

CIVICS ACADEMY
cultivating democracy through civic education
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FACILITATING ACTIVE CITIZENSHIP

LIFE ORIENTATION GUIDES FOR LECTURERS



higher education & training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

FACILITATING ACTIVE CITIZENSHIP LIFE ORIENTATION NCV LEVEL 2-4 GUIDES FOR LECTURERS



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The co-operation and valuable input of the Department of Higher Education (DHET), Advisory Committee Members and Focus Group Participants are much appreciated.

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FOCUS GROUP WORKSHOP 1

Life Orientation Lecturers representing eight campuses of Elangeni TVET College, KZN, participated in a focus group, tested the material and gave valuable feedback on this guide. Campuses represented were: Qadi, Mpumalanga, KwaMashu, Inanda, KwaDabeka, Pinetown, Ndwedwe and Ntuzuma.

Focus Group Participants Workshop 1

- Mr Ernest Mbhele
- Ms Hlengiwe Mkonyeni
- Mr Lethokuhle Malinga
- Ms Mbali Ngcobo
- Ms Nompumelelo Mthlane
- Ms Noluthando Sibanda
- Ms Nonkululeko Dinga
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- Ms Sithulile Sishi
- Ms Thabitha Mdadane
- Ms Thokozani Hlatshwayo
- Mr Vincent Ndima
- Mr Wiseman Bhengu
- Ms Xoliswa Mncwango



Focus group participants Workshop 1

FOCUS GROUP WORKSHOP 2

Life Orientation Lecturers representing nine campuses of Elangeni TVET College, KZN, participated in a second focus group. Elangeni Campuses represented were: Qadi, Mpumalanga, KwaMashu, Inanda, KwaDabeka, Pinetown, Ndwedwe, Ntuzuma and Central Office. In addition, four lecturers from Sebokeng Campus, Sedibeng College, in Gauteng, participated in the workshop.

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- Mr Sifiso Mkhwanazi
- Ms Sithulile Sishi
- Ms Thabitha Mdadane
- Ms Thokozani Hlatshwayo
- Mr Vincent Ndima
- Mr Wiseman Bhengu
- Ms Xoliswa Mncwango

Focus Group Participants Workshop 2 from Sedibeng College

- Ms Karabo Zwane
- Ms Phuthi Tabitha Mochaki
- Ms Refiloe Mogashoa
- Ms Refiloe Thandeka Mohale

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Focus group participants Workshop 2



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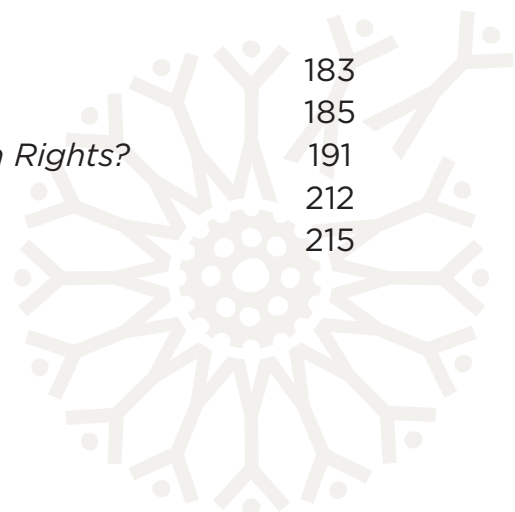
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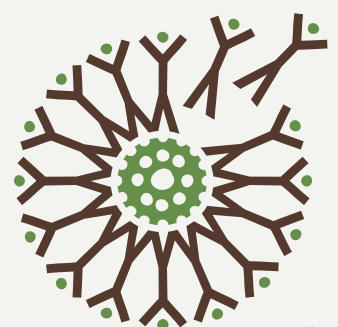
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NOTES



1. INTRODUCTION: ABOUT CIVICS ACADEMY



CIVICS ACADEMY is an independent, not-for-profit online educational project in South Africa initiated and run by the **HANNS SEIDEL FOUNDATION**. The **HANNS SEIDEL FOUNDATION** works to contribute to democracy, the rule of law, good governance and development in Southern Africa.



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CIVICS ACADEMY and the **HANNS SEIDEL FOUNDATION** believe that every generation must learn democratic principles and values as they are enshrined in the South African Constitution. Hence **CIVICS ACADEMY** provides educational resources such as videos and podcasts. The aim is to enable people to get and use the tools they need to be active and responsible citizens.

CIVICS ACADEMY aims to engage youth on critical topics relevant to South Africa's constitutional democracy.

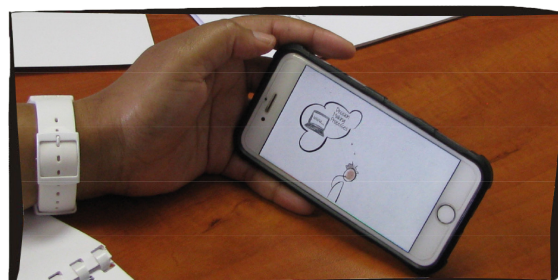
CIVICS ACADEMY offers free video and audio content to help inform and strengthen democratic values and responsible citizenship.

CIVICS ACADEMY works with partners active in democracy education and youth empowerment to add value to existing initiatives. It does so by providing learning materials and sharing methodologies on how these materials can be used.



CIVICS ACADEMY covers educational content related to South African TVET college, school and university curricula:

- Introduction to Democracy
- Justice and Human Rights
- Separation of Powers
- Political Parties
- Elections
- Economics
- Local Government
- Constitutional Rights



Civics Academy videos are easy to download on cell phones, tablets and laptops.



2. WHY THESE LIFE ORIENTATION LECTURER GUIDES?

Life Orientation Topic 4 on Citizenship is vital to help empower students to actively participate in building our country. However, exam and ICASS results, and information gained from discussions with Life Orientation lecturers and students, show that Topic 4 is experienced as difficult.

CIVICS ACADEMY emphasises that citizenship education is important

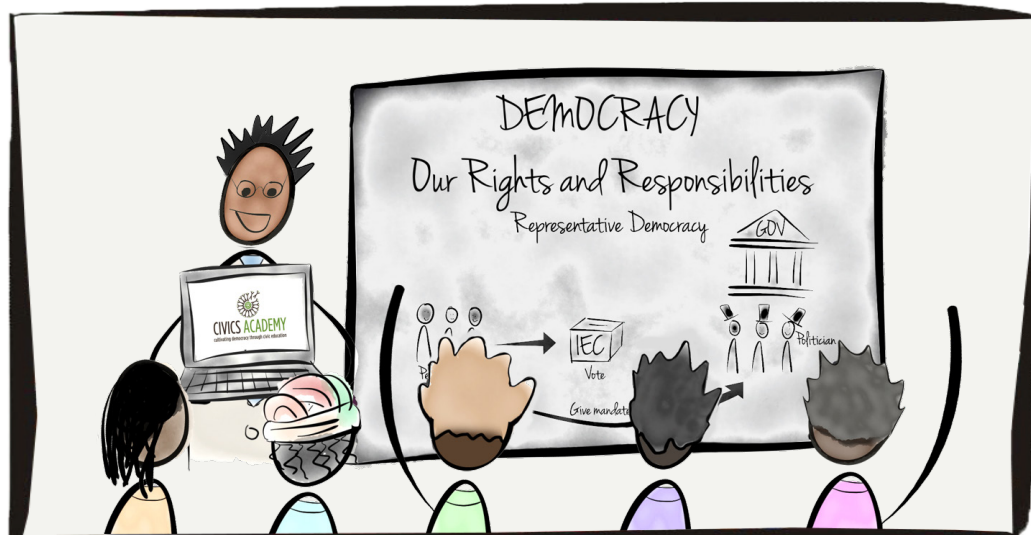
Civic education empowers us to be well-informed, active citizens. It gives us the opportunity to change the world around us. Civic education is a vital part of any democracy. It equips all of us with knowledge about our democracy and our Constitution. Civic education teaches us what we as individuals can do to protect, support and strengthen our democracy. We come to understand our role and responsibility as active citizens.

In South Africa, we have only experienced democracy since 1994. This means we also need civic education to know how we can use this political system to better our and all other South Africans' lives.

(Source: adapted from <http://www.civicsacademy.co.za/podcast/civic-education/>)

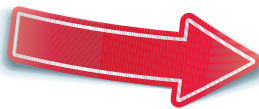
Challenges of Life Orientation Topic 4 Citizenship include:

- This topic is mostly taught in Term 3. This means students are often absent due to ISATs. Furthermore, due to exam preparation pressures, Topic 4 is often rushed. Not all content is covered in the required depth.
- Some lecturers with a background in Psychology don't have the necessary background in Citizenship Education. Some lecturers with a background in Computers struggle with this topic as they have had no formal training in Citizenship Education.
- Some lecturers and students don't see the need for and importance of this Topic.
- The Computer classes do not link with the Life Skills classes as they should. Hence there is a gap between the Life Skills and Computer components of Life Orientation.
- Talk and chalk teaching strategies are often used, or lecturers read from the textbook. Students are bored in class. So, they don't come to class.



(Image source: <http://www.civicsacademy.co.za/>)

2. WHY THESE LIFE ORIENTATION LECTURER GUIDES?

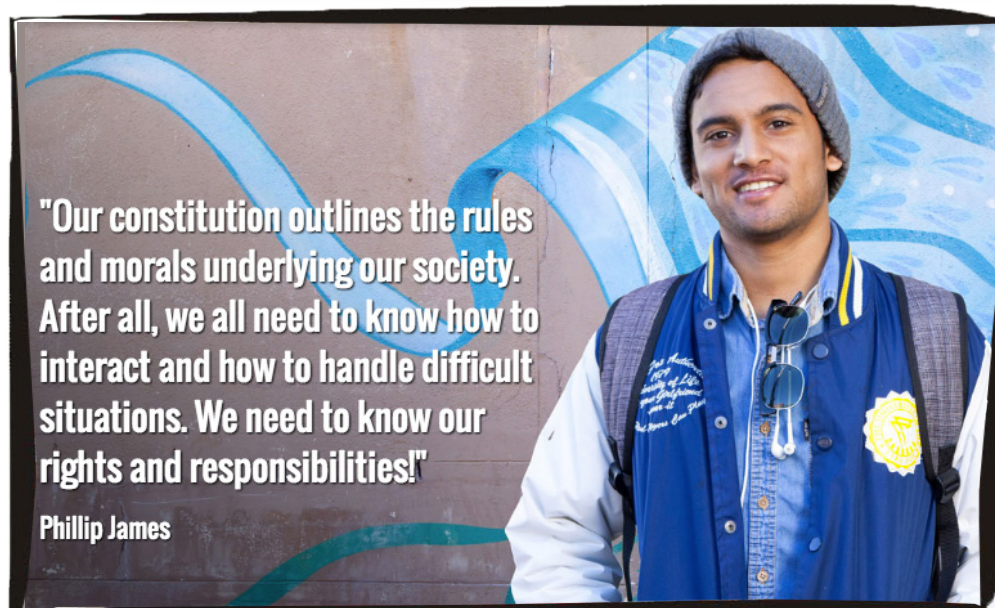


THIS GUIDE AIMS TO:

- Support Life Orientation lecturers in teaching Topic 4.
- Help to save Life Orientation lecturers' time in their preparations for Topic 4 lessons.
- Ensure students come to class – because they enjoy being there as the lessons are video-based and interactive.
- Encourage citizenship, Ubuntu, being a responsive citizen and a human rights practitioner.
- Promote voter education.
- Encourage students to volunteer.
- Keep lecturers up-to-date with the latest teaching methods.
- Promote accommodating different learning styles in lessons.
- Encourage the use of technology in teaching and learning.
- Contribute to nation building by equipping TVET students with the necessary skills, knowledge, values and attitudes to be our future leaders.

