellowship of families and friends recovering from the effects of living or having lived with an alcoholic. Alateen is part of the Al-Anon Fellowship and is designed for the younger teenager. Members conduct their own meetings with the guidance of an Al-Anon sponsor. Contact the national office to find out about your nearest meeting or ask them about the Loners contact facility if you are in a rural area.

## Unit 6

# André's Story

We can be friends

### Life Orientation Learning Outcome 1: Health Promotion

The learner will be able to make informed decisions regarding personal, community and environmental health

### Assessment Standard

*We know this when the learner:*  
Discusses the personal feelings, community norms, values and social pressures associated with sexuality

#### Knowledge

- Evaluates friendships and understands that boys and girls can be friends

#### Skills

- Puts into practice the idea that boys and girls can be friends
- Evaluates own friendships
- Develops strategies for improving friendships

#### Values

- Has respect for self and does not compare self with others
- Values self enough to make wise choices around friendships

#### Attitudes

- Is committed to working towards healthy friendships and relationships with the opposite sex

# Boys and girls as friends?



Why does everyone say you're my girlfriend?

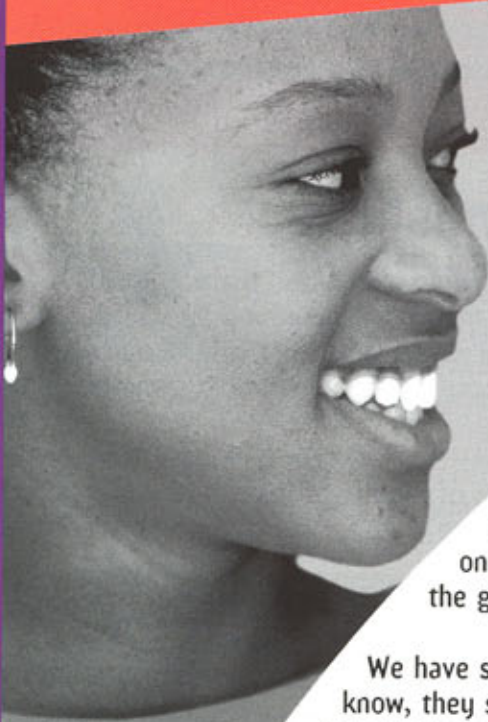
As you get older friendships can get more complicated, as Delange and André found out. André and Delange were good friends but everyone seemed to be thinking they were more than friends, that they were going out.

## Talk about these questions in a group

- Do you have friends who are of the opposite sex?
- Do people in your class have boyfriends or girlfriends?
- Do you feel pressurised to 'go out' with someone because everyone else is doing it?
- Do you think boys and girls can just be friends?

# Friends are really important to me

## TRUE STORY



“I am  
Salamina

**Mphelo.** I play Zandi in the *Soul Buddyz 2* television series. Friends are really important to me. I have lots of friends – many people I say ‘Hi’ to – but I have a small group of real close friends. We are always in a group. There is my sister, Esther, Mpho, Tsoanelo and one guy Abram. My parents are really strict but if I am in the group when I go out it’s cool and they are OK with it.

We have so much fun together, we laugh a lot. If I am down they know, they say ‘what’s wrong Sal?’ I don’t even need to tell them, they just know. And we are really honest with each other, they are the ones who will tell me, ‘that top has to go’ or ‘that was a stupid thing to do’. You know how sometimes you say something that is hurtful and you don’t realise it hurt? Well we tell each other – we always talk things out with each other.

For me they are really important friends because they will defend me to the ends of the earth. When you are a well-known person people sometimes want to take you down and they can spread untrue rumours like ‘Sal was drunk on the floor the other night at a club’ and I know my friends will defend me to the ends of the earth because they know that if that had happened I would have told them, ‘Hey guys I did something so stupid the other night ...’

Abram is the only guy in the group. He and I have been friends since Standard 3. He is like our brother. We girls call ourselves Abie’s Angels – you know like Charlie’s Angels. He is my best friend, he gives me advice about everything and I give him advice about girls and things. People sometimes ask how can a guy be such good friends with a group of girls but that’s what we are, soul buddyz.

I had a really good guy friend once and then he started to get a crush on me and I told him I preferred for us to be friends and it ruined everything because he took this as rejection and this affected our friendship. He didn’t talk to me for two months and even when I tried to make friends again it didn’t work. So I would say that if you have a friendship with a guy or girl rather stick to friendship because relationships change everything. Relationships are more complicated than friendships.”

# Friends

One of the most special things you can do for yourself in life is to make and keep friends. Friends can help you grow and support you. But friendships can also be exasperating and sometimes even bad for you.

## Activity

# 1

## My friendships

Fold a piece of paper in half and then on one half write a short story about a time a friend did something for you that was a good thing. When you have written this story, on the other half of the paper write a short story about a time a friend did something for or to you that was bad.

Now make a list of the things that make you a good friend. What could you do to be a better friend? Make a list of these things too.

## Activity

# 2

## Talk about friends

In a group talk about these topics:

- *The best time I ever had with a friend.*
- *Is it possible to say 'no' to a friend? Why/Why not?*
- *If a friend breaks a promise how do you feel?*
- *If you break a promise to a good friend, how do you feel?*
- *When is a friend bad for you?*

## Keep your friends and keep yourself!

Here are some tips for good friendships:

- Be honest with your self about who you are.
- Be honest with others about who you are.
- Set boundaries – decide what you think is right in a friendship.
- Talk about it – when the other person steps over the boundary, tell them. This may lead to some conflict but every disagreement is an opportunity to build a friendship.
- Someone who pushes you and doesn't listen is not a good friend to have.
- Talk about these tips with a friend. Can you add any of your own? Make up a friendship code for yourself. A code is a set of ideas you can use to guide you in your decisions. Write your friendship code on a card and keep it near you.



As I found out,  
friends can be bad  
for you.

Siya

# Problems with friendships

One of the biggest things that stops friendships growing is comparing. Comparing yourself with others can make you feel better than them and worse than them. Both things ruin friendships.

## Activity

### 3

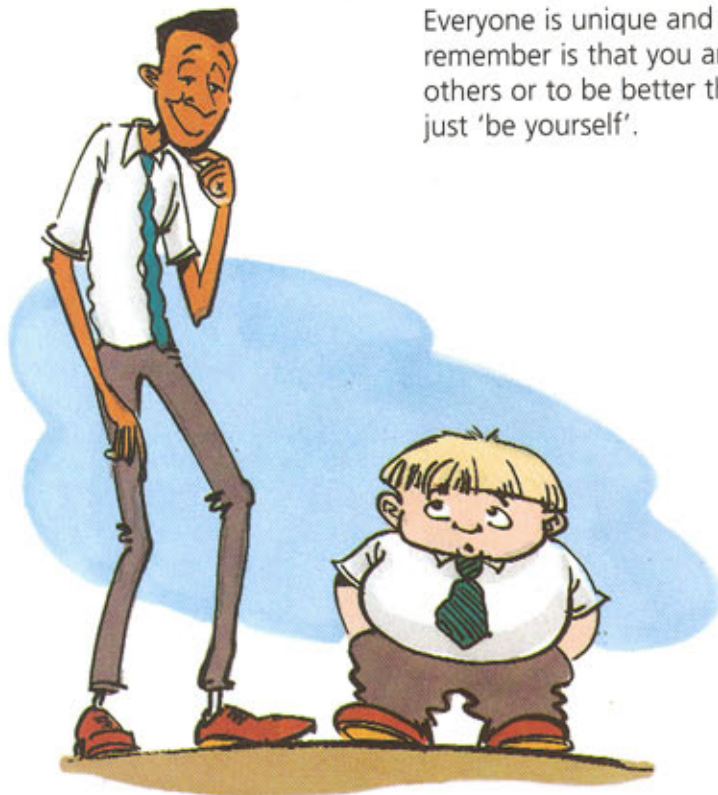
## Better than me ...

Do a survey of all the people in your class. Divide the class into two. One half of the class will interview and the other will respond. Interviewers need to ask the respondents:

- Have you ever compared yourself with a friend?
- Did you think you were better than or worse than the other person?
- What happened to your friendship when you did this?

When half the class has been interviewed have a class discussion about what you found out.

Everyone is unique and special and the most important thing to remember is that you are an individual. Life is not a competition to beat others or to be better than them. You will be much happier if you can just 'be yourself'.



*If you compare yourself with others, you may become vain and bitter; for always there will be greater or lesser persons than yourself.*

From Desiderata

# Teacher's page



Encouraging healthy friendships is possibly one of the most important life skills young people can learn. A positive group protects young people from involvement in gang-related activity and from groups that are involved in negative activities.

This unit deals with the issue of friendships. The changing nature of friendships is an important issue for young people aged 12 and 13 years. The unit helps them to think through their own friendships and gives advice about how they can strengthen positive friendships.

One of the issues faced by young people of this age is the pressure to form relationships with the opposite sex. This pressure comes from peers and from the media. The unit helps young people to explore the idea that friendships with people of both genders is healthy and fun. Salamina Mphelo, who plays Zandi in *Soul Buddyz 2*, is presented here as a role model because she is a popular and well-known personality.

## Using this unit in the classroom

Many of the activities in this unit are done in pairs. This allows learners to talk about friendship issues amongst themselves and work out for themselves what they think. There is also a range of activities including writing. Friendship is a good topic for writing activities with this age-group as it is an issue that concerns young people. You will find they have much to say about it.

## Contacts and resources

### **Family and Marriage Society of South Africa (FAMSA)**

Tel: (011) 975-7106/7  
Website: [www.famsa.org.za](http://www.famsa.org.za)  
Ask for details of provincial offices.

### **Family Life Centre**

Tel: (011) 788-4784  
Website: [www.familylife.co.za](http://www.familylife.co.za)  
Ask their Education for Living section about workshops for teachers and learners. Provides learners with relationship skills.

### **LifeLine**

Tel: (011) 715-2000  
Toll free number: 0861 322 322  
Phone the national office to put you through to your nearest centre.  
Website: [www.lifeline.org.za](http://www.lifeline.org.za)  
There are LifeLine centres throughout Southern Africa offering 24-hour telephone counselling, AIDS and HIV counselling, face-to-face counselling and training in counselling, AIDS and HIV awareness, life skills, personal growth and communication.

### **Planned Parenthood Association of South Africa (PPASA)**

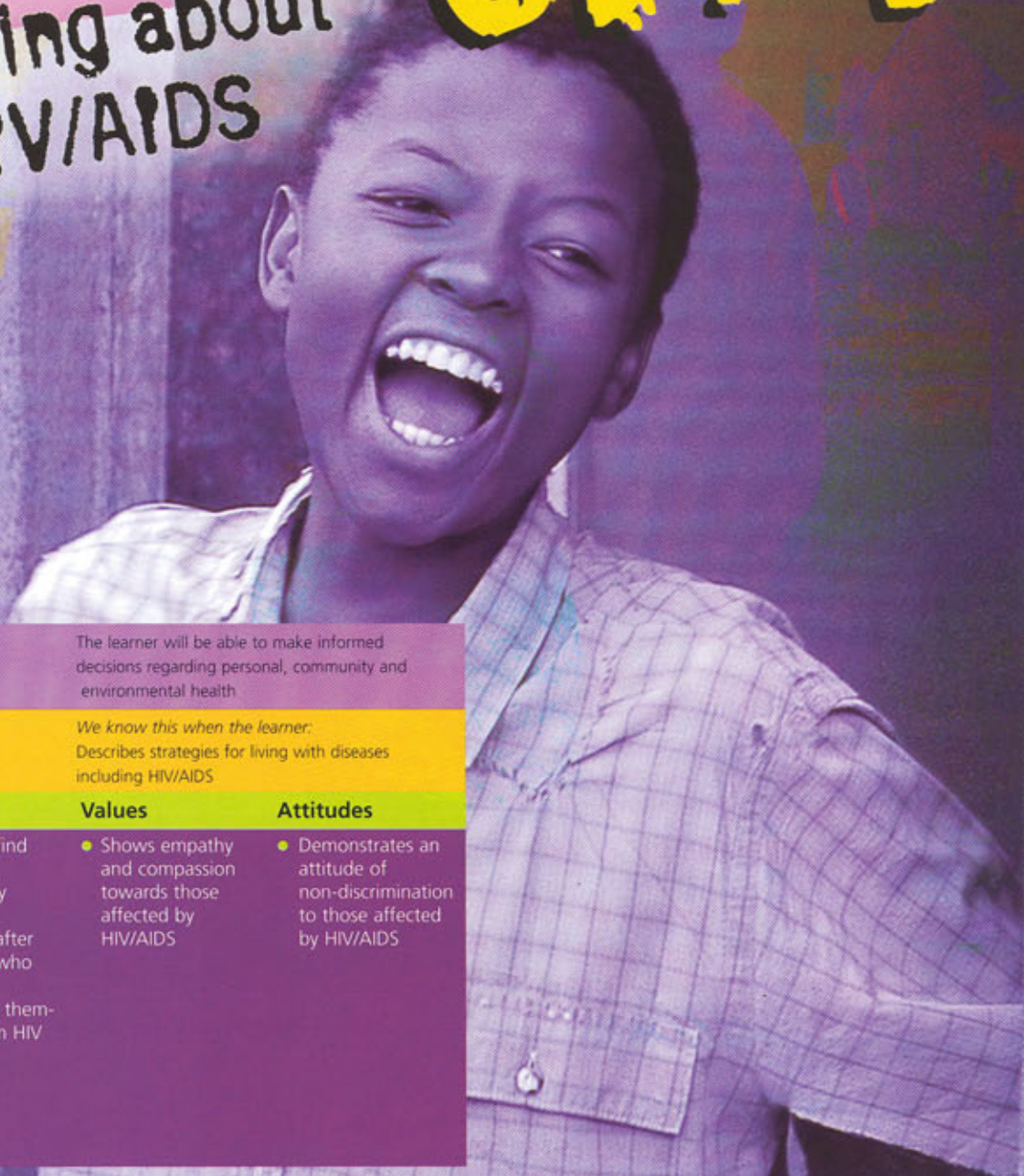
Tel: (011) 880-1162  
Website: [www.ppasa.org.za](http://www.ppasa.org.za)  
They have offices in many different centres. They run training workshops and provide educational resources.



Unit 7

# Thapelo's Story

Children CAN do something about HIV/AIDS



**Life Orientation**  
**Learning Outcome 1:**  
**Health Promotion**

The learner will be able to make informed decisions regarding personal, community and environmental health

**Assessment Standard**

*We know this when the learner:*  
Describes strategies for living with diseases including HIV/AIDS

**Knowledge**

- Explains how HIV/AIDS is passed on and knows that you cannot get HIV/AIDS from someone who lives with a person who has HIV/AIDS
- Describes how to look after someone who is sick

**Skills**

- Is able to find support if affected by HIV/AIDS
- Can look after someone who is ill while protecting themselves from HIV infection

**Values**

- Shows empathy and compassion towards those affected by HIV/AIDS

**Attitudes**

- Demonstrates an attitude of non-discrimination to those affected by HIV/AIDS

Karabo and Ndivhuo decide to start their own Buddyz group.

Are you funkier than house music? ... Cooler than ice ...

Boy or girl ... we don't mind ... as long as you're nice ...



## Thapelo's Story



Hi, I'm Karabo, You're in my class, ne?

Er ... Hi - I'm Thapelo.



If you're interested in joining the Massive Buddyz, come here tomorrow.

No!



He doesn't qualify!

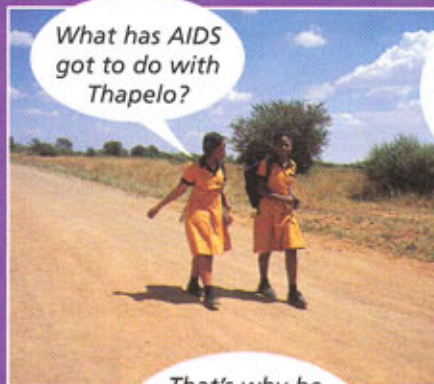


!?