LECTURERS WHO REVIEWED THE GUIDE SAY THAT:

- *This Guide will support and assist us as lecturers.*
- *It will add the required depth to the curriculum content and provide background knowledge.*
- *All Life Orientation lecturers and students will now understand the importance of this topic.*
- *This teaching methodology will make Topic 4 more interesting and easier to understand.*
- *By using the Computer class to show the videos and give the lessons, the gap between Life Skills and Computers will be bridged.*
- *South Africa is a young democracy. We are still learning, growing and improving our knowledge, skills, values and attitudes regarding citizenship and civic education. We need all the help we can get. Thank you for this very useful guide!*



(Image source: <http://www.civicsacademy.co.za/>)



2. WHY THESE LIFE ORIENTATION LECTURER GUIDES?

THIS CIVICS ACADEMY LECTURER'S GUIDE AIMS TO SAVE YOU TIME.



- The guide is based on the Life Orientation Life Skills and Computer curriculum; it is not an add-on. You do **not** have to do extra work.

THIS GUIDE:

- Explains how to use the videos.
- Provides questions you can ask.
- Suggests where to pause the videos.
- Provides a handout with the text of the voiceover for each video.
- Gives you a ready-made reflection worksheet for students to complete.
- Supplies a variety of creative activities for students to help engage them in the topic.
- Provides ready-made scenarios.
- Provides case studies with questions and answers.
- Gives suggested assessment tasks and marking guidelines.
- Supplies the necessary information on where to get the videos and other resources.
- Suggests practical methods to integrate Life Skills and Computers.



ALL YOU NEED TO DO IS:

- Download the videos.
- Preview the videos.
- Follow the step-by-step guides for how to teach the lessons.
- Follow the guidelines to create resources.
- Photocopy the handouts and worksheets.
- Set up your computer classroom to view the video. You may want to show the video via a data projector or preload the videos on students' computers.



3. DIGITAL CITIZENSHIP

Digital citizenship is about an acceptance and upholding of the norms of appropriate, responsible behaviour about the use of digital technologies. This involves using digital technologies effectively, and not misusing them to disadvantage others.

Digital citizenship includes appropriate online etiquette, literacy in how digital technologies work and how to use them, an understanding of ethics and related law, knowing how to stay safe online, and advice on related health and safety issues such as predators and the permanence of data.

(Source: <https://www.digitaltechnologieshub.edu.au/teachers/topics/digital-citizenship>)



Perhaps the most exciting element of digital citizenship today is the shift away from the basic lists of “do’s and don’ts” and the movement towards community action. Young people are learning to use digital media in real and relevant ways to bring about social change and work towards social justice.

As more and more students interact digitally – with content, one another, and various communities – the concept of digital citizenship becomes increasingly important.

For students who have grown up holding the digital world in the palm of their hands, the internet is the most natural place to take action. It’s where they already are, socializing with their peers and exploring their identities.

As teachers, we can support our students’ voices and help them act on their convictions when we provide classroom opportunities to share their ideas in online communities or through digital media. Often, these important lessons can be easily integrated into the activities and projects we already do in our classrooms.

There are so many ways we can help our students become empowered citizens. When we take opportunities to teach digital citizenship, we acknowledge that students’ online lives deserve the same guidance and support we give to their lives offline. Teaching digital citizenship empowers students to make smart decisions and create positive change in the world.



*(Source: <https://www.iste.org/explore/articledetail?articleid=1052>
Krueger, N. (2017, Sept. 14). Digital citizenship is the new citizenship. ISTE.org.)*



Use these useful links to help you to promote digital citizenship:

- <https://www.mediamonitoringafrika.org/tools/>
(Excellent tools for checking on fake news, and the safe use of media)
- <https://elections.osf.org.za/projects/media-monitoring-africa/>
(Assists to promote ethical and fair journalism which supports human rights)
- <https://www.mindtools.com/pages/article/fake-news.htm> (How to spot fake news)
- <https://www.webwise.ie/teachers/what-is-fake-news/> (Fake news explained)



Print a poster for your Computer classroom.

BEFORE You

Is it true?
Is it helpful?
Is it inspiring?
Is it necessary?
Is it kind?

THINK

www.technologyrocksseriously.com

(Image source: <https://www.tes.com/lessons/Y7KmOy0lcjwv7g/digital-citizenship>)



4. HOW TO USE EDUCATIONAL VIDEOS

Guidelines on how best to use educational videos follow.

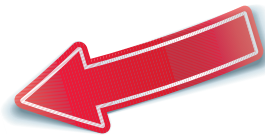
4.1 USE VIDEOS FOR TEACHING AND LEARNING

Why use video resources?

Howard Gardner proposed the theory of multiple intelligences. The idea has developed into a general understanding that students learn in different ways. Some learn best through listening, some by touching and others need visual stimuli, e.g. video resources.



Video is one of the most useful resources readily available in the computer class.



An important idea that educators have taken from this theory is that we need to vary our teaching styles. We need to use a range of delivery methods.

Gone are the days of thinking that all students learn in the same way and that 'one size fits all'. No matter how good a lecturer, it is difficult to engage a class full of students for 60 minutes, by just talking.



Spend time introducing the video resource

It is necessary to spend time introducing the educational video resource/clip before the viewing. Introduce students to some of the key topics that will be discussed in the resource and highlight the areas that you want to draw their attention to. This way, they will be focused on the relevant information when they watch the video.



Keep it short

There has been a lot of research conducted that has shown that the average attention span lasts anywhere from 7 - 15 minutes. Therefore, it is a good idea to show the educational video in short-bursts (clips), rather than screening an entire film in one go. This allows time to be spent on both the introduction of the topic (prior to the viewing) and the learning of the key points (post-viewing).

You will find that by taking one or two short sequences you can cover more ground, in more depth, than by showing the whole programme without a break. The video resources should be used to illustrate the points that you are making, in a similar way that you would use a photograph or a poster, e.g. to illustrate what you are talking about.

4. HOW TO USE EDUCATIONAL VIDEOS



Make students work

It is a good idea to set some questions so that students are engaged when they are watching the educational clips. They should not be simply passively viewing. This makes sure that students are concentrating on the areas of importance and remain focussed throughout.



Allow time for students to reflect on what they have seen

Always allow students to reflect on what they have seen.

This can happen in a few ways; for example answering questions or discussing key points in small groups and eventually feeding back what they have discussed to the rest of the class.



Technical quality is important

- Make sure playback facilities are available in the lecture theatre or learning centre or classroom (and are working).
- Other areas to consider are whether the screen size is adequate for the number of students?
- Can you lower the lights near the screen?
- Is the sound clear enough?



Use as a refresher

The great thing about video is that it can be watched repeatedly for revision. This allows students to watch the educational video in their own time and means that you don't have to show the video in its entirety during the lecture.



Extension work

A well-chosen video resource is better than text for stimulating a structured discussion. It can make more efficient use of classroom time.



To avoid stress

Make sure that the equipment is checked prior to the lecture to avoid the stress of wondering whether it will work or not. There is nothing worse than pressing play and being met with a blank screen and a class of full of expectant eyes.

It is also worth making sure that you have something prepared just in case (on the rare occasion) that the technology fails and that you have something to fill in the gaps.

(Source: adapted from <http://www.bbcactive.com/BBCActiveIdeasandResources/EducationvideosTenwaystousehemwell.aspx>)

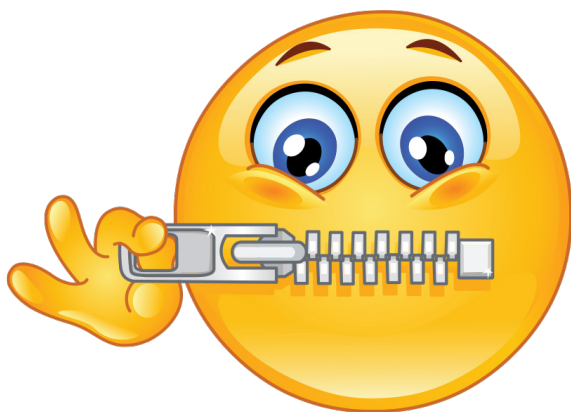


4. HOW TO USE EDUCATIONAL VIDEOS

4.2 USEFUL HINTS WHEN TEACHING WITH VIDEOS

When playing a video in class:

- Never ask your students to write or discuss **WHILE** the video is playing.
- If students don't focus on the video, it means they are not looking at the screen, not hearing what is said and miss out on core information.
- Always first **PAUSE** the video before students write, discuss or comment.
- Avoid playing the video without pausing it. Students need to actively engage with the video. This they do when they answer questions, discuss, make notes, feel and think. If the video plays with no pauses, students become passive, may daydream or lose focus.
- Do not talk over the video; please pause the video before you speak. There is already a voiceover and text on the screen. If you add your voice while the video is playing, the students will not hear the voiceover or see the onscreen text properly, nor will they clearly hear what you say.
- Check that everybody can **hear and see**.
- **Adjust the volume** as needed.
- Ask students who can't see well from where they are seated, to move closer to the screen.



Be quiet while the video plays; pause the video when you want to speak to the class.



(Image source: <https://www.cleanpng.com/png-emoticon-emoji-smiley-mouth-clip-art-shh-3348191/download-png.html>)



4.3 A TEACHER'S VOICE

Read what a teacher who uses videos well has to say:

'Watch-Think-Write' and Other Proven Strategies for Using Video in the Classroom' - By Mariana Garcia Serrato



My students would often see video time as simply a form of entertainment. They would enter what I started calling "TV mode." Instead of focusing on the content that I was so excited to show them, they would focus on the expert's accent or on the cuteness of the drawings.

I finally understood that the key to using video effectively in the classroom is preparation. I could maximize the learning opportunities videos offer by encouraging students to become active viewers. This I could do by using a few simple tools and strategies.

PREVIEW THE VIDEO

You do have to watch the full clip that you're interested in showing. Make sure that, as you watch it, you are thinking about your students.

INSERT SPECIFIC QUESTIONS, COMMENTS AND COMMENTARIES

Note the questions you want to ask to the class.

USE NOTES TO GUIDE STUDENTS

As you are previewing the video, think about the key points and concepts you want your students to learn. Create your guided notes, leaving blanks for the information you want the students to write down.

BEFORE VIEWING

- **Activate prior knowledge**

I want my students to start thinking about what they already know about the subject. This helps them make connections between the video and the content already explored.

- **Give a purpose for watching**

State it clearly: "As you watch, pay attention to..." "You are looking for ..." or "After watching you will ..." In my experience, this is the most important part of using videos effectively. Giving a purpose for watching almost guarantees that the students will not enter the "TV mode" and, instead, will focus their attention on what you want them to learn from the video.



4. HOW TO USE EDUCATIONAL VIDEOS

DURING VIEWING

- **Pause often.** It is important to pause the video to allow processing of the information, to address questions and facilitate discussions prompted by the video. The simple act of pausing makes the use of this video a more engaging and effective tool.
- **Watch-think-write.** In tandem with the pausing, I find that I must keep in mind that the students are completing the guided notes while watching the video. Most of my students instinctively try to write down the answers to the guided notes word for word as they are watching, afraid that they will not remember or have time later to complete them. In the writing flurry, key points are missed.

Once I started pausing, it was easy to see the need for a specific protocol to follow while watching a video. I dubbed it the “watch-think-write” strategy.

By using this protocol, my students can focus on the video, knowing they will have time to process and discuss what they watched.

SUMMARY

- **Watch:** Students watch the segment. No writing allowed.
- **Think:** The whole class or groups discuss the segment. No writing allowed. (The time given for this is adjusted depending of the class and content.)
- **Write:** Students can include the new information in their guided notes, and even summarize or pose new questions to address.

AFTER VIEWING

Provide a way for my students to go beyond the guided notes they took. Here are some of the things that have worked for me:

- **Turn and talk.** Students can discuss key points in partnerships, using their guided notes to explain the content to each other.
- **Learning event.** Using a “Did you know...?” format, students can create short sound bites to share with the class or with other classes.
- **Concept maps.** Students can create concept maps based on prior knowledge and new ideas gleaned from the video segments.
- **Problem solvers.** Students use information from the video to answer a question or solve a problem.
- **Video curators.** Students find a video clip that explains a specific key point not clearly discussed in the original video presented and share it with the **class**.
- **Video creators.** Using the segment presented as a model, students develop their own educational videos or documentaries.

USING VIDEOS IS A GREAT WAY TO ENGAGE STUDENTS.


(Source: adapted from <https://ww2.kqed.org/education/2016/08/23/watch-think-write-and-other-proven-strategies-for-using-video-in-the-classroom/>)

4. HOW TO USE EDUCATIONAL VIDEOS

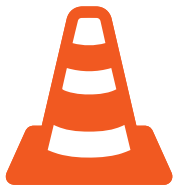


4.4 TECHNICAL HINTS

- Download the video you want to show.
- The facility below appears on Civics Academy website under the video you have selected, for a quick and easy download.
- Click on the FREE Download button.
- Save the video in a folder.



We recommend watching the video by clicking the arrow on the frame above.
For offline viewing please click the download button.
iOS users: the video will open in a new tab of your browser.
Android users: the video will appear in your download folder.



Download the VLC media player

See these useful resources on how to use VLC:

<https://www.vlchelp.com/stream-online-videos-pc-vlc-media-player/>

<https://www.cnet.com/how-to/play-youtube-videos-in-vlc/>

Know how to



Pause

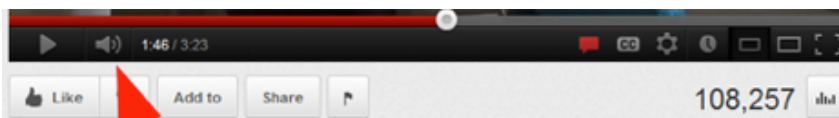


Stop



Play

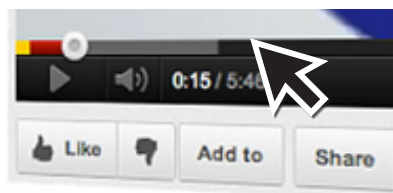
Control the volume



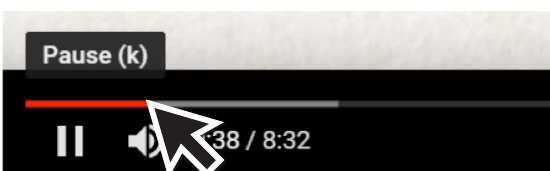
This is for volume (it's separate from your computer's volume control, and it is also separate from your speaker's physical volume control). When you click it, you will see a slider that you can move up and down to adjust volume.

Hover your cursor on the progress bar to see the time and duration of the video.

Progress bar



Place your cursor at the end of the red line to drag backwards or forwards.





5. HOW TO USE VOICEOVER TEXT

Photocopy the Handout with Voiceover text so each student has a copy.

Give out the **Handout with Voiceover text**, only **AFTER** you have shown the video. Use this handout if your students struggle to follow the fast-paced voiceover in the video. Also use if your students struggle with English.



PLEASE NOTE: Students should not read the handout while they watch the video for the first time.

It is best to let students refer to the handout **AFTER** viewing the video or the second time when they view the video, otherwise they may miss onscreen information when they read the text. Students can only process one thing visually at a time. If they're reading the text on the Handout, they can't look at the graphics in the video at the same time.

Some students are auditory learners, who would like to listen to the voiceover. However, many students are also visual learners, who will find it useful to read the text. Reading text works better when it is not in competition with other visuals. Hence it is more useful for students to read the text on the handout **AFTER** viewing the video.



Viewers have a limit on how much information they can cope with at one time. Therefore, it is not good practice to ask students to read and write while they are watching the video; **they should just watch.**

An idea is to link with the English Literacy Lecturer. Ask the lecturer to help the students to look up and use new or difficult words in the Handout.

Also use the Handout for the Computer lessons, as explained in the curriculum sections. Students retype the Handout and apply MS Word functions as per curriculum.

Do one thing well at a time.
Do it well.

Repeat.

You will see this reminder in each Lesson 1:



Reminder! Please do not hand out the voiceover Text before or during the first video viewing. Only use the voiceover handout if you show the video again, or as a take-home resource.

6. HOW TO ROLE PLAY AND DEROLE



Role play is one of the best ways to teach content around Topic 4. It is here where students get the opportunity to try different behaviours, test out their Life Skills, solve problems, engage with real life challenges and practice how best to act and react.



Role play in the Life Orientation class does not have to be a drama performance; it is meant for skills practice and learning. The focus should always be on what students learn from the role play, not on how well or not, they performed the role play.

It is more important that students practice their role plays in their small groups, than presenting their role plays to the class.



HINTS

- Keep the role play presentation short. The presentation should never be longer than 1-3 minutes maximum. Ask students to only briefly (30 sec) show the problem, and then spend more time on showing the solution (1 min 30 sec).
- Ask students to always face the class when they do a role play so everybody can see and hear.
- Always ask questions after a role play. For example, ask the class what other solutions they can add.
- Give a written reflection after a role play or questions to answer in written format.



HOW TO DEROLE

To derole means to come out of the role you played. This is essential, because often some students in a scenario would play the victim or the perpetrator of something bad. The students should not feel stuck with these roles for the rest of the day. Hence always derole - it does not take more than 30 seconds to a minute.

WAYS TO DEROLE

- Get students to shake their hands vigorously and tell them this symbolises shaking their role off.
- Ask students to stretch their arms out and shake their hands, shouting their names and saying I am ... (their name), not the person whose role I played.
- Let students take a deep breath in, and then exhale with a big sound and say: *I am exhaling the role I played.*
- Get students to clap their hands rapidly as they breathe out and shout:

GO! ROLE GO!



7. HOW TO USE THE LESSON PLANS



For each of the five videos, lesson plans are given. Please read the full lesson plans – Lesson 1 and Lesson 2 per topic – in this Guide. All the steps of the lesson are described.

EXAMPLE ANSWERS to questions you will ask in class, are provided.

In addition, the lessons are summarised in the LSS (Lecturer Support System) template. Use these lesson templates once you have read the full lessons. These lesson plans are easy to refer to in class. The lesson plans serve as helpful quick reminders, for example on what to prepare before the time, the steps of the lesson, time per activity and questions to ask.

The **LSS LESSON PLAN TEMPLATES** are provided at the end of each video lesson section.

LESSON 1

There is a similar structure and flow for **LESSON 1** in all lessons:

1.1 START WITH AN ICE-BREAKER for Lesson 1. Note the ice-breaker is an important part of the lesson. It is not an add-on or a time-waster. It helps to get students interested in the lesson and gets them ready to learn about the topic.

1.2 INTRODUCE THE VIDEO for Lesson 1 by saying what it is about. Then ask a question to check students' prior knowledge. Example answers are provided.

1.3 DISPLAY THE AFRICAN WISDOM saying or quote for Lesson 1 and ask students what it means in terms of the video topic. Example answers are provided, but please do allow for a range of interpretations.

2. PLAY THE VIDEO for Lesson 1. Pause when required and ask questions. Example answers are provided. The download link is provided.

3. Get the students to participate in an **INTERACTIVE GROUP ACTIVITY**. Activities such as role-plays, debates, drawing and raps, songs and dances are given.

4. End the lesson by getting students to **REFLECT**. They reflect by answering questions or completing the reflection worksheet which is provided.

5. Please Teach Lesson 1 before you teach Lesson 2.

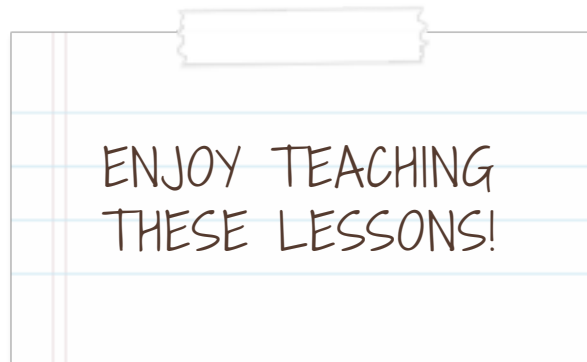
7. HOW TO USE THE LESSON PLANS



LESSON 2

The structure of **LESSON 2** is similar for all lessons, but without the introductory activities of Lesson 1. This is a separate 60-minute lesson that should be taught after you have completed Lesson 1, i.e. in the next Life Orientation period.

- 1. PLAY THE SAME VIDEO AGAIN.** For Lesson 2, which is a separate lesson to follow after the first lesson, play the same video. However, this time allow students to indicate when they want you to pause, so they can ask questions or make comments. If students do not ask you to pause or rewind, play the video to the end.
- 2.** Get students to participate in an **INTERACTIVE GROUP ACTIVITY.**
- 3.** End the lesson by getting students to **REFLECT.** Use the given worksheet or case study or ask the questions provided.



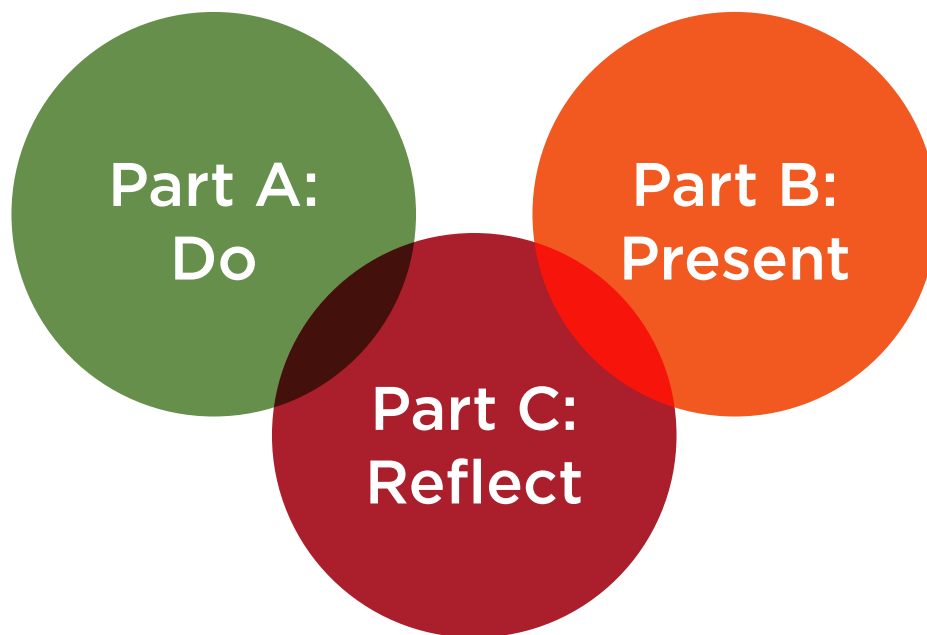
Focus group participants teach Lesson 2: a debate.