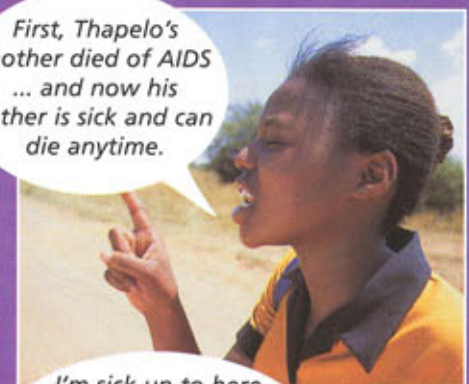


Why are you all so horrible to him, Ndivhuo? No one wants to hang around with him.

Can you hang around with AIDS?



What has AIDS got to do with Thapelo?



First, Thapelo's mother died of AIDS ... and now his father is sick and can die anytime.

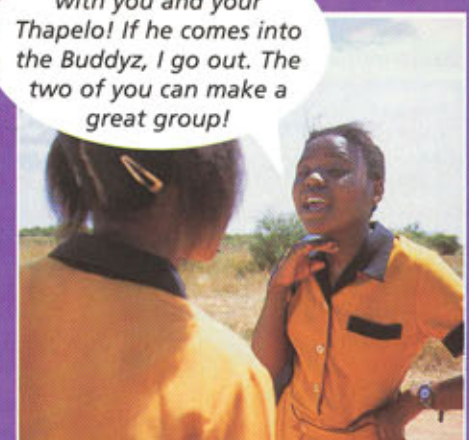


But if he's lost his mother, we should be kind to him.

Maybe he has it too. I don't want to die and then people start to call me "Mautswa dikgogo"

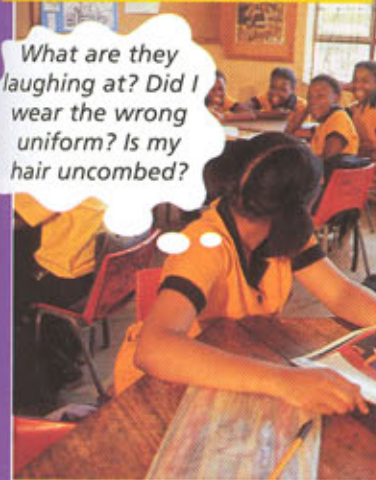


That's why he needs to join the Buddyz, so we can tell kids the real facts about AIDS.



I'm sick up to here with you and your Thapelo! If he comes into the Buddyz, I go out. The two of you can make a great group!

Karabo doesn't believe that Ndivhuo is serious. She and Thapelo become friends.



What are they laughing at? Did I wear the wrong uniform? Is my hair uncombed?

During break ...



What's wrong?  
Something in my eyes.



I don't think so. I saw what they did.

They're just stupid.



You mustn't suffer because of me. I'm used to being on my own ... It's better that way.

No.

When Karabo tries to make up with Ndivhuo ...



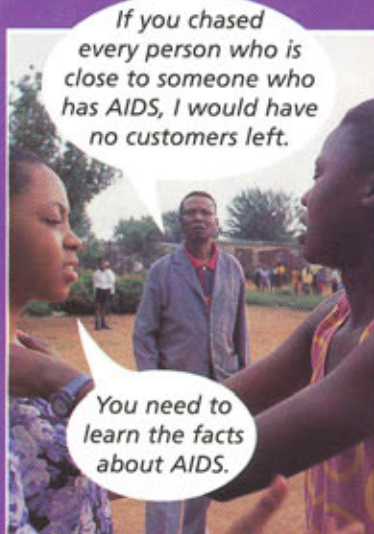
Ndivhuo, please listen.

Are you deaf? Get out of the shop! You will infect it with your AIDS.



NDIVHUO! Stop it now!

Dad, she's friends with a boy whose family is full of AIDS, and she's here to infect the shop!



If you chased every person who is close to someone who has AIDS, I would have no customers left.

You need to learn the facts about AIDS.

Ndivhuo goes to the clinic to get some books about HIV/AIDS. She realises she is wrong to treat Thapelo so badly.



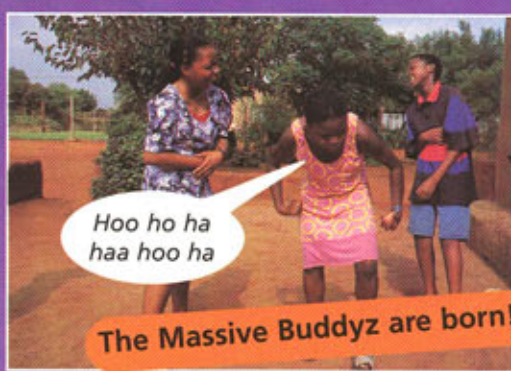
Thapelo ... I didn't know the truth about AIDS ... and I'm really sorry.

Come on Thapelo. Give her another chance.



I'll do anything to make it up to you ... I promise.

Anything? OK, I want you to laugh like a chimpanzee.



Hoo ho ha haa hoo ha

The Massive Buddyz are born!

Talk about these questions in a group

- What group did Karabo want to start?
- Why didn't Ndivhuo want Thapelo to join the Massive Buddyz?
- How did the other children treat Karabo when she made friends with Thapelo?
- Why did the children treat her this way?
- What helped Ndivhuo to see that she could not get HIV/AIDS from Thapelo?
- Do children you know get teased because someone in their family has HIV/AIDS? What can you do about this?

# What do people say about HIV/AIDS?

If Thapelo came to your school some children may be worried, like Ndivhuo was, that they would catch HIV from him. What do people in your school say about HIV/AIDS?

## Activity



## HIV/AIDS survey

Work in pairs for this activity. Find out what people in your school know about HIV/AIDS and how they treat people who they think have it or have parents who have it. Interview at least 10 people. Make some questionnaires like the one below, and fill one in for each person you interview. Remember, you will have to tell the people you interview that the information they give you is confidential. This means that you will not be able to tell anyone who said what!

### HIV/AIDS Survey Questionnaire

Age: \_\_\_\_\_ girl  boy

Do you think HIV/AIDS exists? yes  no

How do you think people get HIV/AIDS?

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Have you, or someone you know, ever teased or been horrible to someone who you think has HIV/AIDS? Or have you teased anyone who has a family member with HIV/AIDS? yes  no

Why did you/they do that?

---

---

---

### What can the survey tell you?

Look at the Fact File on the next page. Then look at your completed questionnaires. Do the children you interviewed think that HIV/AIDS exists? Do they have the correct information about how HIV/AIDS is passed on? Do they treat people who are affected by HIV/AIDS badly?

With your partner, talk about your survey results. Do you think everyone told you the truth? Think about your own experiences: do some children treat people who are affected by HIV/AIDS badly? What could you do to help change their attitudes?

*Remember: Everyone (including children) has the right to be protected from discrimination and abuse and to be treated with dignity. If you tease someone who is living with HIV/AIDS you are taking away that person's right to be treated with respect!*



# FACT FILE



## HIV and AIDS

We hear these words a lot but what do they really mean?

### What is HIV?

HIV is a type of virus or germ that can get into a person's blood. After the HI virus has been in the blood for some time it stops the body from protecting itself from diseases. When a person begins to get sick from lots of diseases we say they have AIDS.

### What is AIDS?

AIDS is a condition in which many diseases take over the body. Because of the HI virus, the body cannot fight these diseases. People die of AIDS because there is no cure for it.

### What does HIV positive mean?

The HI virus is very small so the only way to find out if someone has it in their body is to test their blood. If the virus is in their blood, the test result will be positive. So we say the person is HIV positive.

A person can live for a long time with HIV before they get sick with AIDS. HIV-positive people can lead active, fulfilling lives. Like everyone else, good food, exercise and support from friends and family can help them stay healthy. There are also drugs that can keep the HI virus from taking over the body and help HIV-positive people to stay healthy longer.

### How is the HI virus passed on?

The HI virus lives in blood and the body fluids produced by the sexual organs. You can get infected with the HI virus:

- if you have sex without a condom with someone who is HIV-positive
- if blood from an HIV-positive person gets into your blood
- a pregnant woman who has HIV can pass it on to her baby during pregnancy, birth or when breastfeeding.

### You cannot get HIV/AIDS from ...

- Sharing food, cups or plates
- Being in the same class as someone who is HIV positive
- Living in the same house as someone who has HIV/AIDS
- Using the same toilet as someone who has HIV/AIDS
- Hugging a person who has HIV/AIDS
- Playing with a person who has HIV/AIDS

## Activity

### 2

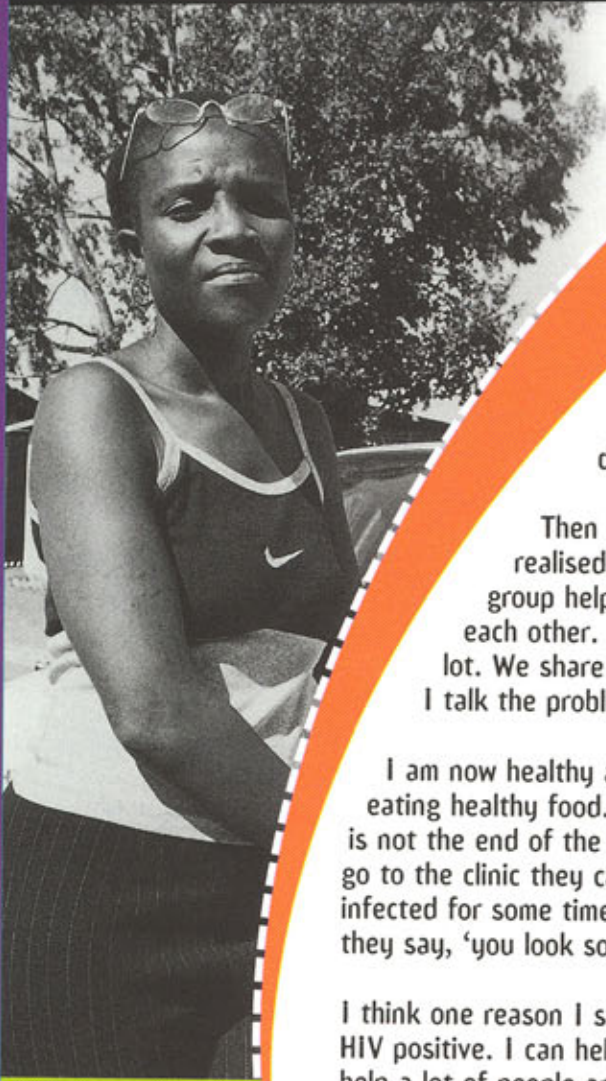
## Find out the facts

If Thapelo came to your school some children might worry that they would catch HIV from him. Go back through the Fact File and look for facts that could help people understand that they cannot get HIV from someone who has a parent with HIV/AIDS. Make a poster that tells the children in your school these facts. Put up your poster where lots of children will see it.

# I am living with HIV

## TRUE STORY

Many, many people in South Africa are affected by HIV/AIDS. Some people are HIV positive, others have family members who are HIV positive, others have lost friends and relatives who have died from AIDS.



### “I am Delisile.

I am the mother of three children. I was diagnosed HIV positive in 1998. At first I was not really worried because I did not know what HIV was. But I began to find out more and then I began to be afraid I was going to die. I did not know anyone else with this disease.

Then I found a support group and I joined it. I realised I was not the only one that is infected. The group helps a lot. We support each other and encourage each other. I have one friend from the group that I talk to a lot. We share our feelings and compare our problems and when I talk the problems seem smaller.

I am now healthy and strong. I try to take care of my body by eating healthy food. I have accepted that I am HIV positive and this is not the end of the world, I am not going to die now. In fact when I go to the clinic they cannot believe I look so well because I have been infected for some time now. When I tell people they do not believe me, they say, ‘you look so well’.

I think one reason I stay well is because I have accepted that I am HIV positive. I can help people better now because I am positive. I help a lot of people around here. I want to start a project with young children who are infected or who do not have parents. I have one child I am looking after. I know I am capable of doing this.

I would like to say to children that are reading this that if they know someone who is HIV positive they must not reject them but support them because you cannot be infected by touching someone. You can play with her or his children because if a parent is infected this does not mean the child is. I wish everyone was open about HIV/AIDS. I wish everyone who is infected would just come forward and talk. You can live with it if you believe in yourself.”

# My parents are HIV positive

Like Thapelo, Sipho has parents who are also HIV-positive.

## “I am Sipho.

I am 11 years old. Both my mother and father are HIV positive and my little sister is too. I sometimes think about what will happen to me when my parents die. Who will be left with me in this world? I worry that people will abuse me every day when there is no one to take care of me. I worry that I will become like the kids on the street that smoke glue.

Even now some people treat me badly because my mother is sick. My mother is not always able to confront the people because she is sick. My father thinks we should not talk about AIDS in our house. He thinks I will tell other people who are not supposed to know. But my mother does talk to me about her sickness. She tells me about my grandmother who died and that this will happen to her too but she will be sick first. I feel sad but also happy when my mother talks like this. I feel that she loves me.

I am happy at other times too. I am happy when playing with other children. Sometimes I play a game with my mother. I like playing with my mother. She likes playing with me too.

I am also happy when I go to the Bambanani group. This is a group for children whose parents have HIV/AIDS.

It is good to talk about our problems and how we are feeling.

Sometimes we cry and Sis Nobesto gives us a hug. We help each other to feel better about our mothers and fathers.”

# TRUE STORY

# Helping someone who is sick with AIDS

Thapelo's father and Siphos mother and father are healthy but there are many children all over South Africa who are looking after grown-ups who are very sick with HIV/AIDS. Perhaps you are looking after someone. Perhaps you know children in your area who are looking after sick grown-ups.

If you are looking after a sick person, the information on these pages will help you. No child should be looking after a sick grown-up alone, so a first step is to find a grown-up who will help you. If you know someone who is looking after a sick person give them the information on these pages.

## Caring for the person

People who are sick with AIDS need care.

- They need a clean place to sleep and sit.
- If you are preparing food for a sick person make sure everything is very clean. You do not want the person to get germs from you. Prepare food in a clean place, wash your hands, wash the plates and spoons well.
- Make sure all their drinking water is clean. Most water from taps is clean. If you do not get water from a tap:
  - Boil the water or put 1 tablespoon of Jik to 25 litres of water and let it stand overnight.
  - You can also put water in a clear plastic bottle, put the top on, and leave it in the sun all day.
- Encourage the person who is sick to eat a few small meals each day. Try to give them vegetables and either meat, eggs or maas every day.
- If the person is strong enough let them sit outside in the fresh air.

## Protecting yourself from infection when nursing a person with HIV/AIDS

- Wash sheets, towels and clothes with soap and water.
- If blood spills put gloves or plastic bags on your hands to protect yourself. You must also cover your hands when you clean up urine, faeces or vomit. Cover the blood, urine, faeces or vomit with newspaper or sand which will soak it up. Then use a spade to pick it up and bury it outside, covering it well with sand. Wash your hands.
- Do not touch any open sores with your bare hands. Wear gloves or put a plastic bag over your hands.
- Wash your hands with soap after cleaning the person who is sick.

## Showing you care

When people are sick they need to be treated with care and love. You can show the person who is sick that you love them. You can hold their hand, you can sit with them, you can hug them, you can talk to them, you can sing them a song and even lie down next to them.

Look for a grown-up you trust  
to help you.

Thapelo





## Looking after yourself

While you are looking after a grown-up who is sick, you also need to take care of yourself.

- Find a grown-up who will help you – a church member, religious leader, teacher, social worker or family member.
- Talk to that person about how you are feeling – let your feelings out. If you keep your feelings inside, you may get headaches or stomach-aches and feel even more sad.
- Find a group of friends and tell them what is happening at home, ask them to help you.
- Carry on going to school, tell a kind teacher about what is happening at home.
- Try and eat a meal every day. You may need help from the social worker or clinic sister if there is no food in the house. If you have brothers or sisters who are less than seven years old, you can get a child support grant, see page 74.

## Talking about sickness and dying

Looking after a sick person can be very scary, especially if the person is someone you love. You will probably have lots of questions in your head and worries, like:

- What will happen to us when our mother or father dies?
- Where will we live, where will we get money for food or school fees?
- What happens to a person's body when they die? Where will they go?

Questions like these are normal. You must find someone to talk with about these questions and how you feel.