8. ASSESSMENT TASKS

Example assessment tasks based on each video, are given in this guide. There is an example of a different project for each of Levels 2, 3 and 4. There is also a practical task for Level 2. Assessment and marking tools are provided with each assessment. Case studies and questions asked in the video lessons are useful for exam practice and preparation. Example answers are given.

Note that the project must be done in THREE parts:



EXAMPLE OF PARTS FOR THE LEVEL 2 VOLUNTEER PROJECT

Part A

- Form a small group of no more than 4–6 students.
- Identify an organisation/site/place to volunteer.
- Plan actions.
- **Implement actions over 5–6 hours.** (This is vital).
- Type up report/describe all actions as a group.
- Provide evidence of volunteering.

Part B

- **Present** main aspects of intervention/actions to the class as a group.
- Integrate with the use of the computer – PPT or poster.
- Your presentation may be lecturer or peer assessed.

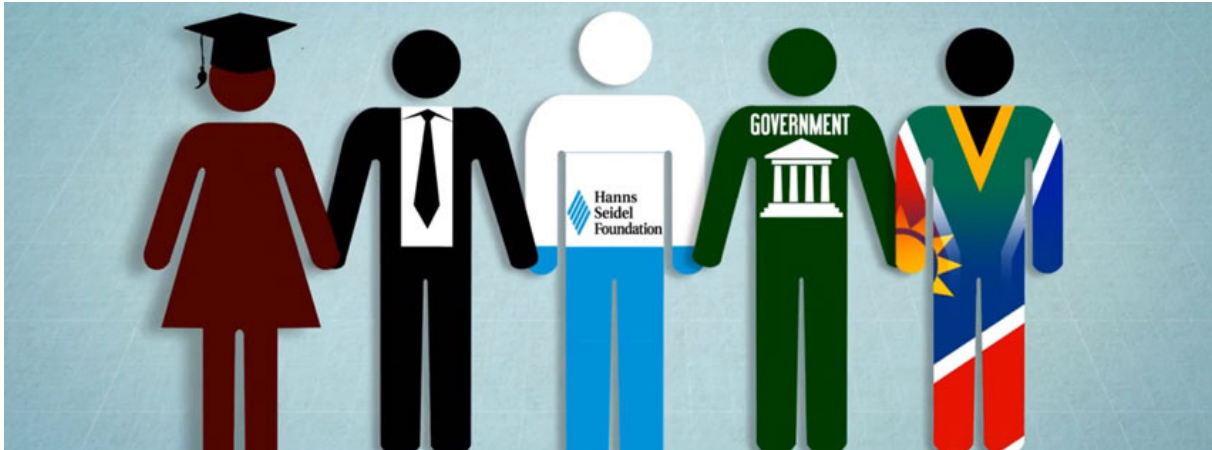
Part C

- Submit an **individual** typed **reflection** on the project.
- Answer guiding questions.



Use the useful resources here for more information.

9.1 HANNS SEIDEL FOUNDATION



In the service of democracy, peace and development

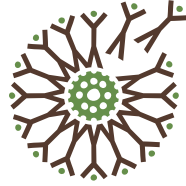


e-mail: info@hsf.co.za
Web: www.southafrica.hss.de/
Twitter: [@HannsSeidelSA](https://twitter.com/HannsSeidelSA)
www.twitter.com/hannsseidelsa
Facebook: www.facebook.com/HSFsouthernafrica/
YouTube: www.youtube.com/user/HannsSeidelStiftung



9. RESOURCES

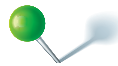
9.2 CIVICS ACADEMY



CIVICS ACADEMY

cultivating democracy through civic education

www.civicsacademy.co.za



Tel: +27 (0) 11 325 0589
e-mail: info@civicsacademy.co.za
Web: www.civicsacademy.co.za/contact/

Twitter: @civicsacademyZA
www.twitter.com//civicsacademyZA

Facebook: www.facebook.com/Civics-Academy-ZA

YouTube: www.youtube.com/channel/UCTNeieRhDNtWzRzQ_VTpmgg

Download videos: www.civicsacademy.co.za/videos/



VIDEO TOPICS

Introduction to Democracy

Justice & Human Rights

Separation of Powers

Constitutional Rights

Political Parties

Elections

Economics

Local Government

Local Government

uRhulumente wengingqi

Plaaslike Regering



We recommend watching the video by clicking the arrow on the frame above. For offline viewing please click the download button.

iOS users: the video will open in a new tab of your browser.

Android users: the video will appear in your download folder.

(Source: <https://www.civicsacademy.co.za/video/learn-about-what-a-responsive-citizen-is/>)



(Image source: <https://www.civicsacademy.co.za/videos/?category=constitutional-rights>)

9. RESOURCES



FOLLOW CIVICS ACADEMY ON TWITTER

Creating a generation of active South African citizens through civic education

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1,194 Tweets 530 Following 590 Followers 516 Likes 1 Lists [Follow](#)

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Creating a generation of active South African citizens through civic education

Johannesburg, ZA

civicsacademy.co.za

Joined March 2014

133 Photos and videos



Want to take advantage of all the new Twitter features?
It's simple – just log in.

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You may also like · Refresh



Hanns Seidel Foundation ...
@HannsSeidelSA

Tweets Tweets & replies Media

Civics Academy Retweeted



CityYearSouthAfrica @CityYearSoA · Jul 23

#MandelaMonth service projects continues at various sites in Kagiso to uplift and empower children of all ages. #ServeToWork



5 8

Civics Academy Retweeted



Ricky @Ricky_N21 · Jul 23

Sawubona!!!

Check out our community champion of the week and his great work.

[@ActivateZA](#)

Jiyane
SOCIAL ENTREPRENEUR

MEET...

Mpumalanga born Mthokozisi Jiyane of Vukuzakhe Volksrust, is the Project Founder of Teach a Child to

ABOUT

(Source: <https://twitter.com/civicsacademyZA>)



9. RESOURCES

9.3 HOW TO USE VIDEOS WHEN TEACHING

- <http://www.bbcactive.com/BBCActiveIdeasandResources/EducationvideosTenwaystousehemwell.aspx>
- <http://www.edudemic.com/youtube-in-classroom/>
- <http://www.uq.edu.au/teach/video-teach-learn/ped-benefits.html>
- <https://citl.indiana.edu/teaching-resources/teaching-strategies/effectively-using-video-teaching/>
- <https://d1e2bohyu2u2w9.cloudfront.net/sites/default/files/tlr-asset/document-twt-cheat-sheet-getting-the-most-out-of-video-081916.pdf>
- <https://d1e2bohyu2u2w9.cloudfront.net/sites/default/files/tlr-asset/mindshift-guide-to-videos.pdf>
- <https://relobie.wordpress.com/pedagogies-in-videos/how-to-use-videos-as-a-resource-for-teaching-and-learning/>
- <https://ww2.kqed.org/education/2016/08/23/watch-think-write-and-other-proven-strategies-for-using-video-in-the-classroom/>
- <https://www.commonsense.org/education/digital-citizenship>
- <https://www.commonsense.org/education/teaching-strategies/thinking-critically-about-video>
- <https://www.educatorstechnology.com/2013/10/5-excellent-videos-to-teach-your.html>
- <https://www.edutopia.org/blog/film-festival-digital-citizenship>
- <https://www.hippovideo.io/blog/2018/02/22/7-ways-videos-classroom-teach-effectively/>
- <https://www.nyu.edu/faculty/teaching-and-learning-resources/strategies-for-teaching-with-tech/video-teaching-and-learning/guidelines-for-video.html>
- <https://www.teachthought.com/technology/11-better-ways-to-use-video-in-your-classroom/>
- <https://www.thirteen.org/edonline/ntti/resources/video1.html>
- <https://www.youtube.com/watch?v=O1dxurQS654>
- <https://www.nextthoughtstudios.com/video-production-blog/2017/1/31/why-videos-are-important-in-education>
- <https://blog.derby.ac.uk/2017/05/10-ways-video-can-be-used-effectively-in-teaching-and-learning/>
- <https://www.commonsense.org/education/blog/using-video-effectively-in-the-classroom>





9.4 DIGITAL CITIZENSHIP, ONLINE COURSES AND MATERIALS



- <http://www.cyberwise.org/what-is-digital-citizenship>
- <https://edtechmagazine.com/k12/article/2015/09/embracing-9-themes-digital-citizenship>
- <https://globaldigitalcitizen.org/18-digital-citizenship-web-resources>
- <https://learndigital.withgoogle.com/digitalskills/lesson/31> (How websites work)
- https://teachercenter.withgoogle.com/digital_citizenship/preview
- <https://www.blog.google/outreach-initiatives/education/bringing-digital-citizenship-school-curriculum/>
- <https://www.commonsense.org/education/>
(free lesson plans on digital citizenship)
- <https://www.commonsense.org/education/blog/how-to-teach-kids-social-responsibility-in-a-connected-world>
- <https://www.commonsense.org/education/digital-citizenship>
- <https://www.commonsensemedia.org/videos/what-is-digital-citizenship>
(useful youth-friendly 40 sec video)
- <https://www.futurelearn.com/courses/social-media>
- <https://www.khanacademy.org/college-careers-more/career-content/career-profile-videos/networking-for-success/a/networking-through-social-media>
- <https://www.learnersedgeinc.com/blog/digital-citizenship-course>
- https://www.netsafe.org.nz/the-kit/wp-content/uploads/2018/07/From-literacy-to-fluency-to-citizenship_July-2018.pdf
- <https://www.netsmartz.org/Training>
(teaching digital citizenship - online educator training programme)
- <https://www.teachthought.com/the-future-of-learning/the-definition-of-digital-citizenship/>
- <https://www.techlearning.com/tl-advisor-blog/9012>
(Teaching Digital Citizenship - free online course for teachers to help teach students to be safe online)
- <https://www.wabisabilearning.com/blog/18-digital-citizenship-web-resources>

(Image source: <https://olph.eics.ab.ca/about/school-news/post/digital-citizenship>)



10. GLOSSARY

Citizen: a person who is entitled to enjoy all the legal rights and privileges granted by a state to the people belonging to this country. A member of the state e.g. a citizen of South Africa.

Citizenship: the position or status of being a member of society and a citizen of South Africa. Having the rights, privileges, obligations, functions and duties of a citizen.

Civic education: the provision of information and learning experiences to equip and empower citizens to participate in democratic processes. Also called Democracy education or Citizenship education. Similar to Life Orientation Topic 4.