One important thing you can do that will help you later, is to ask your parent where your birth certificate and any other certificates are. Make sure they are kept in a safe place.

## Activity

### 3

## Make a memory box

Many families keep things like children's drawings to help them remember. One special thing you can do with a person who is sick is to make a box in which to keep such things. We sometimes call this a memory box. A memory box is a box where we put things that remind us of important times or of activities that we did together as a family.

Find a box to use as your memory box. You can ask the person who is sick to help you decorate the box.

Think of things to put in your box. Here are some ideas:

**Stories** Tell each other stories about some things you did together. Write down a story or draw a picture to remind you of it.

**Photographs** Try to find a photo of the person who is sick. Ask someone to take a photo of you with them.

**Familiar things** Special things like a scarf or jersey that the person loved or a favourite cup or plate.

**Messages** Ask the person to write you a letter to put in the box. They can tell you something they think is important. You could also write a letter for them.



# Helping each other



In our area there were lots of children who were looking after sick parents or whose parents had died. They sometimes did not have enough food to eat. We decided to plant a vegetable garden at school so they could have fresh food.

Karabo and Ndivhuo

## Making a garden ...

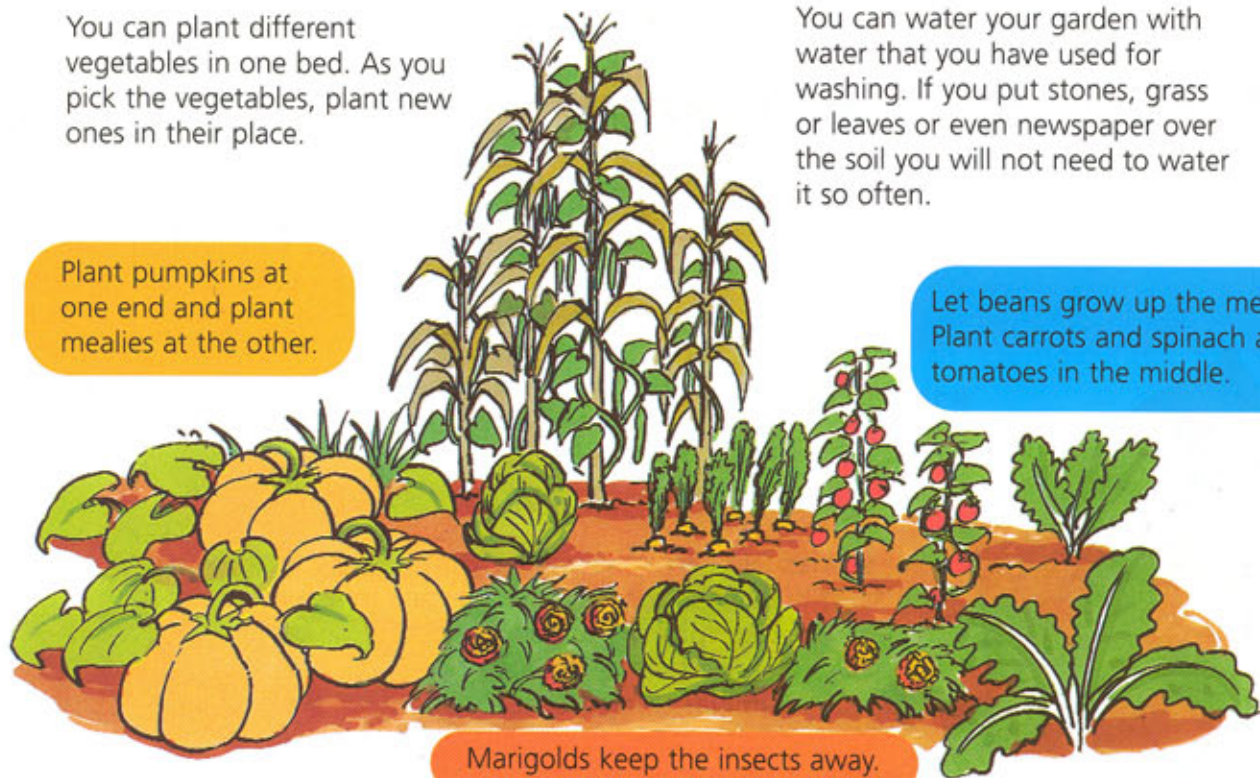
Make sure your garden is not in the shade and it should be as close to a tap as possible. Ask grown-ups to help you dig the bed. Make your garden about the size of a door. Put the topsoil to one side. The hole needs to be 1 m deep. Put newspaper, vegetable peelings and tins in the bottom of the hole. Cover these with soil, put your topsoil on last.

You can plant different vegetables in one bed. As you pick the vegetables, plant new ones in their place.

Plant pumpkins at one end and plant mealies at the other.

You can water your garden with water that you have used for washing. If you put stones, grass or leaves or even newspaper over the soil you will not need to water it so often.

Let beans grow up the mealies. Plant carrots and spinach and tomatoes in the middle.



Marigolds keep the insects away.

Food Gardens Foundation can help you to start your garden. Look at the end of this unit for their contact details.



When my mum died from AIDS I felt very sad - I still feel very sad when I think of her.

André

## Has someone you love died from HIV/AIDS?

Grief means we hurt because we no longer have something that is important to us. Everyone in the world who loses someone they love experiences grief. Thapelo felt deeply sad and sometimes angry when his mother died and André also feels sad. Grief can cause many different feelings. People who have experienced grief say it is a bit like swimming around in a thick soup of feelings – grief soup!

### Feelings

If you are feeling grief for someone you love who has died, do not hide the feelings away. You need to grieve for the person you love. If we grieve for people we have lost we can be happy again and may even feel stronger than we did before the person died. But if we bottle up our sadness and pretend it is not there the sadness can grow inside us.

If someone you love has died you will be feeling very, very sad. It may be hard to believe that things will get better. They will. But it will take time.

While you are grieving you may have times when you feel happy. Don't feel guilty about this, the person you love would want you to feel happy.

### How can you help other children?

Work in groups to draw up a list of the kinds of problems children in your community are experiencing because of HIV/AIDS. Present your list to the class and discuss possible ways in which you can help. Decide on one activity that your class can do.

### Staying in school

It is important that children go to school even when their parents are ill. Perhaps you can help someone to stay in school. Here are some ideas.

- take them homework if they miss school
- talk to your teacher to see if she or he can also help
- take extra lunch to school
- be a friend at school
- visit their house



Action File

Activity

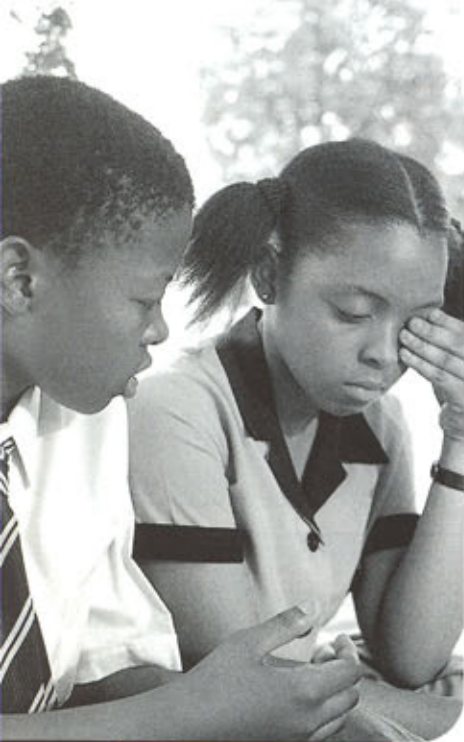
4

## A feelings journal

If you are feeling sad it often helps to write down your feelings. Keep a book of your feelings, we sometimes call this kind of book a journal. You can make your own journal from scrap paper and use card for its cover. Write down how you are feeling each day.



# Teacher's page



We all know that HIV/AIDS is a huge problem in South Africa, but we are only beginning to see how it will impact on our children. In your classroom you will have children who have been affected by HIV/AIDS. You may have children who are nursing ill parents or children whose parents have died and who are living in child-headed households. You are probably also well aware of the other ways in which the pandemic has impacted on these children. Many of them will be uncared for and hungry and may not even have soap with which to wash themselves or their school uniforms.

During the research for the *Soul Buddyz 2* television series, many children told us about kind teachers who helped them by bringing food to school, providing uniforms and talking to them about their feelings.

Many other children told us about teachers who did not allow them to write tests because they did not have the correct books and stationery. They also told us how they were refused reports because they had not paid school fees. The South African Schools Act states that "No learner may be refused admission ..." (Section 5, Admission to Public Schools). The policy also states that parents who cannot afford fees should apply to the principal and governing body for exemption (Norms and Standards for School Funding – Section 125-140).

You can do a great deal to help children who find themselves in difficult circumstances. Accepting their poverty, accepting them and finding simple ways to help them at school will make a big difference to their lives.

## Using this unit in the classroom

One of the most important issues dealt with in this unit is discrimination. You and your fellow teachers can create an environment at school where discrimination against children affected by HIV/AIDS is unacceptable. Teaching children the facts about HIV/AIDS from a young age is important for reducing stigma and discrimination.

This unit is written in such a way that it encourages children to help other children they may know who are struggling. One important message is that children in difficult circumstances should try and find adults who can help them. Many of the things mentioned in the unit should not be things that children have to deal with alone. If children in your class want to undertake some of the activities to help other children you can help by working alongside them or by finding a trusted adult who can work with them. You could ask the clinic sisters responsible for HIV/AIDS or a local home-based care group for help.

## Contacts and resources

**AIDS Helpline:** 0800 012 322

**AIDSLINK South Africa**

Tel: (011) 720-5260

Website: [www.aidslink.org.za](http://www.aidslink.org.za)

Offers education and awareness programmes.

You can phone **Childline** for help and advice on who to contact in your area:

Toll free: 08000 55 555

Backup - code (011) 231-1111 code 5515

Website: [www.childline.org.za](http://www.childline.org.za)

**Food Gardens Foundation**

Tel: (011) 880-5956

Website: [www.foodgardensfoundation.org](http://www.foodgardensfoundation.org)

Helps people to plant a food garden. Offers training to teachers.

**Abilimi Bezekhaya**

Tel: (021) 447-1256

Website: [www.abilimi.org.za](http://www.abilimi.org.za)

Assists people to develop organic food gardens. Works in Khayelitsha, Nyanga and surrounding areas on the Cape Flats, Cape Town.

**Children in Distress (CINDI)**

Tel: (033) 345-2970

Website: [www.cindi.org.za](http://www.cindi.org.za)

A network of over 70 organisations which collaborate around the impact of HIV/AIDS on children. CINDI puts teachers in the Pietermaritzburg and KwaZulu-Natal Midlands in touch with a range of non-governmental organisations with expertise in issues concerning the well-being of children affected or infected by HIV/AIDS.

**The AIDS Consortium**

Tel: (011) 403-0265

Website:

[www.aidsconsortium.org.za](http://www.aidsconsortium.org.za)

Runs a resource centre where people can conduct research on all aspects of HIV/AIDS and a centre that distributes materials including posters, pamphlets and condoms. Refers people to reliable caregivers, sources of legal advice, training and other services.

**Child support grant**

Unit 11 gives you information on grants for children.

**Books**

*Stay Healthy*, is a book that gives information on how to care for adults and children living with HIV/AIDS. It is available in isiZulu and English. There is also a workbook to go with it. It is available from the Family Literacy Project, 3 Achadhu, 337 Montpelier Road, Durban 4001.

**National Directory of Services for Children Infected and Affected by HIV/AIDS**

[www.childaidsservices.org](http://www.childaidsservices.org)  
Printed copies of the directory are available from Save the Children (UK) in Pretoria.  
Tel: (012) 341-1889

## Unit 8

# Karabo's Story

More the same  
than different

### Life Orientation Learning Outcome 2: Social Development

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities and to show an understanding of diverse cultures and religions.

### Assessment Standard

*We know this when the learner:*  
Discusses the application of human rights as stated in the South African Constitution

### Knowledge

- Describes what a stereotype is
- Defines prejudice, discrimination, racism and difference
- Describes what the South African Constitution says about discrimination

### Skills

- Is able to recognise own prejudice

### Values

- Values diversity

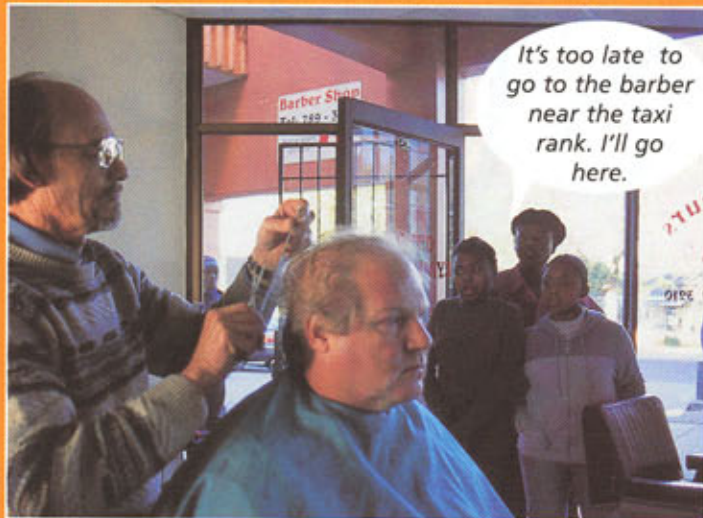
### Attitudes

- Is committed to working with other children and adults in the school community to address the problem of prejudice and discrimination



Two things happened to me that made me think about how sometimes we treat people badly just because they are different from us.

The first thing happened the day I went to town with Ndivhuo and her dad.

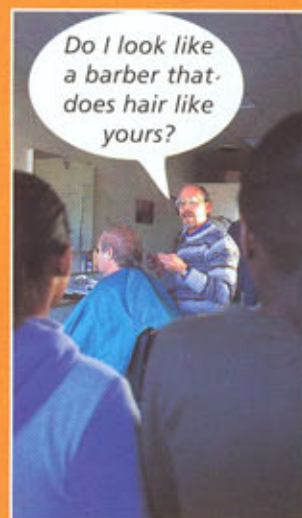


It's too late to go to the barber near the taxi rank. I'll go here.



There's no work here.

Uh no ... I'd like a haircut.



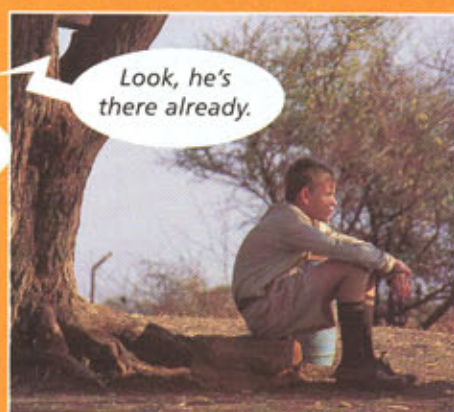
Do I look like a barber that does hair like yours?

The second thing happened the day we got a new member for the Massive Buddyz.



This is so massive!

The twins have invited their friend to our Buddyz meeting today.



Look, he's there already.



But he's white, Karabo. We can't have a white boy in our group.

### Talk about these questions in a group

- Why did the barber turn Ndivhuo's father away?
- How did Ndivhuo's father feel when this happened?
- How did Ndivhuo and Karabo feel?
- Why did Ndivhuo not want Frikkie in the Soul Buddyz group?

- How would Frikkie have felt if he had heard what Ndivhuo was saying?
- Has anyone ever treated you in this way?
- How did you feel?
- Have you ever treated anyone in this way?
- How did you feel?

# Stereotypes lead to discrimination

The comic strips on the opposite page show examples of discrimination against a person. Discrimination is usually caused by prejudice against a person because we do not see the real person, we see a stereotype of the person. When we stereotype we say all people who belong to a particular group are the same. Ndivhuo did not want Frikkie to join the group because she had a stereotyped idea of what white children were like.

## Activity

### 1

## Finish the sentence

Work in a group of five. One person is to read out the first words to the unfinished sentences shown below. The rest of the group should finish each sentence by writing down the first thing they think of when they hear the words.