Civics: the study of the rights and duties of citizens and how government works.

Civil rights: the rights that a person has as a member of a community, state, or nation; these rights are linked to citizenship.

Constitutional democracy: this is a system of government in which the power of government is defined, limited, and distributed by the Constitution. The Constitution guarantees democracy through giving every person over 18 the right to vote and ensuring a voters' roll for all adult citizens, regular elections, and a multi-party system of government. South Africa is a constitutional democracy.

Derole: to come out of a role you played so that you and others know that it was just a role.

Election observers: people who monitor the voting process to ensure free and fair elections.

Empower: to encourage and support people to do something; to help someone become stronger and more confident, especially in controlling their life and claiming their rights.

Exercise your rights: to apply your rights; to make sure you get fair treatment.

Governance: includes all the processes of governing. Governance is to lead, steer, govern or direct and control, a state.

Inalienable: to be undeniable, absolute, given, cannot be challenged or taken away. For example, our basic human rights are inalienable.

Learning style: a learning style is the method a student prefers to use to learn. Students learn, take in and process knowledge in different ways. Lecturers should accommodate all learning styles.

Municipal Systems Act: legislation that enables municipalities to uplift their communities by ensuring access to essential services. The Act defines the legal nature of a municipality as including the community and clarifies the powers of municipalities. It seeks to boost effective local government by establishing a framework for municipal planning, performance management and use of resources.

10. GLOSSARY



Download the Municipal System's Act from:

- <http://www.polity.org.za/article/local-government-municipal-systems-act-no-32-of-2000-2000-01-01>
- <https://www.gov.za/documents/local-government-municipal-systems-act> (for latest amendments)
- http://www.osafrica.com/esst/index.php?title=Summary_of_the_Municipal_Systems_Act%2C_no._32_of_2000 (Summary)

Municipality: a town or district that has local government; a general-purpose administrative subdivision. It is an elected local government body that serves a specific political unit such as a town or city. Our largest metropolitan areas are governed by metropolitan municipalities, while the rest of the country is divided into district municipalities, each of which consists of several local municipalities.

Chapter 7 of our Constitution explains the different categories:

- **Category A – Metropolitan:** a municipality that has exclusive municipal executive and legislative authority in its area.
- **Category B – Local:** a municipality that shares municipal executive and legislative authority in its area with a category C municipality within whose area it falls.
- **Category C – District:** a municipality that has municipal executive and legislative authority in an area that includes more than one municipality.

Participatory democracy: the obligation of citizens to participate in the decisions made by their governmental representatives that have an impact on the lives of citizens.

Podcast: a digital audio file made available on the Internet so that people can listen to it.

Public participation: action people take to involve themselves in affairs of government or community.

Representative power: to delegate to elected officials/politicians to represent the people in matters of governance.

Responsive: quick to respond or react appropriately, positively and with care. Saying or doing something as a reaction, especially in an immediate or positive way.

Role play: to act and speak as if you are the character you're portraying. Role-playing is the changing of one's behaviour to assume a role. Role-playing is one of the best educational methods to teach Life Skills.

Scenario: a short description of a real or imaginary event. This describes the situation briefly. It is a useful educational tool for role plays.

Volunteer: freely offer to do something without being paid. To choose to act in recognition of a need, with an attitude of social responsibility and without expecting to be paid. A volunteer is a person who gives time, effort and talent to a need or cause.

NOTES





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1. THE LIFE ORIENTATION CURRICULUM

Lessons are based on the Life Orientation curriculum for Levels 2, 3 and 4. There are clear curriculum links with the video: *What is a Responsive Citizen?* in Topic 4, Citizenship. Links with Computers Topics 6, 8 and 9 are also given.



YOUR GPS TO FINDING CURRICULUM LINKS

Topic 4 deals with Citizenship. This curriculum content aims to promote Ubuntu and to encourage every student to take responsibility for helping to build our great country. Topic 4 is covered in Levels 2, 3 and 4.

Level 2

- Students learn about their rights and accompanying responsibilities. They identify the attributes of a good SA citizen. They also look at ways to protect the environment at college.
- Students investigate the meaning of ethical and moral behaviour. They explain their responsibilities and duties in terms of funding and describe their own ethical values and behaviour at college.
- Finally, students participate in a volunteer project and at the same time develop their teamwork and leadership skills.

The video *What is a Responsive Citizen?* gives a useful background to all the Level 2 themes in Topic 4.

Level 3

Reporting corruption is important in the curriculum and is also part of being a responsive citizen.

Level 4

Voting is prominent in the curriculum. While there are two specific videos on voting, which are part of this Guide, the video *What is a Responsive Citizen?* also has value as background for Level 4.

The lessons on a responsive citizen focuses on Life Orientation Level 2, but can also be used for Levels 3 and 4.

The video will help students to understand **volunteering** in a deeper sense. This could contribute to sustained volunteering.



1. THE LIFE ORIENTATION CURRICULUM



1.1 LIFE ORIENTATION LEVEL 2 CURRICULUM

Extracts from the Life Orientation curriculum are from the Level 2, 3 and 4 Assessment Guidelines (DHET).



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES LIFE ORIENTATION

- Being a responsive citizen means being ethical and moral.
- The attributes of a good citizen will always include being a responsive citizen.
- Being a volunteer means being a responsive citizen.

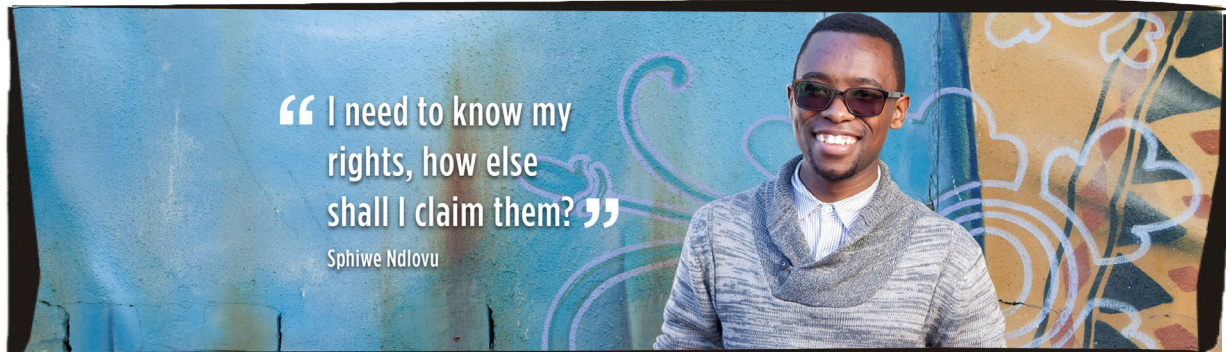
Topic 4: Citizenship

SUBJECT OUTCOME	
4.1 Explain human rights and responsibilities	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Appropriate responsibilities with each human right as stated in the South African Bill of Rights are identified • The attributes of being a good South African citizen within the context of the South African Bill of Rights, are explained. • Ways to protect the environment at the college are explained 	<ul style="list-style-type: none"> 4.1.1 Identify appropriate responsibilities with each human right as stated in the South African Bill of Rights 4.1.2 Describe the attributes of a good South African citizen with reference to role models 4.1.3 Investigate ways to protect the environment at the college
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Students develop a personal Bill of Rights and responsibilities, promoting our Constitutional values. They create this in electronic format on the computer • Students initiate an environmental protection awareness campaign at college (for example, organising recycling bins, ensuring taps don't leak, planting trees or an organic vegetable garden). They submit a report on this project in electronic format. • Students email messages of support for the application of human rights. 	



1. THE LIFE ORIENTATION CURRICULUM

1.1 LIFE ORIENTATION LEVEL 2 CURRICULUM



(Image source: <https://www.facebook.com/Civics-Academy-ZA-1770207119865540/>)

SUBJECT OUTCOME	
4.2 Explain ethical behaviour at college and in personal life	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> Ethical behaviour at college and in personal life is evaluated 	4.2.1 Explain what ethical and moral behaviour means 4.2.2 Explain responsibilities and duties as a college student with reference to bursaries and other funding, for example parental funding 4.2.3 Describe own ethical values and behaviour at the college
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students analyse and role play scenarios depicting various forms of ethical and unethical behaviour. Students participate in a debate on the issue of personal obligations in terms of college fees Students interview a person who is a role model for ethical behaviour in the community, and type a brief report on what was learnt from this interview. Students type short essays describing their ethical values and behaviour at college. 	

SUBJECT OUTCOME	
4.3 Volunteer in a community project	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> Participation in a community volunteer project is provided The need for and importance for volunteering in the community is explained Team work and leadership skills are reported on 	4.3.1 Explain the need for and importance of volunteering in the community 4.3.2 Work in a group to do a community volunteer project 4.3.3 Report on teamwork and leadership skills
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students work in small groups of three-four to participate in a community volunteer project over a minimum of five hours. They report on their team work and leadership skills. They submit a typed report on their project. <p><i>Range: the project must make a useful contribution to a community in need.</i></p>	

1. THE LIFE ORIENTATION CURRICULUM



1.2 LIFE ORIENTATION LEVEL 3 CURRICULUM



- Being a responsive citizen means to report corruption.
- Participating in national campaigns means being a responsive citizen.

SUBJECT OUTCOME	
4.2 Explain measures to report corruption in the workplace	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> • A distinction is made between morally acceptable and unacceptable behaviour at work. • The effects of corruption and economic crimes on the individual, society and country are described. • The process of reporting corruption and economic crimes is described • The pros and cons of reporting corruption are explained. 	<p>4.2.1 Distinguish between morally acceptable and unacceptable behaviour at work by way of examples.</p> <p>4.2.2 Identify instances of corruption and economic crimes in South Africa and globally.</p> <p>4.2.3 Describe the effects of corruption and economic crimes on the individual, society and country.</p> <p>4.2.4 Describe the process of reporting corruption and economic crimes.</p> <p>4.2.5 Explain the pros and cons of reporting corruption.</p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Students respond to scenarios and case studies on acceptable and unacceptable behaviour at work • Students debate the pros and cons of reporting corruption • Students analyse a case study to describe the effects of corruption and economic crimes on the individual, society and country. 	