*Thin people ...*

*Fat people ...*

*Shangaan-speaking people ...*

*Black people ...*

*White people ...*

*Muslims ...*

*Jews ...*

*Old people ...*

*Teenagers ...*

*Americans ...*

*Black children who go to schools in the suburbs ...*

*People from the rural area ...*

*Rich people ...*

What did you notice? Talk in the group about how you used stereotypes when you finished the sentences. Where do these stereotypes come from? Do they come from family, school, friends, TV, newspapers, church?

## Activity

### 2

## Who is who?

Work alone. Look at these pictures. Match the job to the person.

nurse

housekeeper

mechanic

doctor

banker

nightwatchman



Now work in a group. Did you use stereotypes when you decided who did what? Talk about the stereotypes you used.

# Discrimination in our past

People all over the world stereotype and discriminate between people. In South Africa we have a long and difficult history of discrimination that makes it especially hard sometimes for us to accept other people. Apartheid was a government policy in South Africa for many years. Your parents may have told you about what life was like living under Apartheid – if they haven't, ask them about it.



## FACT FILE



### Apartheid

In the past, during Apartheid, the government divided people according to race. Black, coloured, Indian and white people had to live in separate areas, they had separate schools, separate sportsfields, separate beaches, separate shops. There were many laws that discriminated against black people. They could not vote, they could not work where they chose, they could not marry a white person.



Many people suffered under this system and both black and white people struggled against it. At last, in 1994, everyone had the right to vote and a new government was elected to change the old racist policies. We now have a Constitution that protects our human rights and says no one can be discriminated against.

Because of this long time of separation under Apartheid, we have to work hard to overcome racial stereotypes. Many white and black people still have prejudiced ideas. We have to work hard to change these.

Many institutions are still like they were in the old days. All schools should now be open to children of all races, but some schools are still run as they were during the time of Apartheid. Sometimes people are not aware of this and may not even mean to make their schools like this. They just do not notice because that is the way it has always been. It is up to all of us to make people aware of racism and other forms of discrimination.

### Activity

### 3

## Collect family stories of prejudice

Go home and ask a family member if they have ever experienced prejudice, a time when they were discriminated against or a time when they discriminated against someone else. Make notes of what they say.

When you have finished telling your stories, talk about these questions:

- Was there anything similar or different in the stories?
- What was different?
- Did the people who told you the story learn anything from the experience? Was it a good lesson or a negative one?
- Did you learn anything from listening to the stories?

Work in groups of about five. Tell each other your stories. You can choose not to tell your story if it is too painful. Stories like this can make us feel sad and even angry. You may want to talk with the group about how the stories make you feel.



# Discrimination today

There is still prejudice in South Africa today.

## Children Speak!

Before we made *Soul Buddyz* we talked to many children to find out about their lives. Many children told us about their experience of discrimination.

They call us kaffirs at school and they laugh when we talk Xhosa in class. They say to us 'Moenie kaffir taal praat hier nie'.

If you are too dark the teacher would call you 'ntsumantsuma' and other children would laugh. It does not feel good when other children tease you, saying you are a black thing because they are light in complexion and you are darker. It's not nice.

The black kids in our school, they speak in their language about us. You hear them laughing, and they are laughing at you but you don't know what they are saying because you can't speak Zulu. It makes you feel very bad.

They only do some sports at my school. The sport I like to play is soccer but they don't allow it. They don't teach it here at the school. They want us to play rugby.

There is a child who comes from a certain school. Other children laugh because the school is in a rural place. When you come from a deep rural area they call you a farm girl.

### Activity

### 4

### Talk about it!

Talk about what these children said.

- Do any of these things happen in your school?
- How do people feel when things like this happen?
- What can you do about it?
- Do you talk about these things at school with your friends? Do you talk with teachers about them? Why don't we like to talk about discrimination in our schools?

Our Constitution, which is the highest law in the country, says that:

**Everyone has the right to have their dignity respected and protected.**

No one should be discriminated against because of who they are.  
But laws alone do not stop people from being prejudiced.

*You can choose not to discriminate.*

### What about you?

Find a place where you can sit on your own. Have you ever been discriminated against because of your colour, age, sex, religion, family, poverty or a disability? How did you feel?

Now think about the way you behave. Have you ever called people names? Have you ever discriminated against someone by teasing them or leaving them out because they are different? What can you do about this?

Write a statement for yourself. The statement must say how you feel about prejudice and discrimination, what you choose to do about it and how you choose to behave from now on. Do not show this to anyone – it is for your eyes only.

### What about your school?

We can make sure our schools are places where everyone feels at home. Organise a discussion with learners and teachers about your school. Talk about these issues:

- How would you describe the culture of your school? Is it a place where different groups of learners can feel at home? Do you ever feel out of place? Why?
- Is there bullying in your school? Who gets bullied? Who does the bullying?
- Does your school organise events that all learners can participate in?
- What extramural activities does your school offer? Do they give everyone a chance to do something they enjoy?
- Do your teachers know and understand the backgrounds of the learners?
- Does your school recognise different languages?
- Are the girls treated with respect and given the same opportunities as boys?

After your discussion, think of some ways to solve the problems you have highlighted. Try to involve teachers and maybe even someone from the School Governing Body (SGB) in your discussion. The adults in a school will never know what is going on unless you tell them!



Action File

# I can also do African Dance

## TRUE STORY

In South Africa there are many different people with different cultures, religions and lifestyles. We call this diversity. Being part of a diverse country makes life interesting.

“I’m Juale,

I’m 14. I live in Riverlea.

I started dancing when I was little, about 6 years old. I started dancing at the recreation centre. I am now at the National School of the Arts. I also dance at the Dance Factory. I have learnt a lot there. I had trouble with the African Dance class. At first the teacher said I wasn’t capable of doing it. My rhythm was out. I needed to work on my rhythm mainly. I was disappointed but I guess the truth hurts. But I handled it OK.

I used to practise at home. I used to put on local music like YFM and try with African steps and try the rhythms. And then I attended extra classes. My body is starting to move a bit. You have to be very flexible, you have to move everything at the same time. Yes, you have to wiggle your bum and your whole body which I had never done, I’m used to dancing like a ballet dancer, pulling up and holding in. In African Dance you have to let go. You have to know the rhythms and in ballet you have to go with the flow. Now the teacher says that I’ve proven myself and I am doing well. I was chosen in the end to dance at the Wits Theatre. I don’t give up.

It is good to know African Dance because if you only know one way to dance, it’s no use. If you know everything, you can relate. It makes all the people closer together if we learn about each other’s cultures and dance.”



Activity

5

### Talk about it!

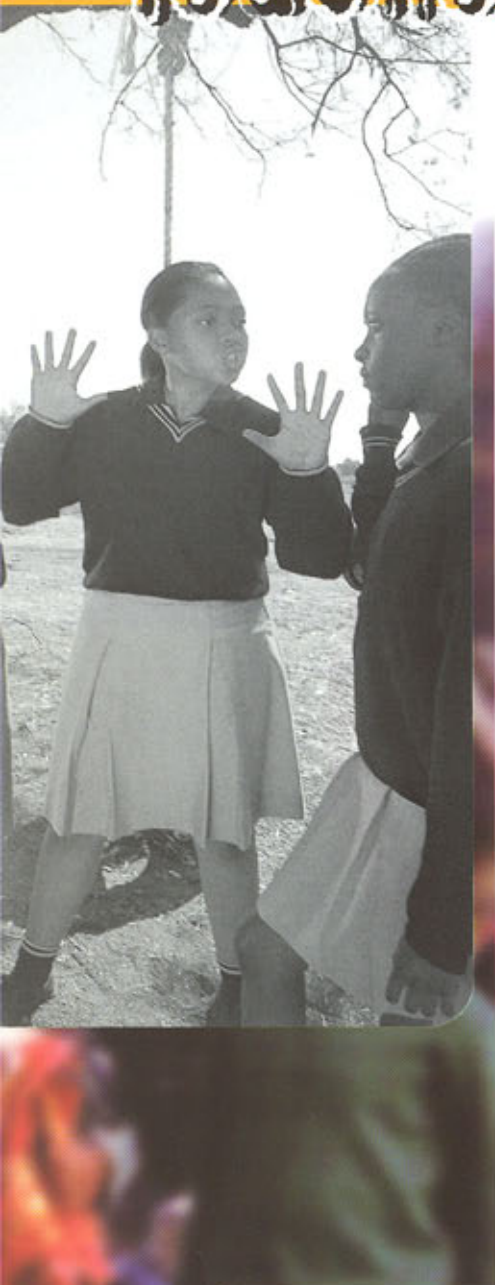
- Do you agree with Juale about finding out about other cultures?
- Do you know any languages other than your own?
- Do you know any dances from other cultures or any songs or stories?

Ask someone you know whose culture is different from yours to teach you something from their culture. They could teach you a dance, how to cook some traditional food or how to say something in their language.

Hold a cultural day at school where you share your different cultures.

Action File

# Teacher's page



In South Africa, since the opening of schools to all races, teachers and learners have faced the challenge of coping with diversity. The Human Rights Commission has found that this has been successful in some schools but a dismal failure in others. It is important that we begin to talk about difference and similarity in our schools and deal with the issue of racism head on rather than pretending it is not there. There are three important things you can do: examine your own attitudes and prejudices; talk about racism with your learners; and celebrate diversity.

## Using this unit in the classroom

**Look at your own thinking** Before you teach this unit you should think about your own views. We have such a long history of racism in this country that it is impossible for any of us to have escaped being influenced by racial stereotypes. How do you go about examining your thoughts? You could try to capture every phrase and statement that passes through your mind on any and all racial topics. Be honest with yourself. If you capture a negative racial thought, pull it out, inspect it, understand it and above all, rethink and rework it.

**Create space in your classroom to talk about racism** The activities in this unit will create spaces to talk about racism. They are particularly relevant for teachers who have a diverse group of learners, who have different cultures and languages. If you teach in a school where the learners mostly share the same language and culture these activities are still important as learners need to grow up with non-racist thinking.

## Make your classroom and school a non-racist place

Celebrate the diversity in your school. A teacher who values each of the children as individuals, each with unique gifts, and who values the various cultural backgrounds of the children will naturally encourage the same perspective in the learners through the course of their daily interactions. You can role model courtesy and respect for others in the way you treat the learners. It is also important to bring diversity into the curriculum. Teach children about people from other communities, other parts of the world and other cultures and religions. Make sure you reflect all cultures in the school through events like assemblies and speech days and celebrations through the year.

## Contacts and resources

### The Foundation for Tolerance Education

Tel: (011) 783-4444

Offers learner programmes on tolerance, resistance, the rights of a child and truth and justice. The Anti-Bias / Anti-Discrimination programme offered to educators is aimed at building inclusive learning communities.

### Early Learning Resource Unit (ELRU)

Tel: (021) 762-7500

Website: [www.elru.co.za](http://www.elru.co.za)

Library with resources for the younger learner and teachers, including books on difference and racism.

### Rights Africa

Advice line: 0860 120 120

Provides advice and information about human rights issues.

### South African Human Rights Commission

Tel: (011) 484-8300

or (021) 426-2277

Provides information and deals with human rights abuses against children and adults.

### Child Rights Information Network (CRIN)

Website: [www.crin.org](http://www.crin.org)

e-mail: [info@crin.org](mailto:info@crin.org)

A global information resource on child rights issues, based at Save the Children, London, UK.

## Unit 9

# Delange's Story

Refugees  
need support, not  
discrimination

### Life Orientation Learning Outcome 2: Social Development

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities and to show an understanding of diverse cultures and religions

### Assessment Standard

*We know this when the learner:*  
Explains how recognition of diverse cultures can enrich South African society

### Knowledge

- Describes what a refugee is and some of the problems refugees face.
- Understands the constitutional responsibility not to discriminate against people

### Skills

- Is able to empathise with refugee children

### Values

- Values different cultures

### Attitudes

- Shows an attitude of acceptance and understanding towards refugees and other people from outside South Africa

Delange and her family are refugees who have come to South Africa ...

These tasty kwerekwere girls ... eish.

Chocolate for lunch.

Baby, let's be friends.

You black, ugly thing. Can't you stay in your own country?

## Delange's Story

later ...

Tomorrow it will be eight months since we left the Congo.

Delange, guess what!

I met some guys from home today!

They walked all the way to South Africa ... They came through Zimbabwe. It took them 3 months.

Did they say anything about home, Patrice?

It doesn't sound like things are getting any better - there is still fighting.

How long until we see you again, Papa?

Delange, what's the matter?

I'm sure he didn't mean it.

This man called me horrible names.

I hate being here! I want to be back home in the DRC with everything the way it was before.



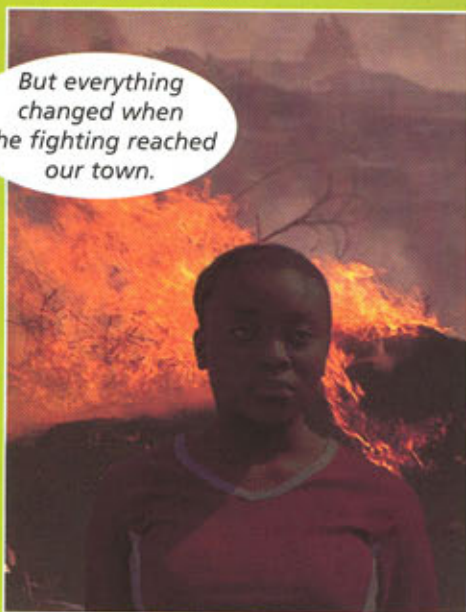
What was it like before?

Ma famille - we were all together ...

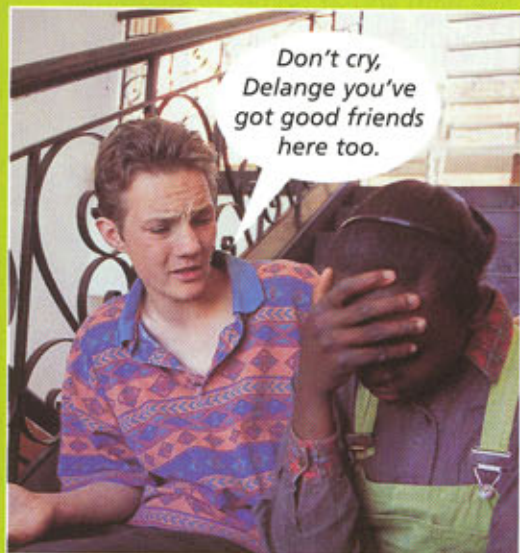


We had a nice house ...

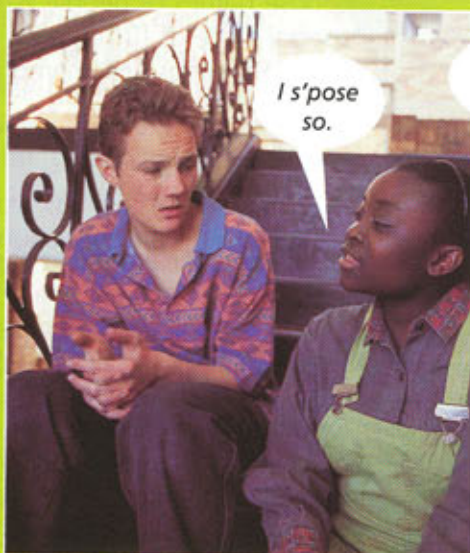
I had good friends ...



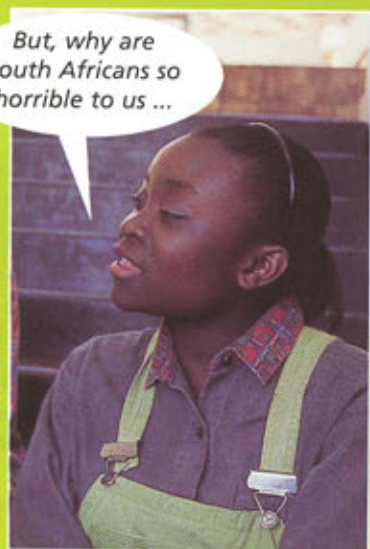
But everything changed when the fighting reached our town.



Don't cry, Delange you've got good friends here too.



I s'pose so.



But, why are South Africans so horrible to us ...



... don't they understand that we didn't choose to come here?



### Talk about these questions in a group

- What did the people in the street say to Delange?
- Why did this upset her?
- Why did she and her family leave the DRC?
- How would you feel if you were Delange?

# Walking in Delange's shoes

Delange and her family are refugees. Refugees are people who are forced to leave their countries because their lives are in danger. This may be because of persecution or war. Refugees cannot return home or are afraid to do so. Delange's family ran away from the Democratic Republic of Congo (DRC) because their home was destroyed during a war. Refugees cannot return to their country because they would be in danger if they did. Activities 1-3 will show you something about what it feels like to be a refugee.

## Activity

# 1

## What does 'home' mean?

Work in groups of four. In your group, think of words that say something about what 'home' means to you. For example, you can choose names of people who live with you at home, or things like a special piece of furniture or a favourite chair or place, you can include feelings and memories too.

Each group should then read out their list to the class. Then talk about this question:

- What kind of feelings would you have about your home if you had to move to another country?

## Activity

# 2

## Leaving things behind

Refugees leave their homes in fear and some have to leave very quickly. They have to leave many things behind. Sometimes they have to leave members of their family behind. Imagine that you have 30 minutes to pack your bags. Make a list of all the things you would take with you. You will have to carry all these things. Then make a list of all of the things you value that you would have to leave behind.



## Activity

# 3

## Leaving home

Imagine you are a refugee. Choose a country that you have to leave. Find out something about this country. If you have someone in your class from another country, let them tell you about their place. Imagine you are coming to South Africa. Think about your new home, your school, the food, the language. Write a letter to a friend in your country and tell them about your new home.

(The activities on this page are adapted from *Refugees, We Left Because We Had To*, by Jill Rutter, published by the Refugee Council, London, 1996.)



# Anyone can become a refugee

## TRUE STORY

“I am  
South African.

I am Eva.

I am born here in South Africa. My father was an activist with the ANC. Things got too dangerous here so we left and went to live in Maseru but then my father was killed in the Maseru Massacre and I went to Tanzania.

We had to leave fast. We did not know exactly what was going on. We left during the confusion of the massacre. It was such a bitter experience. Most of the children lost their fathers at that time. Up to a long time after that I would just not function on the 12th of December because that's actually when they killed my dad. At this time I was 23 years old.

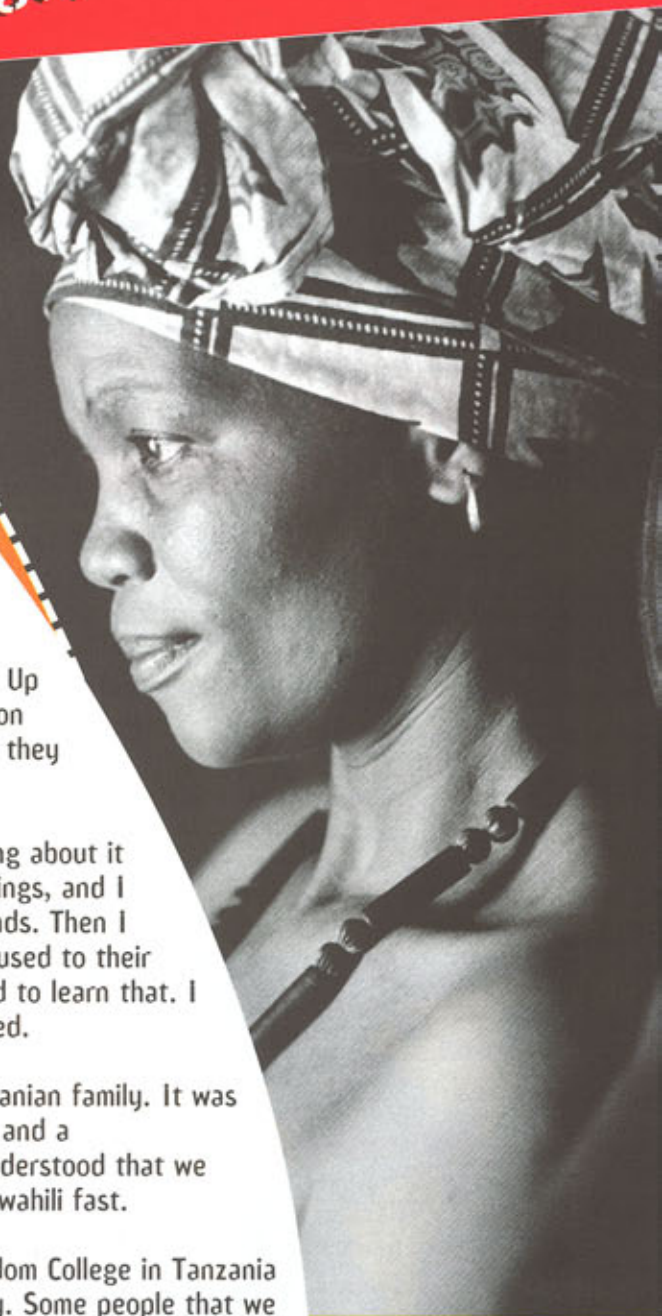
To start with when I first got to Tanzania everything about it amazed me. I saw a lot of women wearing black things, and I wondered if all these women have lost their husbands. Then I was told that they are Muslims. Then I had to get used to their food. Then the language was strange too and I had to learn that. I was also very sad because my father had been killed.

When I got to Tanzania I went to stay with a Tanzanian family. It was a family of five, the father, mother, two daughters and a granddaughter. They were nice people and they understood that we were refugees. They are the reason that I learnt Swahili fast.

After some time I went to Solomon Mahlangu Freedom College in Tanzania which is where all the South Africans went to study. Some people that we stayed with on the campus had Tanzanian friends and they would bring them over to visit us. So sometimes we would all sit and chat.

The Tanzanians are very good-natured people. They were nice people and they accommodated us in their country. They understood that we were refugees and they did not have any problems with us being there.

When you are away from home you always miss home. I missed home too even when I was in Tanzania. In my case I came to miss Tanzania later when I went to Russia. Tanzania was in Africa and for that time it was my home.”





Refugees did not want to leave their homes, they were forced to leave and most would go back if it was safe to do so.

Delange

# What is a refugee?



## FACT FILE



### Refugees all over the world

There are refugees all over the world. The United Nations has an organisation that looks after refugees. This organisation is called the United Nations High Commissioner for Refugees (UNHCR). It is not the only organisation that looks after refugees but it is one of the biggest.

Refugees need help, like shelter, food and water, when they first escape from their countries. After some time the UNHCR may help them to go back to their countries. If they cannot return, they help them to settle in a new country.

Asia	8 820 700
Europe	4 855 400
Africa	4 173 500
Northern America	1 086 800
Latin America & Caribbean	765 400
Oceania	81 300
<b>TOTAL</b>	<b>19 783 100</b>

From [www.unhcr.ch](http://www.unhcr.ch) (accessed 5 December 2002)

This map shows you the number of refugees the UNHCR was concerned with in January 2002.

The UN says refugees are people who have escaped from their own countries because of war or persecution, and they are afraid to go back. But many other people leave their countries because of poverty and to look for other opportunities. These people are called immigrants. Some of them apply to work in their new country and are legal immigrants. Others may be there illegally.

Whether people are refugees or immigrants we should not discriminate against them.

Most refugees who come to South Africa came here in small groups or with their families. Most of them are fleeing conflict in their own countries. In South Africa there are refugees from many countries such as Rwanda, Angola, Burundi, Somalia, DRC, Ethiopia and Zimbabwe.

Activity

4

## Find out for yourself

Over the next month, look in the newspapers for stories about refugees. Collect some of these stories and pictures. You can also invite someone from one of the organisations listed at the end of this unit to tell you about refugees in the world and in South Africa.

# Refugees in South Africa

## TRUE STORY



### “My name is Efraim.

I am 16 years old. I come from Ethiopia. When my father left the country my mother did not have anything. We were very poor, she could not pay for me to go to school. Then the soldiers of the government came to look for my mother and we decided to leave. In March this year we went on a bus to the border between Ethiopia and Kenya. We crossed the border at night. It was very dark and I got separated from my mother and sister. I have tried to find them but I do not know where they are.

I met some other Ethiopians and we stayed in Kenya for a few days. I had a little money and we caught a bus to the Tanzanian border. In Tanzania I was arrested. There is a jail at the railway station there and there are many people there. I stayed for only a few days and then they let me out. I was very lucky, some people stay there for six months.

Every day I was thinking of my mother and sister and wondering about going back. I did not aim to come to South Africa at this time – I was just moving on with other people who were helping me. I crossed into Mozambique and then into Swaziland with these people. Then I came in a taxi from Swaziland and was dropped at Park Station. Now I was in Johannesburg. I did not know anyone. I had never seen such a big city. I did not speak any language except Amharic (an Ethiopian language). While I was standing there something happened that is amazing. I saw another boy my age at the station and I could see he was from Ethiopia too by the way he looked. I went to him and greeted him and he was Kassahoun.

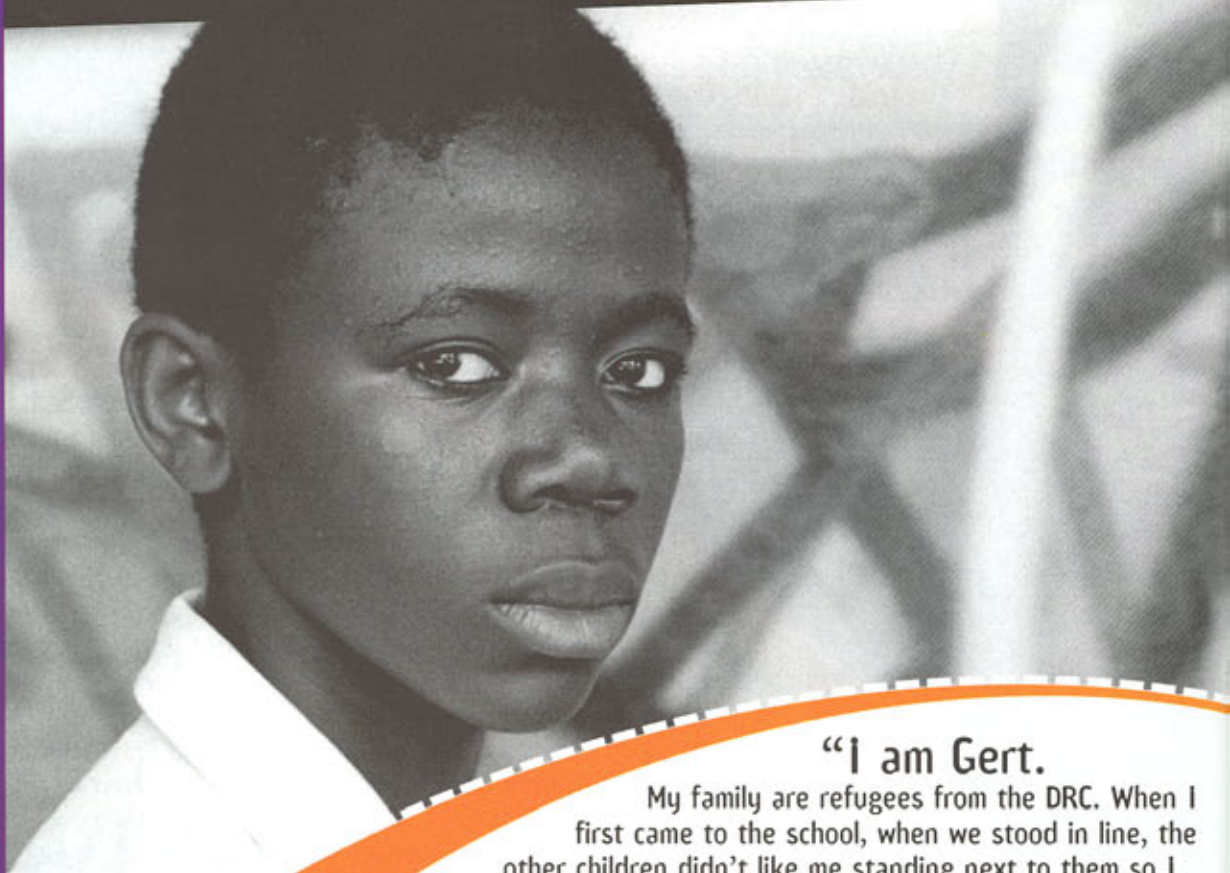
He took me to some other Ethiopian people in Johannesburg and I stayed there for a few days and then he took me to Home Affairs so I could apply for asylum. We are friends now. I do not know if I have any family any more so a friend like Kassahoun is very important. I have tried to trace my mother and sister and send messages back home with people who go there, but I do not know. I will not go back because there is nothing there for me anymore. Where will I stay?  
How will I live without my mother?”

On a map of Africa, trace Efraim’s journey from Ethiopia to South Africa.

# I have experienced xenophobia

In South Africa refugees are often treated badly.

## TRUE STORY



### “I am Gert.

My family are refugees from the DRC. When I first came to the school, when we stood in line, the other children didn't like me standing next to them so I had to go and stand with my friends ... This one boy, he said to me 'kwerekwere, voetsak, bogaboga, stupid country, you don't belong in this country'.

One time I was going to the park. There were these kids. I had R2 to buy something after school. And those kids took the money from me. Then I didn't know what to do. I needed that money because I needed something to eat. I said 'Give me my money' and they said 'This is our money. You don't belong to this country and any money that comes from this country belongs to us not you because you are a kwerekwere.'

I said to them, 'I don't care whatever you say, this is your country and my country is very nice but I still need to stay here because there is war in my country.' I took the money back. But I didn't fight with them.

My mother always says, 'You fight back in your mind and don't fight with them' and that's what I do.”

Look back to Eva's story. How did people in Tanzania treat refugees from South Africa during Apartheid?

**Xenophobia** is a big word but it is important that we all know what it means. Xenophobia is discrimination against people who come from another country. Refugees like Delange and Giles and Efraim all experience xenophobia.

It is illegal to discriminate against people. Our South African Constitution says no one should be discriminated against because of where they are from, who they are or their language and culture. People who are not refugees but immigrants from other parts of Africa also get discriminated against, this is also wrong.

### It is not true!

It is not true that people from other countries take jobs that South Africans could have. They are just like most of us, trying to make a living. Many refugees and people who immigrate to South Africa have skills that will make our country better. Researchers have found that refugees are usually younger people who want to work hard and many of them create jobs for South Africans.

### What can you do?

You can make a personal choice not to discriminate against people who come from other countries. Make friends with a refugee child like André did. Find out about them and their country.

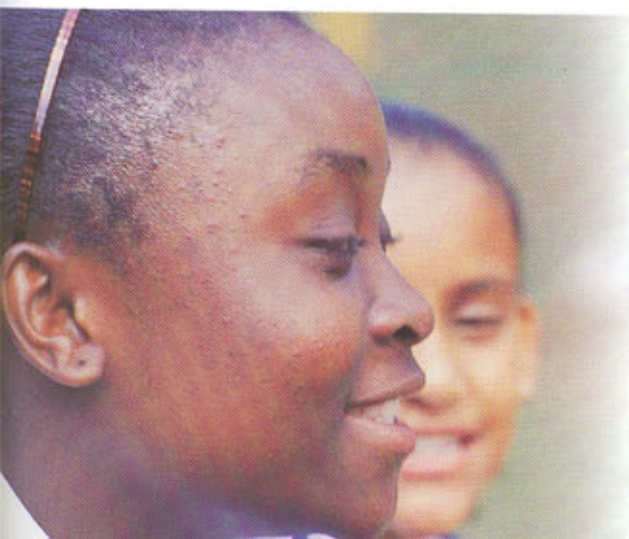
### What can you do as a group?

Run an education project about refugees at school. Use the information in this unit to tell people about refugees. Invite an organisation that works with refugees to talk to your class. Information can help people not to discriminate.