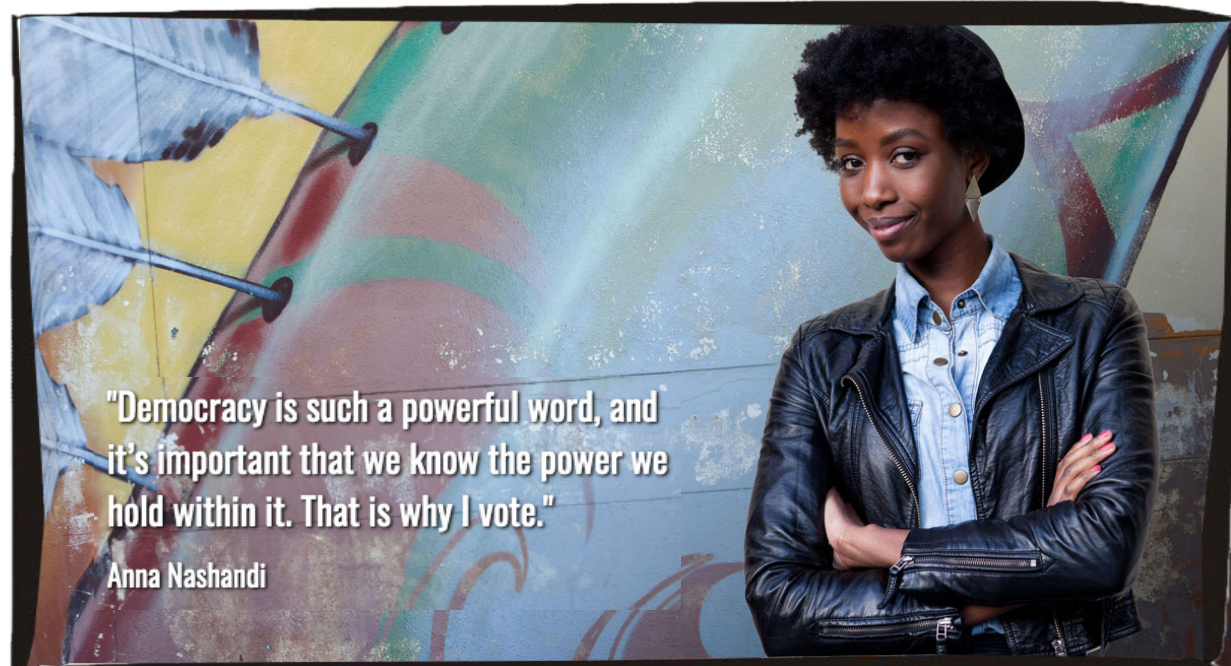


(Image source: <http://www.civicsacademy.co.za/>)



1. THE LIFE ORIENTATION CURRICULUM

SUBJECT OUTCOME	
4.3 Participate in community or national campaign or project	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> Students participate in and report on a community project or national campaign or project to make a beneficial difference to a good cause. 	<p>4.3.1 Identify a project to assist people living in impoverished socio-economic conditions or regarding environmentally responsible behaviour in the workplace <i>(Range: Volunteer work must be with people living in poverty or in needy situations, or within the workplace from an environmental perspective, or part of a national campaign, for example the 16 Days of Activism for No Violence Against Women and Children; or the HIV Counselling and Testing campaign)</i></p> <p>4.3.2 Participate as a group member in such a project</p> <p>4.3.3 Compile a typed report on the experience, including a reflection on personal team work and leadership skills.</p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students participate in a community project or a national campaign to make a beneficial difference to a good cause or a community in socio-economic need. Students submit a typed report on their participation and give a PPT presentation. 	



(Image source: <http://www.civicsacademy.co.za/>)



1.3 LIFE ORIENTATION LEVEL 4 CURRICULUM

WHEN YOU VOTE, YOU ARE BEING A RESPONSIVE CITIZEN.

SUBJECT OUTCOME	
4.3 Describe the voting procedure	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Reasons for voting in elections and by-elections are given • The voting process is described • The role of the IEC is critically analysed • Good voter behaviour is described 	<p>4.3.1 Explain why it is important to vote in elections <i>Range including but not limited to: national, provincial, municipal and college elections and by-elections</i></p> <p>4.3.2 Indicate who is eligible to vote in national and provincial elections</p> <p>4.3.3 List the required documents for voting</p> <p>4.3.4 Describe the voting process</p> <p>4.3.5 Critically analyse the role of the IEC in elections</p> <p>4.3.6 Describe good voter behaviour</p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Students work in groups to set up an election campaign, voting station and run an election. This could be for the campus SRC, or any other student body • Election posters and ballot papers are created on computers • A PPT of at least 8 slides showcasing potential office bearers is created • A webpage such as a Facebook page is created and maintained to promote the election campaign • A short video clip is created or downloaded to insert on YouTube to advertise the election • Election speeches are typed using a computer • Results are captured in Excel and graphs produced to indicate voting patterns • Students work individually to submit typed reports on their participation, including reflections on their teamwork and leadership skills. 	



1. THE LIFE ORIENTATION CURRICULUM

1.4 LIFE ORIENTATION CURRICULUM: COMPUTERS



Link Life Skills with Computers when you teach Life Orientation



Guidelines on how to link the two Life Orientation components as required by the curriculum, follow.

LEVEL 2 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) COMPUTERS

Topic 6: Basic features of Microsoft Word (Word-processing program)

6.1 Demonstrate keyboard proficiency in a Word document.

- Use Handout 1 Video script **WHAT IS A RESPONSIVE CITIZEN?** for students to retype and apply the following functions as per curriculum:

6.1.1 Identify and use a number of keys and explore their effects in a Word document.
Range: alphabetical keys, number keys/number lock, Caps Lock, Enter, Backspace, Delete, Spacebar, Shift, Tab, Ctrl + Alt, Delete and F keys.

6.1.2 Practise using these keys to create and edit a text document, for example using the tab key for indenting.

6.2.1 Create and save a Word document.

6.2.2 Use basic features to format a Word document.
Range to format text: highlight text; type text in bold, italics and underline; type text in different font types and font sizes; use numbers and bullets on first and second levels and use the alignment functions - left, right, centre, insert headers and footers.

6.2.3 Use basic features to edit a Word document.
Range: move around in the document, type in it (INS); add text; delete text; start a new paragraph; type in capital letters (upper case), lower case and title case and use UNDO and REDO functions.

6.2.4 Spell check; preview and print the document.



Topic 8: Basic features of Microsoft PowerPoint Presentations

- Get students to create a PPT of 3 slides on what they learnt from the video ***WHAT IS A RESPONSIVE CITIZEN?***

8.1 Use basic features to create and format slides.

- 8.1.1 Create and save slides using different slide layouts and format themes.
- 8.1.2 Use basic features to format the slides. *Range to format text: highlight text; type text in bold, italics and underline; type text in different font types and font sizes; use numbers and bullets on first level and use the alignment functions – left, right, centre, insert headers and footers.*
- 8.1.3 Spell check and save the presentation.
- 8.1.4 Preview and print by selecting different printing options.
Range: slides, handouts and notes pages.

Topic 9: Introduction to E-mail and Internet.

- Let students search the web to find Civics Academy, Hanns Seidel Foundation websites.
- Get students to compile and send an email to a friend explaining what a Responsive citizen is about.

9.1 Explore the World Wide Web.

- 9.1.1 Launch the Internet Explorer Browser.
- 9.1.2 Find and explore different websites on the Internet.
- 9.2 Use the Internet to communicate via e-mail.
- 9.2.1 Create an e-mail address on the Internet.
- 9.2.2 Draft and send e-mails to friends and fellow students.
- 9.2.3 Retrieve e-mails and respond appropriately.

LEVEL 3 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) COMPUTER CLASS

Topic 6: Advanced features of Microsoft Word (Word-processing programme)

- Use Handout 1 Video script ***WHAT IS A RESPONSIVE CITIZEN?*** for students to retype and apply the following functions as per curriculum:

6.1 Use Page Layout functions to create and edit a Word document.

- 6.1.1 Set margins according to requirements.
- 6.1.2 Select and use a page orientation for different purposes.
- 6.1.3 Create and edit text using the columns and column breaks functions.



1. THE LIFE ORIENTATION CURRICULUM

6.2 Use Insert functions to create and edit a Word document.

- 6.2.1 Insert a table, picture or clip art, header and footer, page number and page breaks in a text.
- 6.2.2 Format a table using the borders and shading function.
- 6.2.3 Format a picture or clip art using the resizing function.
- 6.2.4 Spell check; preview and print the document using advanced printing functions.
Range of printing functions: a range of pages, back to back, current page.

Topic 8: Advanced features of Microsoft PowerPoint (Presentations)

- Get students to create a PPT of 5 slides to explain why a responsive citizen should always report corruption and fraud

8.1 Use features to create and format slides.

- 8.1.1 Design a presentation for specific content matter and select a slide layout and format.
Note: use the content matter as covered in Topics 1-4 of this subject for the presentation, for example a presentation about Citizenship.
- 8.1.2 Insert a relevant clip art or picture in the presentation.
- 8.1.3 Select and apply appropriate animation effects for your presentation.
- 8.1.4 Spell check and save the presentation.
- 8.1.5 Preview and print by selecting different printing options.

Topic 9: Introduction to Internet Research

- Let students search the web to locate the Civics Academy website and play the videos on this website.

9.1 Explore the World Wide Web.

- 9.1.1 Identify the purpose of search engines and explore different engines such as Google, Bing, Google Scholar etc.
- 9.1.2 Conduct elementary and advanced searches to collect information for academic purposes and assignments.

LEVEL 4 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) COMPUTER CLASS

Topic 6: Integrated features of Microsoft Word

- Use Handout 1 Video script **WHAT IS A RESPONSIVE CITIZEN?** for students to retype and apply the following functions as per curriculum:



6.1 Integrate and practise features and functions to create and edit a Word document.

6.1.1 Use integrated features to format a Word document.

Range to format text, a picture and a table: highlight text, typing text in bold, italics and underline, typing text in different styles and font sizes, using numbers and bullets first and second level, using the alignment functions – left, right, centre, using borders and shading and resizing.

6.1.2 Use integrated features to edit a Word document.

Range: move around in it, type in it (INS), delete text, start a new paragraph, type in capital letters, use UNDO and REDO functions, set margins, use a different page orientation, insert columns and breaks.

6.1.3 Spell check, preview and print the document using different printing functions.

Range of printing functions: a range of pages, back to back, current page.

Topic 9: The internet as communication medium

- Let students search for and interact with Civics Academy Twitter and Facebook pages.

9.1 Using the Internet for various online applications and social communication purposes

9.1.2 Explore and use social electronic media used for various communication purposes

Range: Facebook, Twitter, blogs. YouTube etc. regarding Life skills content.



- www.facebook.com/Civics-Academy-ZA
- www.twitter.com/civicsacademyZA
- www.youtube.com/channel/UCTNeieRhDNtWzRzQ_VTpmgg

Get students to use the internet to google local government info, to join the Civics Academy Facebook and Twitter pages and to interact with other useful websites.

Let students use the Twitter handle for **Civics Academy: @civicsacademyZA**



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*

This section shows you in a step-by-step way how to structure your lesson.
PLEASE READ THIS SECTION CAREFULLY.

Times given are approximate. Time needed will depend on class size. These are approximate times for a class of 30 students. This lesson will be one period, about one hour as per curriculum guidelines.



(Source: <http://www.civicsacademy.co.za/video/what-is-a-responsive-citizen>)

SUMMARY LESSONS 1 AND 2

- Start lesson 1 with an Ice-breaker (5 min)
- Introduce the video and display African Wisdom (5 min)
- Use the Handout with Voiceover text as needed
- Play the video – pause, ask questions and listen to students’ answers; then resume to play the video again (video is 8 min 32 sec. Add time to pause video and for discussion, total time is 25 min)
- Let students play the True and False Card Game (15–20 min)
- Hand out the Reflection Worksheet for students to complete (10 min)
- Teach lesson 2
- Follow up with the next lesson
- Role play the scenarios (35 min)
- Use a case study for exam practice (20 min)
- Give an assessment task
- Use the LSS Lesson Plan Templates

NOTE: Civics Academy has a useful series of videos on **Local Government**. Also download and play these videos. Consider using these videos for revision. See: <https://www.civicsacademy.co.za/videos/?category=local-government-english>

2. A STEP BY STEP GUIDE: USE THE VIDEO WHAT IS A RESPONSIVE CITIZEN?



LESSON 1 WHAT IS A RESPONSIVE CITIZEN?