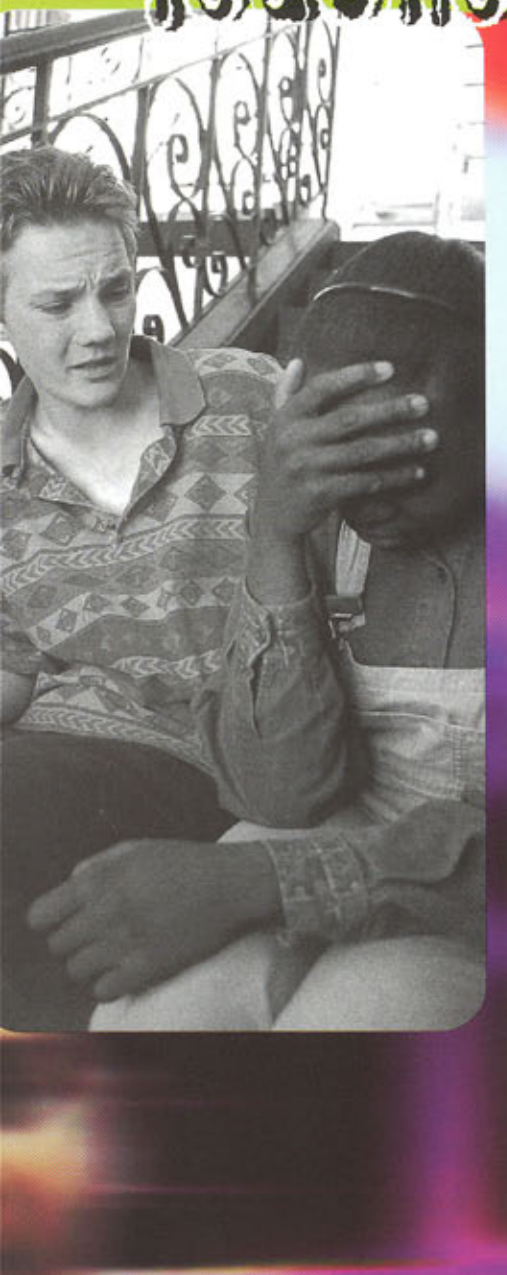
It helped me a lot to have friends like the Buddyz and to be able to talk about how I was feeling.

Delange

Action File



# Teacher's page



There are more than 26 million refugees in the world today. Over half of them are children. Learners need to begin to understand this important global issue.

By the end of 2001, 65 000 people had applied for refugee status in South Africa. Many of these refugees experience discrimination every day. We need to help children understand why people become refugees if we are to reduce xenophobia.

By focusing on the work of the UNHCR, this unit places the situation of refugees in South Africa in a global context. This helps children to understand that many people do not choose to go to a new country but are forced to leave their own country and become refugees.

Most of the ideas in this chapter come from work with a group of refugee children in Johannesburg. They told us what the main problems were that they experienced and told us what they wanted South African children to know about them.

Another reason for teaching about refugees is that the topic allows learners to explore broader issues such as their response to conflict and war and their own understanding of human rights.

## Using this unit in the classroom

The unit begins with facts about refugees in a global context and then goes on to focus on the situation of particular refugee children. In this way, opportunities are provided for learners to empathise with the situation of refugee children who come to South Africa from other countries. If they can begin to imagine what such children experience, they will begin to change their attitudes. If you can arrange for a refugee to visit your classroom, this will make the experience even more powerful. The most important message to get across is that refugees are people just like us, ordinary people who have experienced extraordinary events.

In South Africa, xenophobia is experienced by many immigrants as well as refugees. This unit stresses that discrimination against anyone is against the Constitution.

## Contacts and resources

### **Jesuit Refugee Services (JRS)**

Tel: (011) 331-0037

Tel: (012) 322-1817

Website: [www.jesref.org/](http://www.jesref.org/)

Offers emergency assistance, medical assistance, business loans, skills training and English classes to refugees and runs educational programmes about refugee issues.

### **Lawyers for Human Rights: Refugee Rights Project**

Tel: (012) 320-2943

Focuses on legal advice for refugees, assists with asylum application procedures and can refer people to other relevant service providers.

### **National Consortium for Refugee Affairs (NCRA)**

Tel: (012) 320-2943

Website: [www.ncra.org.za](http://www.ncra.org.za)

Represents all the organisations working on refugee issues, and focuses on policy development and monitoring.

### **Roll Back Xenophobia Campaign**

Tel: (011) 484-8300

Website:

[www.sahrc.org.za/roll\\_back\\_xenophobia.htm](http://www.sahrc.org.za/roll_back_xenophobia.htm)

A campaign run by the Human Rights Commission and the National Consortium on Refugee Affairs, in association with the United Nations High Commissioner for Refugees. It includes school-based projects, such as essay writing and art competitions, a Pen Pals project and a Refugee Youth Communication Network. To

find out more visit the website or write to Private Bag 2700, Houghton, 2041.

### **United Nations High Commissioner for Refugees (UNHCR)**

Tel: (012) 338-5301

Website: [www.unhcr.ch](http://www.unhcr.ch)

The UNHCR works with implementing partners in assisting refugees both on a social and legal level.

Unit 10

# Duma's Story

Living with a learning disability

**Life Orientation**  
**Learning Outcome 3:**  
**Personal Development**

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world

**Assessment Standard**

*We know this when the learner:*  
Reports on the implementation of strategies to enhance own and others' self-image through positive actions

**Knowledge**

- Describes what a learning disability is and the different kinds of learning disability

**Skills**

- Recognises if they may have a learning disability
- Applies some strategies to help someone who has a learning disability
- Empathises with people who have a learning disability

**Values**

- Values themselves and recognises that everyone has different abilities
- Does not discriminate against someone who has a learning disability

**Attitudes**

- Chooses not to discriminate against people who may have different abilities

One afternoon Duma is visiting his grandfather ...

And now for the water ... It's always good to reuse water, my boy.

Tata, I have to go!

I have a big test tomorrow.

But you've been studying all afternoon. Why do these schools give you so much work?

I wish I could just play soccer and work in the garden.

# Duma's Story

The next morning ...

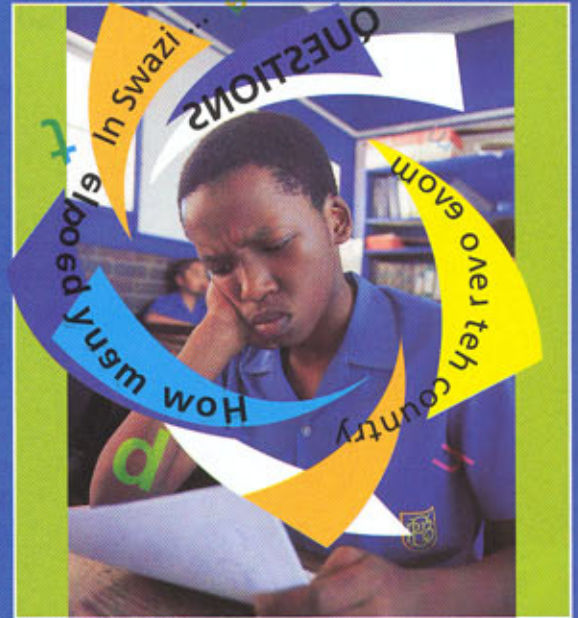
How many provinces are there?

Nine.

Who's the president of Namibia?

Sam Nujoma.

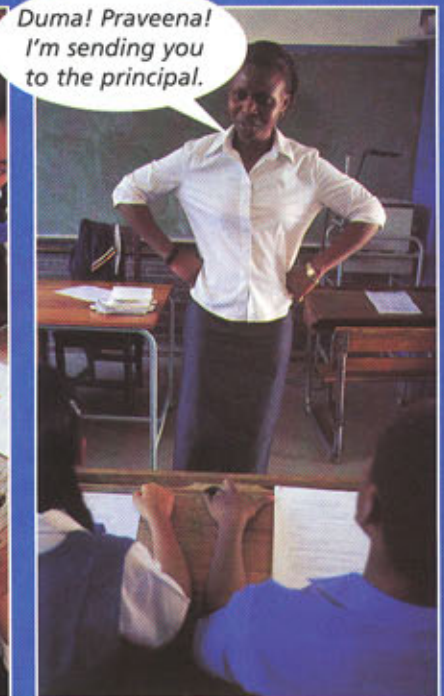
I think we're both going to do very well.



But I knew the answers ...



Psst ... Duma!



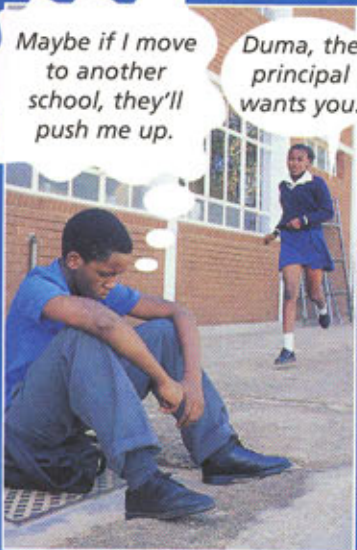
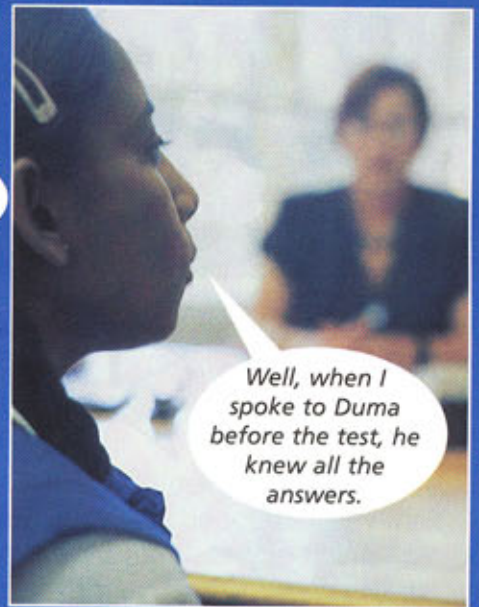
Duma! Praveena! I'm sending you to the principal.



**In the principal's office ...**



**Praveena goes in next ...**



**A little later ...**



**The principal asks Duma to read out the test.**



**Talk about these questions in a group**

- Why was Duma in a hurry to leave the garden work?
- What did Duma and Praveena do on the way to school next morning?
- Did Duma know the answers when Praveena asked him the questions?
- What happened when Duma read the test?
- Why did Praveena and Duma have to go and see the principal?
- What did Duma find out at the end of the story?

# What does your mind have to do?

Your mind is the thinking part of your brain. When you are at school and at home your mind has a lot of work to do.

## Activity

1

### What mind work do I do?

One day, for three hours, try to keep a diary of some of the things your mind does. Begin with waking up. Your mind decides to get out of bed, it tells you which clothes to put on, it tells your muscles how to move to get you to breakfast, to the taxi, to school. When you get to school it helps you to remember your friends. What does your mind do once you get into the classroom?

When everyone in your class has tried this activity, talk about it together. Was it easy to record all the things your mind did?



## FACT FILE



### Mind work

Here are some kinds of work that your mind needs to do.

#### Concentrating

When you concentrate, you pay attention. This means you think about, look at or listen to something very carefully without thinking about anything else.

#### Learning skills

You use your mind in school to learn skills like reading, writing, spelling and doing arithmetic.

#### Remembering

You can use your mind like a set of drawers, to store things in. This means it remembers what you need to know – like spelling words, useful facts, or the names of your friends.

#### Understanding things that you see

Your mind understands how things look and how they go together. It tells you what's big and what's small, what's round and what's square, what's on top and what's underneath.

#### Making muscles work together

Your mind gets your muscles to work together smoothly and quickly. This helps you to do things like write, tie your shoelaces and play sports.

#### Having ideas and solving problems

Your mind thinks up good ideas and helps you to know when you have to solve a problem (like a problem in arithmetic or a problem you're having with your bicycle).

#### Helping to make and keep friends

Your mind helps you work out how to make good friendships.

*PHEW! What a lot of things your mind has to do!*



# Different people have different mind skills

Everyone is different. Our minds do not work the same. Some people can read very well and very fast, other people are good at solving problems.

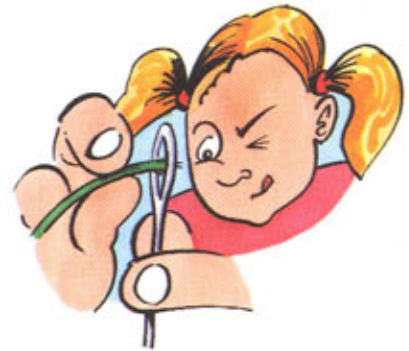
## Activity

# 2

## The mind games!

You are going to take part in a competition with many different activities. The activities described below should all be set up ready for you to do. Work in groups and move around the classroom doing each activity in turn. Keep a record of who was good at which activity. Your group must decide how you are going to record this information.

1. Hold a small mirror on the table in front of you. Now take a pen and paper, and write your name so that it appears the right way round in the mirror. See how quickly you can do it. Who does this the fastest in your group? Who is the neatest?
2. Kick a soccer ball three times into a cardboard box that is lying on its side. Who does this best?
3. Thread a needle three times in a row. Who does this fastest?
4. Read a passage in a book. Who does this without making any mistakes?
5. Look at the objects on the table for a few seconds. There may be objects like a pencil, a matchbox, a coin, or a small toy. Then cover the objects with a cloth and list them – try to remember them all. Who remembers them the easiest?
6. Do a short crossword. Who is quickest at doing the crossword? Who gets all the answers correct?
7. Do a small jigsaw puzzle. Who does this the quickest?
8. Draw a picture of someone else in the group. Whose picture is the most accurate?



When you have finished this activity talk about what you found out. Was anyone the best in all the activities? Were some people very good at one activity and not so good at another?

# Learning disability

There's no such thing as a mind that does everything well. Different kinds of minds are good at different kinds of mind work. Look at the list in the 'Mind work' Fact File and think about what kind of mind work you are really good at. What kind of mind work sometimes gives you trouble? Some children have problems at school with certain kinds of mind work. This is sometimes called a learning disability. Duma had trouble with reading. When he tried to read the words on the page, his mind muddled them up.

Activity

3

## Try reading this!

Read these sentences and then do what they tell you.

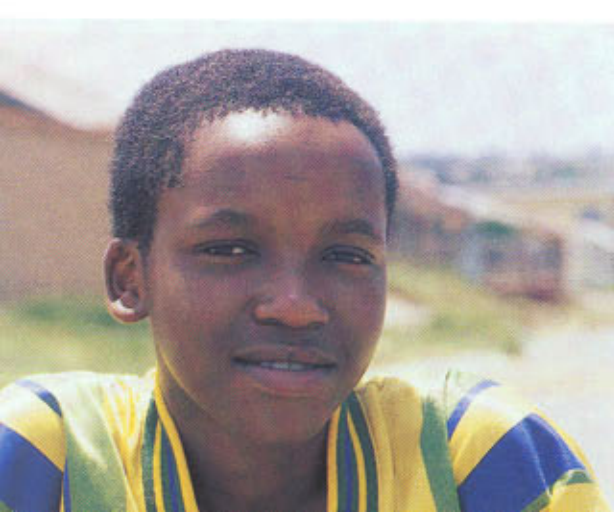
2t5nb uq

toes nroh hcut

hcut nroy tncp

tiz bowm

Could you read the sentences easily? How did you feel when you realised you could not read it? This is what words look like to some children who have a reading problem.



I found out my mind wasn't so good at some of the things that it needed to do. But it was good at other things!

Duma

## FACT FILE

### Learning difficulties

#### Pay attention

There are many boys and girls who have a problem with paying attention (concentrating). Some children with an attention problem may need medicine to help them concentrate. Many children with attention problems are very clever in interesting ways. They have great ideas that other children or grown-ups would never think of. They can do a lot of things well, especially if they try to make their attention stronger.

#### Reading

Learning to read needs lots of different kinds of mind work and some children struggle with this. This was Duma's problem. Children with a reading disorder are not stupid or 'slow' – they just need extra help to learn to read. They can learn if they have extra help.

#### Memory

Some children have problems trying to remember things. Children with a memory disorder just need extra help to remember. They can learn if they have extra help.

Children with learning disabilities can go to have tests to find out what is wrong and what can be done to help. Your local clinic should be able to give advice about this.

# I don't have a disability just a different way of thinking

## TRUE STORY

“Hi!  
my name  
is Matthew.