1.1 START WITH AN ICE-BREAKER: 'EXPRESS A FEELING' (5 min)

1. Get the class to stand in a circle for the ice-breaker.
2. Tell the students that they are going to take turns to say the word '*responsive*' quickly, according to how they feel today.
3. Give the students a few examples. However, tell them to create their own ways. Encourage the students by saying there is no wrong or right way to express a feeling; any way is perfect!

Examples

- Shout *responsive* in a loud voice if you feel excited.
 - Whisper the word *responsive* if you feel shy or unsure.
 - Sing the word *responsive* if you feel happy.
 - Rap the word *responsive* if you feel creative.
 - Clap the word *responsive* if you feel daring.
 - Stomp the word *responsive* using your feet and fists, if you feel angry.
 - Sigh the word *responsive* if you feel bored.
4. At the end of the ice-breaker, ask the class: What does the word *responsive* mean?

Example answer:

To be responsive is to react quickly, appropriately and positively.
It means to answer and respond in an active way.
It shows you care.



(Image source: https://pngtree.com/freepng/dancing-young-men-and-women-silhouette-background_2862357.html)



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*

1.2 INTRODUCE THE VIDEO (5 min)



Briefly introduce the video

Tell students they will be viewing a video called ***'WHAT IS A RESPONSIVE CITIZEN?'***

Ask students this question:

What does it mean to be a responsive citizen?

To add to their responses if needed, point out that:

- To be responsive means to react, to answer or to respond to relevant issues.
- People are responsive when they are actively participating in matters that affect them.
- A responsive citizen is a member of the community who actively participates in applying their rights and fulfilling their duties.

1.3 AFRICAN WISDOM

Write this quote on the board or on flipchart in large letters.



“There is a difference between being in a position of power and being in a position of responsibility. Elders in traditional communities do not take power; they take responsibility and empower others.”

- Sobonfu Some -

Ask the class what this African quote means in terms of responsive citizenship.

Add to their responses as needed, by pointing out that:

- To be a responsive citizen means to be a responsible citizen.
- By taking responsibility to act and participate in making things better for the community, you help others and show you care.

Instruct students to make notes when you pause the video. Explain that they will play a card game to test their knowledge after the video.

Say: ***Look for ideas on how to be a responsive citizen.***

2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*



HINT!

- Please tell students that you will pause the video to give them enough time to write notes and answer questions.
- Be clear when you give this instruction: **while the video is playing, you should just watch. Do not read, write or discuss while watching.**
- Check that everybody can **hear and see**. Adjust the **volume** as needed. Ask students who can't see well from where they are seated to move closer to the screen.

Use the Voiceover Handout

Photocopy the handout on the next page for students. Use only if needed.



REMINDER!

Please do not hand out the voiceover text before or during the first video viewing. Only use the Voiceover Handout if you show the video again, or as a take-home resource.



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*

Handout 1 Voiceover for video text

WHAT IS A RESPONSIVE CITIZEN?

1. Introduction

Welcome to the Civics Academy Local Government Series. These videos explain how local government functions. In order to be responsible citizens and shape the country we want, we need to know how government functions and how we can engage it.

In this video we explain the concept of responsive citizenship.

2. What do we mean by “responsive citizenship”?

To be responsive means to react, to answer or to respond to matters that are of interest. People are responsive when they are actively participating in matters that affect them.

While citizenship is often linked to legally recognised nationality, in this context, citizenship refers to an individual who is a member of society in a particular community.

“Responsive citizenship” therefore refers to members of the community who actively participate in the realisation of their rights and the fulfilment of their duties.

3. What does the right to public participation mean for government?

When South Africa became a constitutional democracy its governance framework changed from one that was racially exclusive to one that is broadly representative, in the sense that all South African citizens have the right to vote and to participate in democratic decision-making processes.

South Africa’s constitution requires public administration to foster participatory democracy on the basis of informed and empowered citizenship. Thus, participatory democracy means that citizens have not only the right to vote in national, provincial or local government elections, but also to on-going and regular interaction with the institutions and the elected people that represent them.

2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*



This is reflected in the preamble of our constitution, which states that our constitution lays:

“[...] the foundations for a democratic and open society in which government is based on the will of the people.”

Especially local government plays a very important role in participatory democracy. Our municipalities are focused on providing infrastructure and services, which influence our day-to-day lives directly.

Our constitution therefore requires municipalities to encourage the involvement of communities and community organisations and respond to people's needs. According to local government legislation, municipalities must develop a culture of community participation by:

- Creating mechanisms, processes and procedures for community participation;
- Communicating information to the community;
- Giving notice of meetings of the municipal council to the public;
- Allowing admission of the public to meetings;
- Making certain documents available to the public;
- Establishing a website and place information thereon.

4. What does the right to public participation mean for community members?

Responsive citizenship does not only require the government to provide the opportunities for people to participate in governance. It also requires the people to fulfil their responsibilities.

The Municipal Systems Act grants us the rights:

- To contribute to municipal decision-making processes;
- To submit recommendations, representations and complaints either orally or in writing;
- To receive prompt responses to our communications;
- To be informed of decisions of municipal office bearers that affect us;
- To be informed of the affairs, including its finances, of the municipality;
- To demand that municipal meetings are open to the public, are fair and free of personal interest;
- To use and enjoy public facilities;
- To have access to municipal services.



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*

We also have the following duties:

- To observe the mechanisms, processes and procedures of the municipality when exercising our rights;
- To promptly pay all our municipal bills for example service charges, taxes and levies where they are applicable;
- To respect the municipal rights of other community members;
- To allow municipal staff on our properties when they are exercising their functions;
- To comply with municipal by-laws that apply to us.

5. How should responsive citizens exercise their rights in a democracy?

A very important way for us to participate in municipal processes is through ward committees. We discuss ward committees in detail in the video *“What is the role of Ward Committees?”*.

We can also inform ourselves through other means, for example through the website of our municipality, which should regularly update us about all the municipal decision-making processes we ought to participate in. These processes include the drafting of the municipality’s Integrated Development Plan, the municipal Annual Report and the drafting of by-laws, and are explained in detail in the video *“How can people participate in municipal processes?”*. All related information should also be available through the local media and on the notice board of the municipality.

It is only through our participation that the municipality can know and respond to what we as citizens really want.

But there are also some general things we can and should do to be responsive citizens:

Firstly, if our municipal councillors do not perform or fulfil their election promises, we can vote for a different person or a different party in the following local government election.

Secondly, we should actively communicate with our local municipality by email, through social media, telephone or a letter to make our real needs, concerns and priorities known. For example, we should inform our municipality when streetlights are not working, when there are potholes in the road, when a water pipe has burst or when there are illegal electricity connections, and request our municipality to address these issues.

2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*



Thirdly, responsive citizens should also act responsibly towards everyone else in the community. For example, we must keep our streets clean by refraining from littering and dumping and we must use scarce resources like water responsibly.

Fourthly, we need to report all illegal activities to ensure that we, as law-abiding citizens, can contribute to a good quality of life for ourselves and for our children. One way to do so is for example, to actively participate in community police forums.

If we have tried to communicate and contact our municipality and have not received a response, as citizens we may also express our concerns through petitions, the media and peaceful demonstrations.



6. Summary

In this video we explained the concept of responsive citizenship.

The constitution and local government legislation require the government to provide the opportunities for people to participate in governance, but also requires the people to fulfil their responsibilities as citizens.

Public participation is particularly relevant in the local government context as the functioning of our municipalities influences our day-to-day life directly.

The concept of responsive citizenship thus refers to community members who actively participate in governance matters, hold their government to account and act as responsible citizens.



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*

2. PLAY THE VIDEO (25 min)

1. **Download the video from:** <http://www.civicsacademy.co.za/video/learn-about-what-a-responsive-citizen-is>

This video is 8 min 32 sec. Allow time for pauses and discussions; allocate 25 minutes.



2. **Play the video**



3. **Pause 1**

Pause the video at 01:08

This is the screen that will appear at 1:08, just after what a responsive citizen means has been explained.



- Say: Please make a note of what a **responsive citizen** is.
- Rewind as needed.
- Give students enough time to write short notes on what a responsive citizen is.



4. **Resume** to Play the video



5. **Pause 2**

Pause at 03:10

2. A STEP BY STEP GUIDE: USE THE VIDEO WHAT IS A RESPONSIVE CITIZEN?



This screen will appear at 3:10 just after the explanation of the duties of municipalities.



Ask students to share answers to this question in pairs:

1. What should municipalities do?

- Check that students understand what a municipality means. (A municipality is an elected local government body.)

Example answers to add to students' responses if needed:

Municipalities must develop a culture of community participation. So, they should:

- Create ways – mechanisms, processes and procedures – for community participation.
- Communicate information to the community.
- Give notice to the public of meetings of the municipal council.
- Allow admission of the public to meetings.
- Make certain documents available to the public.
- Establish a website and regularly update information on the website.



6. **Resume** to Play the video

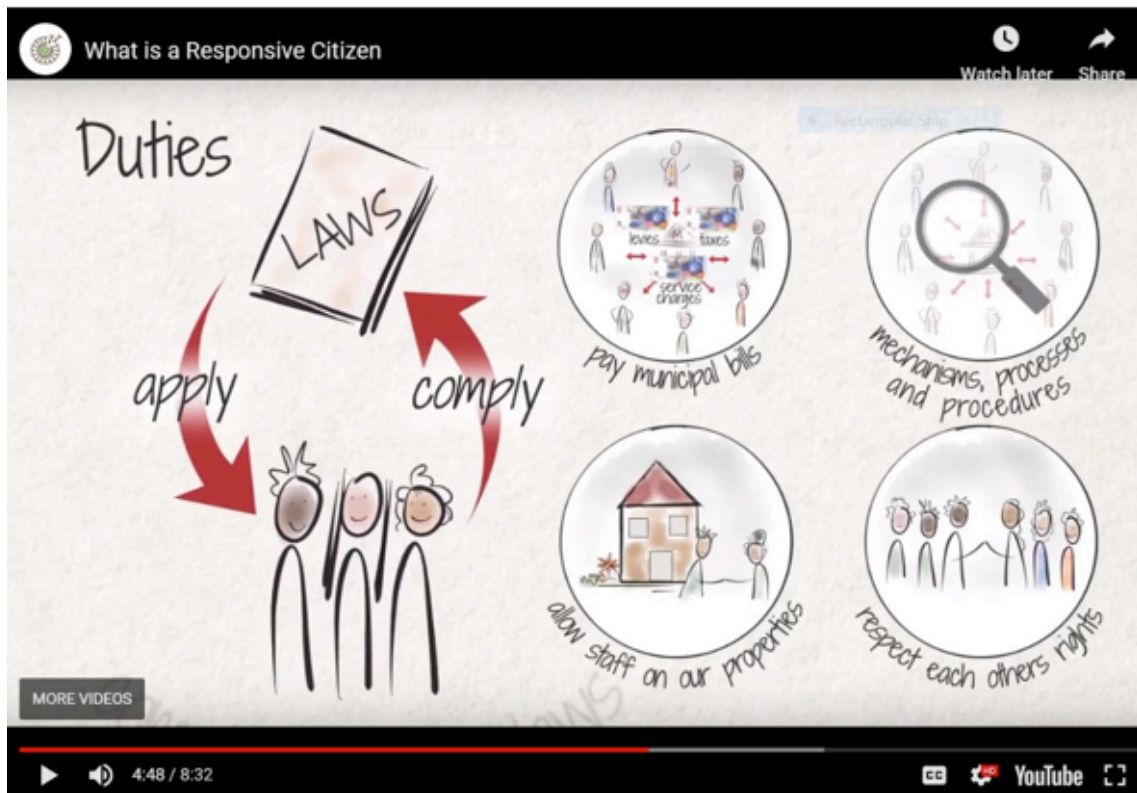


7. **Pause 3**
Pause at 4:48



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*

This is the screen that will appear at 4:48 just after our duties have been discussed.