At school when it came to reading and writing I spent most of my time thinking this is just not for me! I am not interested in this! When I was in Grade 5 my parents realised that I was not able to read. That was the beginning of ‘you are a problem!’ Then the tests started! They thought they could measure my intelligence with a few tests and they labelled me as a problem. I used to feel so bad about myself, I felt that I was not good enough, I felt angry, alone and insecure. I started doubting myself, I used to wish I was dead.

It took me years to overcome these feelings. Even when I was a young adult I still had them. But as I got older I started to realise that I may not have been able to read and write but I could take a motorbike engine apart and put it back together again. My parents got me through. They always supported me and encouraged me. My father had a workshop and I used to spend time there. I got security from knowing I could do other things well.

I also got through because I was always aware of what I wanted and how to get it. The most important thing is that even though I felt really bad about myself I never completely lost confidence in myself. I know that we are born with all the knowledge we need – we don't get it all from learning at school.

I have proved that to myself. I have always been business minded. When I was 11 I had my first job. I delivered newspapers. I was very independent and I wanted to earn my own money because money gives you independence. I worked for a fast food chain and became manager while I was still in high school. Now I own and run a restaurant and catering company.

I think all young people should be aware that in spite of what school says about you, you have value. We all just have different ways of thinking and schools have to develop people in the way they naturally learn rather than making everyone the same.”



# Other things that make learning hard

Some children do not have a learning disability but they have other problems that make it hard for them to learn.

## Being hungry

Being hungry and worrying about whether you will get food at home makes it very difficult to learn. If you have this problem you may find it difficult to tell anyone about it, you may feel ashamed. But you need to tell your teacher if you are hungry and there is no food at home. Perhaps your school can start a feeding scheme.

## Bad experiences

Some children have had bad experiences. Some may have seen a family member shot, others may have been raped, or they may have been beaten in their home or in the street. Some children have to look after very sick grown-ups. This kind of bad experience can make it hard for children to think in school. It can also make them behave badly or differently from before. It is very hard to deal with such experiences. If you think you have this kind of problem you need to get help. Talk to a grown-up about it, ask them to take you to the local clinic. At the clinic ask if there is anyone in your area who can give you counselling. At the end of this unit you will find some organisations that provide counselling services.

## Seeing and hearing

Some children cannot hear well and this means they do not always understand what is being said by other people. Other children cannot see very well. These physical disabilities are not learning disorders but they can make learning very hard.

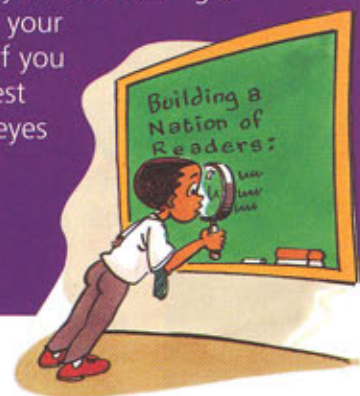
You may have a hearing problem if:

- You turn one ear towards someone when they are talking.
- People are always saying to you 'You don't listen!'

You may have a seeing problem if:

- You have to hold a book close to your eyes when you read.
- You cannot see what the teacher writes on the blackboard.

If you think you may have a hearing or seeing problem ask your parents or teacher if you can go to the nearest clinic to have your eyes or ears tested.



## Getting help

Usually children with a learning disability or other learning problem need some extra help. Teachers can give them extra lessons or more support during normal lessons. But most children with learning disabilities also need help from other professionals like occupational therapists, speech and hearing therapists, and psychologists.

## If you think you have a learning problem ...

### Help in school

Begin by talking to your teacher. Ask for extra help with your problem. Your teacher can help you in these ways:

- organising activities where you work in groups – this will allow you to share each other's mind skills
- partnering you with someone who finds it easier to do tasks which you find hard
- making sure that you record all your homework – this will help you to do work at home
- alerting your family so they can also help you
- getting assistance from specialists such as remedial teachers.

If you know someone who has a problem at school you can also help. You can:

- do your homework together
- learn for tests together
- read together
- tell your friend they are special and important even when they do not do so well in school.

### Help at home

Your family can also help you. You should try and read every day, even if it is difficult. Ask someone at home to listen to you read. Ask someone at home to sit with you when you do your homework. Even if they cannot help you it may help to have their company. Make sure you have a quiet place to do your homework.

Read and look at newspapers and magazines and try to read as much as you can. Ask grown-ups at home to read to you or, if they cannot read, ask them to tell you stories. All these activities will keep your mind working.

Try to get help from an organisation that can help children with learning disabilities.

## Activity

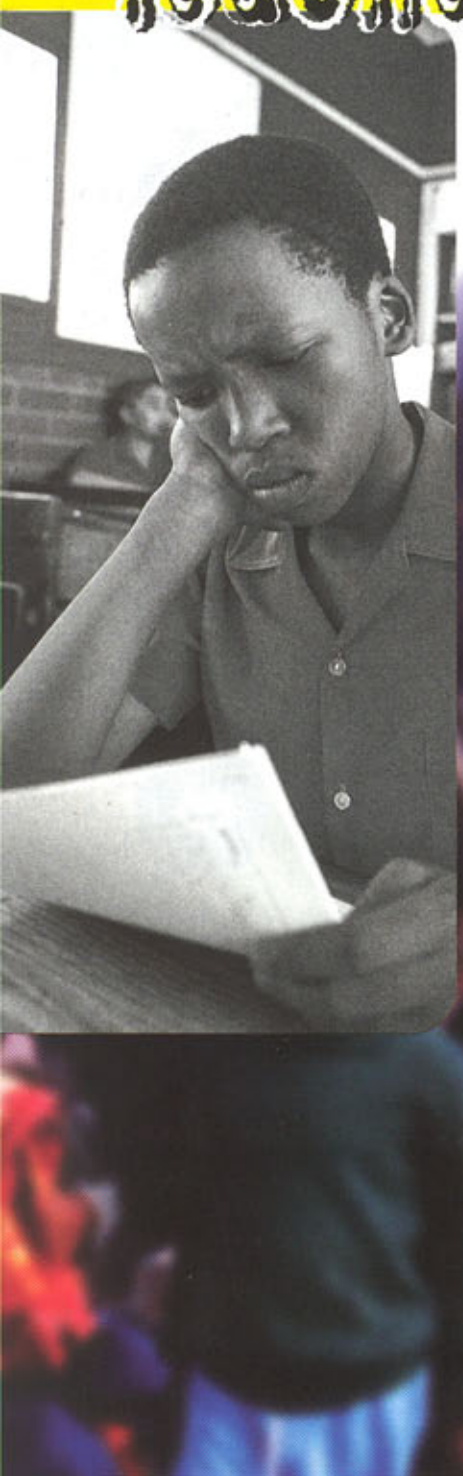
### 4

## Everyone is special

Remember, everyone is special even if they have a problem with learning. Play this game to remind you of this.

Everyone in the class is to write their name at the top of a sheet of paper. Pass the papers around the class. When you get a paper, write a good thing about the person whose name is at the top. Then fold the paper so the next person can't see what you wrote but they can still see the person's name at the top, and pass the paper on. Don't look at what other people have written. Everyone in the class must write something on all the papers. When this has been done, give the paper back to the person whose name is at the top. Then read your page. Did you know you were that special?!

# Teacher's page



It is very important to remember that every child has ability. Children are all different and some children cope well with certain ways of thinking such as those needed for academic work, other children do better at other tasks. You need to make sure that every child in your classroom feels worthwhile and find ways to let each child succeed in your classroom.

Many children struggle at school and many of these children, after struggling for a few years, drop out of school. Often they struggle because of poverty or other problems at home but sometimes these children have learning disabilities that could have been dealt with if they were caught early enough.

Ordinary teachers can do a lot to help children with learning disabilities. Even teachers who have large classes should be able to recognise children who have a learning disability. The important thing is to spend time with individual children who are struggling at school work and talk to them – get to know them – this will give you a lot of useful information.

Any unexplained, persistent problem in learning a basic skill, necessary for survival as an adult, such as reading, is called a learning disability. You can recognise a learning disability. If a child has problems with one or more of the following they may have a learning disability:

- thinking clearly
- writing legibly
- learning to read
- learning to add and subtract and other simple arithmetic skills
- spelling accurately
- following directions
- putting things in sequence
- remembering facts
- copying forms

If a child is often confused, clumsy, impulsive, hyperactive, frustrated, rebellious, depressed, withdrawn or aggressive this could be a sign that they have a learning disability, so look out for these signs. This kind of behaviour can also be caused by other problems such as sexual abuse or emotional trauma.

It is important to remember that children with learning disabilities are not mentally disabled, they just suffer from an invisible problem that could stop them from realising their full potential. They can be helped. If you think a child has a learning disability you should refer them to the District Office Education Support Services (Inclusive Education or Special Needs Services). The child can be tested there.

## Using this unit in the classroom

Many children will not be able to get outside help for a learning problem. This is why we have written into this unit a lot of information about how to recognise a learning problem and some ideas about how to help children. The ideas are written for children but you will find them useful too – they will give you ideas about how to help children in your class.

## Contacts and resources

### **Southern African Association for Learning and Educational Difficulties (SAALED)**

National Secretariat:

Tel: (021) 762-6306

Website: [www.saaled.org.za](http://www.saaled.org.za)

An association for teachers and parents.

Organises conferences, local branch meetings and educational workshops.

### **The Remedial Teaching Foundation (RTF)**

Tel: (011) 646-6602

Provides in-service training and development programmes for Foundation Phase teachers working in mainstream and inclusive schools.

The programmes and workshops help teachers to understand and support learners with mild to moderate learning difficulties

### **Western Cape Forum for Inclusive Education**

Tel (021) 674-1422

Provides information and training for teachers and parents who want to encourage the inclusion of children with special educational needs in their local schools. Runs a resource centre with a library and offers a phone-in service for advice and referral.



# Unit 11 The Buddyz Story

Children can  
make a difference

## Life Orientation Learning Outcome 1: Health Promotion

### Assessment Standard

The learner will be able to make informed decisions regarding personal, community and environmental health.

*We know this when the learner:*  
Understands how children can be involved in issues that affect them

#### Knowledge

- Explains what children's participation is
- Describes the child support grant

#### Skills

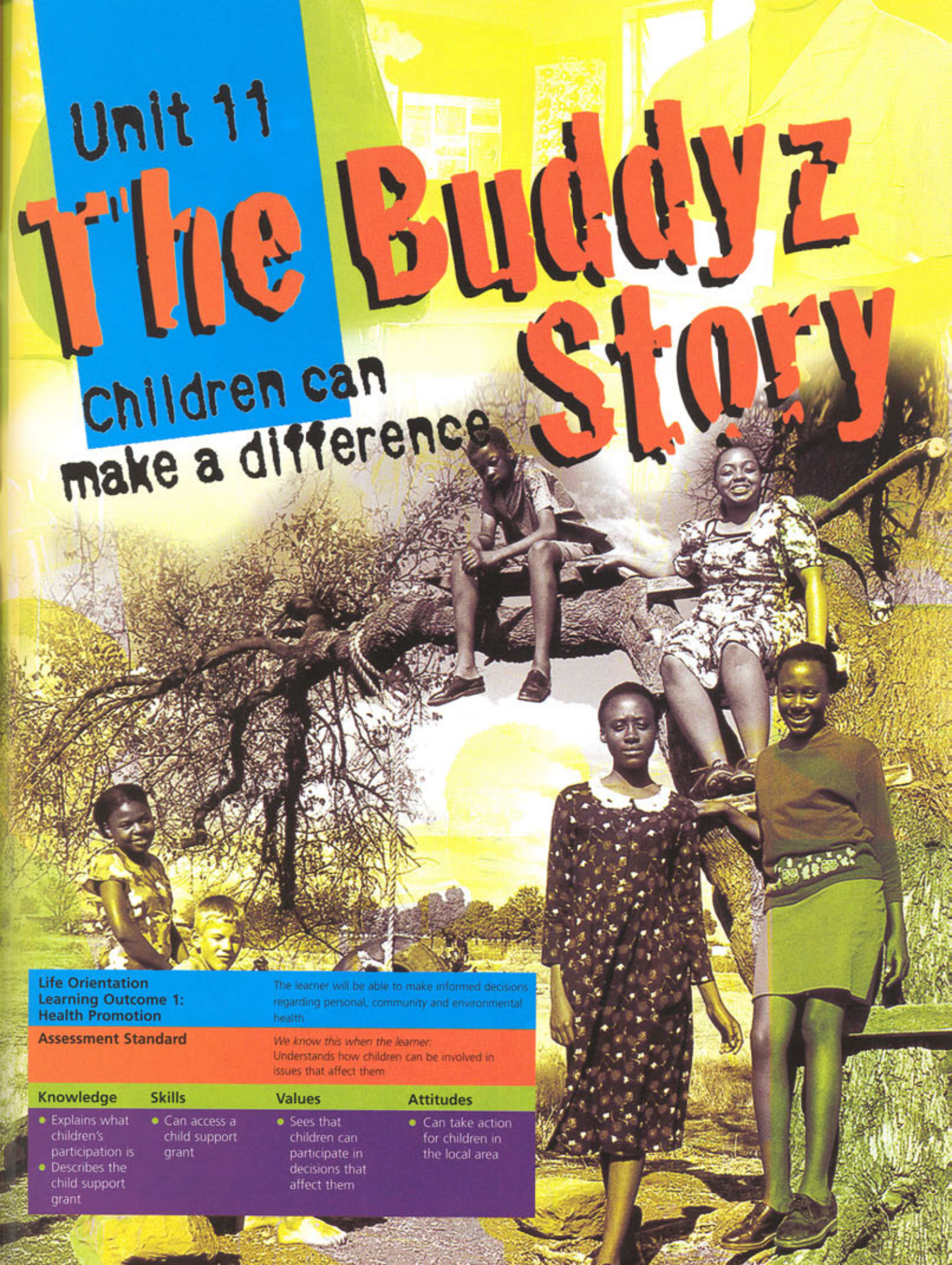
- Can access a child support grant

#### Values

- Sees that children can participate in decisions that affect them

#### Attitudes

- Can take action for children in the local area



Dear Mr President,  
 I hope you won't be angry with me for writing to you. I'm 11 years old and I look after my father who has AIDS, and my little sister. We don't have money to buy enough food ...  
 Thapelo

The next day at school ...



Ma'm, do you know the president's postal address?

What do you need it for, Thapelo?

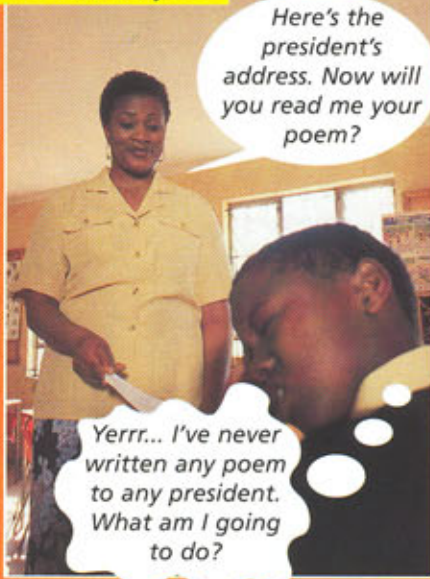
I wrote him a poem and I want to post it to him.

A poem! Can I read it?

Um... uum ... uum. It's not finished yet.

## Thapelo's Story

The next day ...



Here's the president's address. Now will you read me your poem?

Yerrr... I've never written any poem to any president. What am I going to do?



Our president, Our president. You are as good as as as ... a white bird ...

Maybe I should read it.

Thapelo, that is not what is written here.



M'am, I'm sorry for lying.

Don't worry. I'm not cross with you. You should go to the municipal offices, they might be able to help your family.

Thapelo takes the Massive Buddyz with him ...



There is money available for children who are in need. But you have to be under 7.

Oh no! I'm too old.



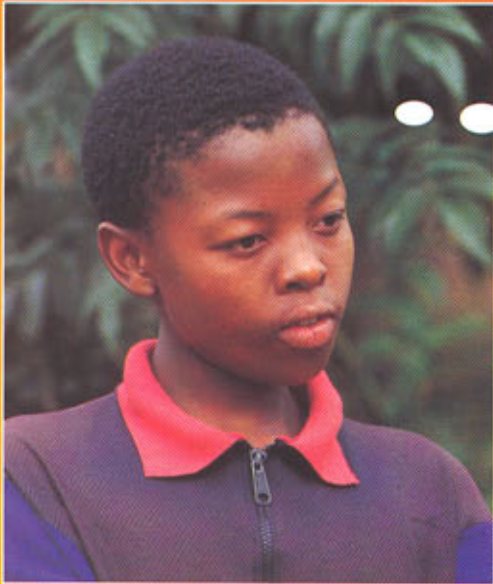
But your sister qualifies ...

A month later ...



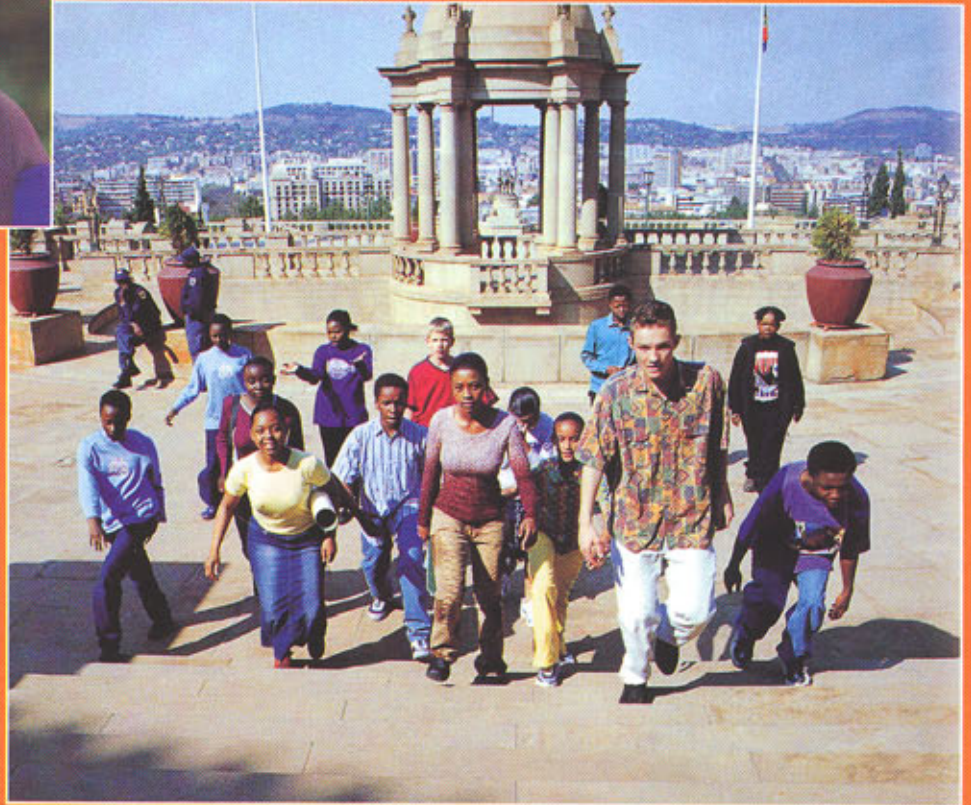
We can buy food now that my sister's getting a child support grant ...

But why does it stop at 7 years? Older kids need money too.



*I'm going to write the president another letter about grants for children over 7 ...*

The President replies and invites Thapelo and his friends, the Buddyz, to tell him and his advisors about children's needs ...



*It is important to try to make sure children over 7 also get the support grant ...*

### Talk about these questions in a group

- Why did Thapelo write to the president?
- What did Thapelo's teacher suggest he do?
- How did the child support grant help Thapelo's family?
- What did the Buddyz do to make sure government heard their ideas about children's needs?

# Children have a right to participate

## Children speak

Before we made *Soul Buddyz* we talked to many children to find out about their lives. Many of them told us that often grown-ups do not listen to them.

We need to have the right to explain our case before our parents punish us. We don't feel free at home to explain our side.

Sometimes parents and teachers don't listen to us when we have something important to tell.

We want to participate in our community but we don't have the right people who will listen to us.

Adults make the decisions because they have the power. We can't tell them because we are young – even if we don't agree with them in some of the things.

They shouldn't think children can't make a difference because we can speak out, anytime we can write something to the public in the newspaper.

### Activity

1

## Do you participate?

Talk about what these children are saying with a partner. Think about times in your life when you have been allowed to speak out and have been heard. How did you feel when you were able to say what you thought? Think about times in your life when you were not allowed to take part and were not allowed to have your say. How did it feel when your ideas were ignored? Why do you think it is important for children to participate?

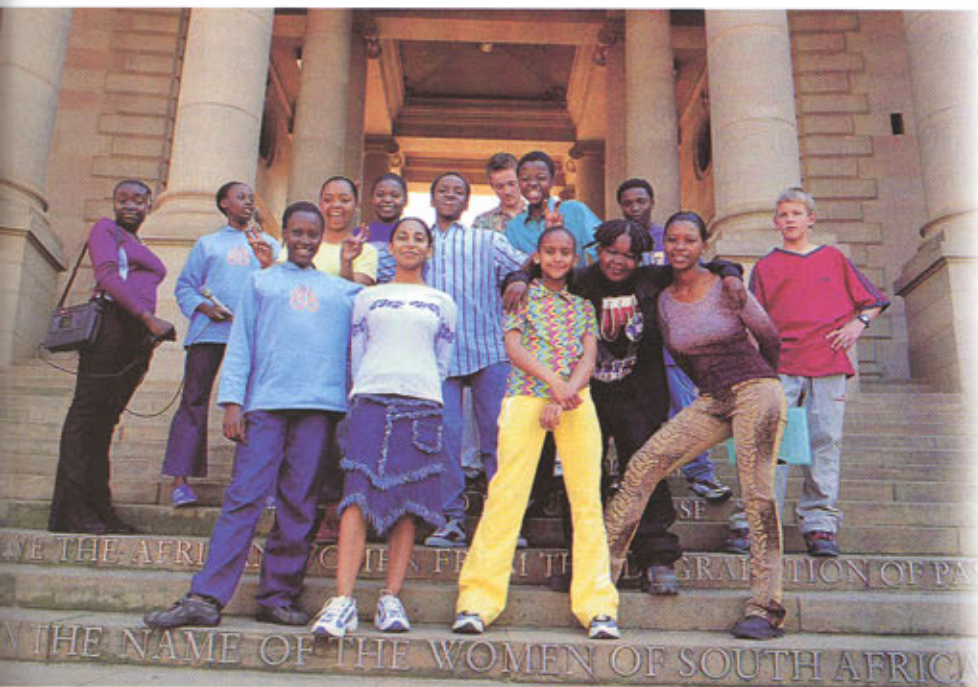
## Children's Rights

Have you heard of the Convention on the Rights of the Child? This is an agreement between countries to make sure that certain rights are protected. Almost all the countries in the world have agreed to create laws that protect the children's rights that are written in the Convention. South Africa agreed to this Convention on 16 June 1995.

The Convention on the Rights of the Child is a document that contains the rights which children and young people under the age of 18 all over the world should have. It applies to all children – rich or poor, no matter what their colour, sex, religion, culture or disability. This convention says that:

*Children who are old enough to form their own views have the right to express these views freely in all matters that affect them.*

This means that children have a right to say what they think in court cases that affect their lives. They also have the right to participate (or to take part in) decisions that are made about new laws that affect them. Children should also be allowed to take part in family life and in decisions at home. Children also have the right to tell government about their lives and what they need.

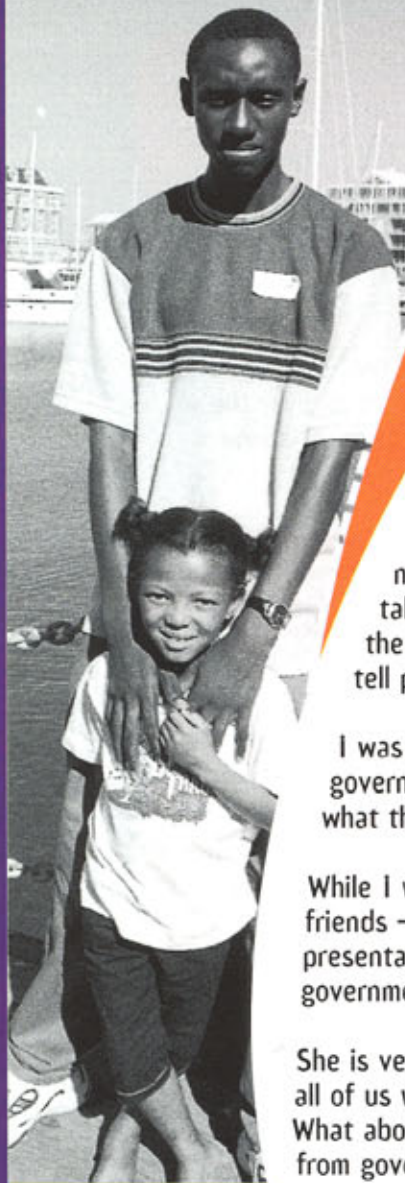


We participated when we went to the President's Office to talk about children over 7 needing social security grants.

Buddyz

## We went to Parliament

# TRUE STORY



“Hi! My name is Donald.

I am 18 years old. I am Deaf. I come from Mpumalanga. I went to talk to people from government with a lot of other children from around South Africa. We went to Cape Town. We flew in an aeroplane!

The government was looking at ways to help children. A group of adults who worked with children wanted us to come to tell government what children thought about how government could help them.

Before we went to Cape Town we worked with children from our area. We talked about poverty and how it affected our lives. Children told stories about being hungry at night and about not having money for school fees and no money for uniforms. We talked about how government could help children with grants like the child support grant. My group elected me to go to Cape Town to tell people in government what they had said.

I was surprised when we got to Cape Town to see so many people from government there. The Minister of Education was there. We told them what the children had discussed in the workshops around the country.

While I was there I met a very small girl called Fortunate, we made friends – she even learned some Sign so she could talk to me. During the presentation we were asked if we had any questions for people in government. We were all afraid to ask but Fortunate wasn't.

She is very small so she had to stand on a chair and then she asked what all of us wanted to ask ‘Why does the child support grant stop at 7 years? What about children over 7 years?’ everyone clapped and then an official from government answered.

I stood up and spoke with Sign and asked if the government could train more teachers in Sign in our schools so Deaf children could learn.

I liked the day of presenting because I have talked about what I need and want in my heart. I hope that everything we spoke about will go to other departments in government. I think it was sad that there were not more ministers there to hear us.”

This newspaper article talks about how government is thinking of ways to give the child support grant to children who are over 7 years old. Donald and Fortunate and the other children who went to Cape Town were heard – they made a difference!

## Plans to boost child welfare

The child support grant should be extended to children aged up to 14 and a nutrition programme extended to all schools in South Africa. Social Development Minister Zola Skweyiya said yesterday.

It was not clear when this would be implemented but further details are expected today. "We want to put children first and that is why we have increased the child support grant," Minister Skweyiya said.

Business Day, 30 August 2002  
(Adapted with permission)



## FACT FILE



### The child support grant

The grant is for R140 a month. At the moment this grant is only for children who are under 7 years old.

Parents or foster parents can apply for this grant for the children under 7 that they look after. Older children can also apply for a grant for younger children in their house.

To apply for a grant the caregiver will need an ID and the child will need a birth certificate. When you have these documents you need to go to the Department of Social Development and apply for the grant.

You can participate.  
Start a Buddyz club in  
your school!



To get a Soul Buddyz Club information pack write to:  
Soul Buddyz Clubs  
PO Box 462  
Douglasdale  
2164

Your school or local library will have received an information pack about how to start a Soul Buddyz Club. Ask your teacher if your school has received the pack – it was addressed to the principal. If not, she or he can contact us on [info@buddyzclub.co.za](mailto:info@buddyzclub.co.za).

Your school will need to send in the form to join the clubs' network. Your teacher will help form the club and we will send you a Soul Buddyz Club starter pack and a newsletter once a month. The newsletter will include news about all the different Soul Buddyz Clubs around the country and lots of activities for you to do.

By being a member of the Soul Buddyz Club and doing Soul Buddyz Club projects you will be able to take action to help yourself and other people too. You will be making sure that tomorrow belongs to you!



Action File

# Teacher's page



The Convention on the Rights of the Child, of which South Africa is a signatory, says that children have a right to participate in decisions that affect them. This chapter looks at how children have participated in lobbying government to increase the child support grant to children over 7.

One way children can participate is through a Soul buddy Club. After the screening of *Soul Buddyz 1* we got letters and calls from lots of children wanting to become Soul Buddyz. They wanted to be able to do the things that the Buddyz do. They wanted to find out more about other children, to get more involved in issues that affect them and they wanted to help people.

But often children lack the infrastructure and resources to take positive action in their own lives and communities. This is why Soul City has started the Soul Buddyz Clubs. These clubs will be based in schools. The club's network will send you information about how you can start a club in your area.

## Contacts and resources

### Children's Resource Centre (CRC)

Tel: (021) 686-6898

Website: [www.childrensmovement.org.za](http://www.childrensmovement.org.za)

Co-ordinates a nation-wide network of children's groups. These groups are all part of the Children's Movement. They will give advice on how to start a children's group in your area.

### Molo Songololo

Tel: (021) 448-5421

Advocates and lobbies for the development, protection, survival and participation of children and their rights. Runs child rights education and life-skills workshops and training camps for children and young people. Organises 'It's Your Move', a schools-based youth network. They also produce a magazine for children.

### National Children's Rights Committee (NCRC)

Tel: (011) 339-1919

Advocates and organises around children's rights; also co-ordinates children's committees. Ask for details of provincial offices.

### Department of Social Development

It provides information about the child support grant for children below the age of 7 and about other grants such as the disability grant and foster care grant.

Toll free: 0800 60 10 11

– 24 hour enquiries about grants.

### Alliance for Children's Entitlement to Social Security (ACCESS)

Tel: (021) 761-1468

Website: [www.aces.org.za](http://www.aces.org.za)

Alliance of organisations who are calling for a comprehensive social security system for children. Such a system would include cash grants, like the child support grant and a basic income grant, and benefits such as free education, water and primary health care.

### Children's Rights Centre

Tel: (031) 307-6075

Website: [www.childrensrightscentre.co.za](http://www.childrensrightscentre.co.za)

Monitors what is happening to children and shares information and resource material. Also offers training in the Durban area for all those working to protect children's rights.

### Peace Child International

website: [www.peacechild.org](http://www.peacechild.org)

A website about children's participation established by the publishers of *Stand Up Speak Out*,

The White House, Buntingford, Herts SG9 9AH, UK

### Child Rights Information Network (CRIN)

Website: [www.crin.org](http://www.crin.org)

e-mail: [info@crin.org](mailto:info@crin.org)

A global information resource on child rights issues, based at Save the Children, London, UK.





# COMMITTED

TO INVESTING IN SOUTH AFRICA'S FUTURE

As a guardian of the nation's savings, a founder member of the Proudly South African campaign, a leading contributor to our nation's economy, and as a dedicated community builder through our numerous social investment programmes, we're with South Africa every step of the way. For more information visit [www.oldmutual.co.za](http://www.oldmutual.co.za)



EVERY STEP OF THE WAY

# Understanding is the best prevention.

We believe that if people knew more about HIV/AIDS, that would help prevent the spread of it. That's why we are putting resources behind the Soul City Institute to educate Africa and bring hope to our people.







The Soul Buddyz are back! The highly successful Soul Buddyz multi-media education programme has returned in *Soul Buddyz 2*. *Soul Buddyz 2* includes this book and a television and radio series. The series is aimed at children from 8 to 14 years old. This book is designed as a classroom resource for use in Grade 7.

*Soul Buddyz 2* is one of the projects of Soul City: Institute for Health and Development Communication. Over the years Soul City has produced a successful drama series on television

and radio. Soul City also produces dynamic and interactive lifeskills packages for 12 to 18 year olds based on the messages in the Soul City drama series. In addition, educational comics, books and posters for adult learners are also available. For further information about all these materials contact Mr J Molefe at Soul City:

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