- Ask the students to briefly brainstorm answers to your question:

2. *What are our civic duties?*

Example answers to add to students' responses if needed:

- To observe the mechanisms, processes and procedures of the municipality.
- To pay all our municipal bills, for example service charges, taxes and levies.
- To respect the municipal rights of other community members.
- To allow municipal staff on our properties when they are doing their work.
- To comply with municipal by-laws that apply to us.



8. **Play the video to end.** The video is 8:32 minutes.

- Ask students to make notes of the main points in the video summary.
- Ask students to discuss in pairs and make notes of their answers to these questions:

3. *How should responsive citizens exercise their rights in a democracy?*

4. *What can we do to act as responsive citizens?*

2. A STEP BY STEP GUIDE: USE THE VIDEO WHAT IS A RESPONSIVE CITIZEN?



Example answers to add to students' responses if needed:

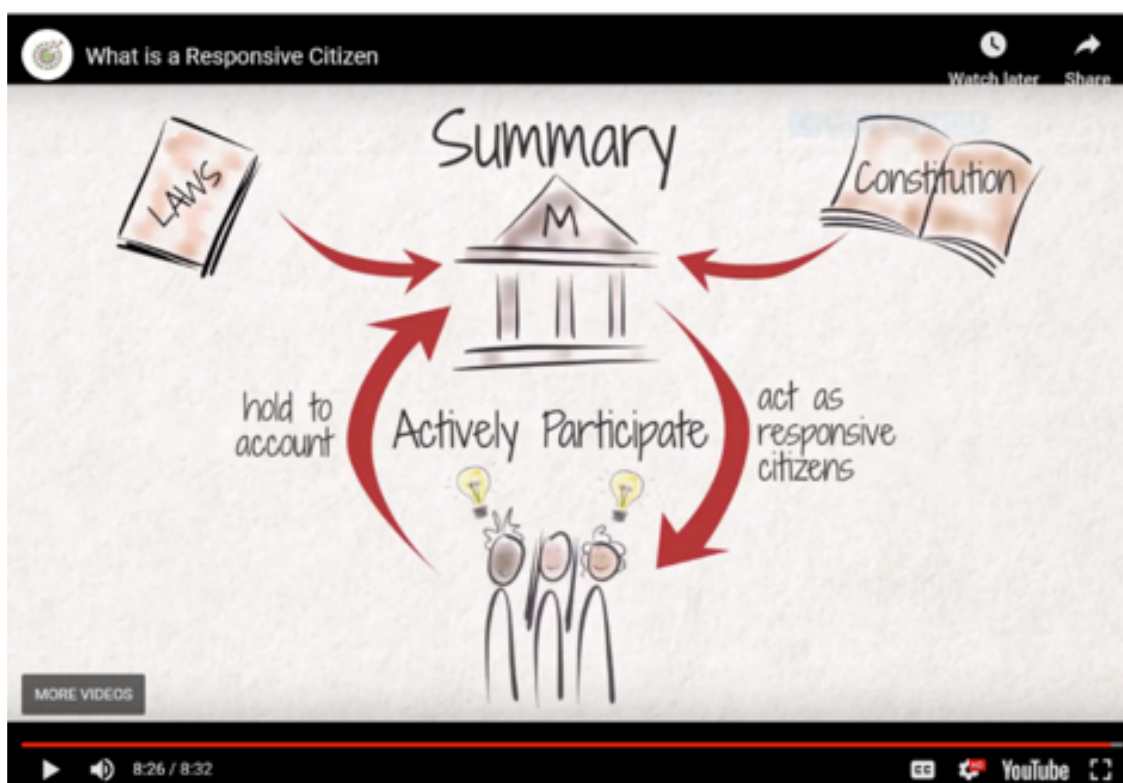
3.

- A very important way for us to participate in municipal processes is through ward committees.
- We can also inform ourselves through other means, such as through the website of our municipality.
- It is only through our participation that the municipality can know and respond to what we as citizens really want.

4.

- If our municipal councillors do not perform well or fulfil their election promises, we can vote for a different person or a different party in the next local government election.
- We should actively communicate with our local municipality by email, through social media, telephone or letters and petitions to make our needs, worries and priorities known.
- Responsive citizens should also act responsibly towards everyone else in the community.
- We need to report all illegal activities to ensure that we, as law-abiding citizens, can contribute to a good quality of life for ourselves and for our children.
- If we have tried to communicate and contact our municipality and have not received a response, as citizens we may also express our concerns through petitions, the media and peaceful demonstrations.

This is the last screen before the credits.





2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*



9. Facilitate a class discussion

- Ask students to comment on the video.
- Ask them these questions:

5. *What did you learn from this video?*
6. *What do you agree with in this video?*
7. *What do you disagree with in this video?*
8. *How do you feel about the video?*
9. *How do you feel about yourself as a **responsive citizen**?*
10. *What is the link between being a responsive citizen and volunteering?*

For questions 5–9, students' answers will vary; allow them to explore and share ideas.

Example answer to question 10:

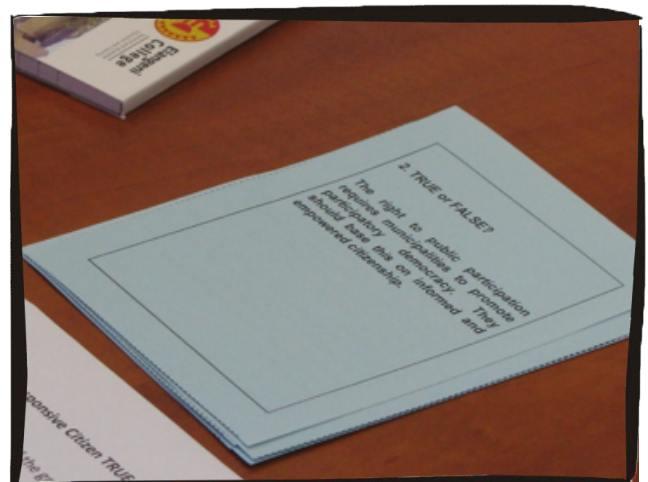
A volunteer is a person who responds to a need in the community by offering to help. A responsive citizen is a person who responds to needs because the person wants to help other people. So, the link is wanting to help others or your community.

2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*



3. PLAY THE TRUE AND FALSE CARD GAME (15-20 minutes)

- 1.** You need to make the cards before the lesson.
 - Photocopy the cards on the next pages.
 - You can make them yourself or get your students to make them as part of a computer exercise on printing.
 - Print the cards back to back so the answers appear at the back.
 - Cut the cards on the dotted lines.
 - Alternatively, cut and paste so the card has its question on one side and answer on the other side.
 - Try to print on different coloured papers.
 - If you could laminate the cards, they last a long time.
 - Make enough card packs so each group of 5-6 in your class can work with a pack of cards. For a class of 30, it means you will need 6 packs.
- 2.** Ask students to get into groups of 5-6 for the *True and False Card Game*.
- 3.** Photocopy one set of rules for each group. The rules are on the next page.
- 4.** Give each group one pack of cards.
- 5.** Go around to the groups to check if they understand the rules.
- 6.** This game will help you check on students' understanding of the video.
- 7.** Let students play the card game for 15-20 min.



Focus group participant playing the 'True or False' card game.



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*

RULES OF THE RESPONSIVE CITIZEN TRUE OR FALSE GAME



1. Put the pack of cards in the **middle** of the group.
2. You will **each get a turn to take a card**. Do not take the cards all at once or hand them out. You can only take a card when it is your turn.
3. Decide who will go first.
4. Take a card when it is your turn. Take the **top** card.
5. Do not turn it over to see the answer.
6. **Read the True or False statement out aloud**. Then give your answer. Say if it is TRUE or FALSE. Then give a **reason** for your answer.
7. Thereafter, **discuss** as a group. Do group members agree or disagree with your answer? What can they add? Listen to all their ideas and experiences.
8. Only then, after each group member has shared her/his ideas, **turn the card around to see the answer**.
9. **Read the answer aloud to the group**. Compare that answer with your answers. Then discuss again. Talk until you all have a common understanding of what the answer means, and you all agree on the answer.
10. Place your card at the **bottom** of the pack.
11. Then the next student picks the **top** card and you repeat the process.
12. The game is only complete when you have discussed all **8** cards.

2. A STEP BY STEP GUIDE: USE THE VIDEO WHAT IS A RESPONSIVE CITIZEN?



1. TRUE or FALSE?

Responsive citizens are community members who **do not** participate in making sure that their Human Rights are respected.



2. TRUE or FALSE?

The right to public participation requires municipalities to promote **participatory democracy**.



3. TRUE or FALSE?

Citizens do have the right to vote. However, once elections are over, citizens **do not** have the right to interact with the representatives that they elected.



4. TRUE or FALSE?

Municipalities **do not** have to share information with citizens. They **do not** have to encourage citizens to participate in municipal matters.





2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*

2. ANSWER = TRUE. ✓

The Truth: The right to public participation requires any public administration, including municipalities, to promote participatory democracy based on informed and empowered citizenship. The municipality should encourage citizens to participate in the decisions made by their governmental representatives that affect the lives of all citizens.

1. ANSWER = FALSE. ✗

The Truth: Responsive citizens are community members who actively participate in ensuring that their and others' Human Rights are realised and respected. They also actively participate in the fulfilment of their duties as citizens.



4. ANSWER = FALSE. ✗

The Truth: Municipalities must create mechanisms, processes and procedures for community participation. They must give information; give notice of meetings and other events; allow the public to these meetings and provide documentation to the public. They should create a website that contains all the relevant information.

3. ANSWER = FALSE. ✗

The Truth: In addition to the right to vote, citizens also have the right to ongoing interactions with the people they elected. You should communicate with the people you elected. That is your right. You should hold the person you elected accountable. They must answer to you.



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*



5. TRUE or FALSE?

The Municipal Systems Act does not give us any rights.



6. TRUE or FALSE?

We don't have any responsibilities. It is our municipalities' job to take care of our needs.



7. TRUE or FALSE?

Responsive citizens should vote, actively communicate with their local municipality, act responsibly towards members of the community, and report illegal activities.



8. TRUE or FALSE?

A person who volunteers is a responsive citizen.





2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*

6. ANSWER = FALSE.

The Truth: We also have responsibilities. For example, we must co-operate with municipalities. We must pay all our municipal bills. We must respect the municipal rights of other community members. We must allow municipal staff onto our properties and we must comply with all relevant by-laws and rules. We must not destroy municipal property.

5. ANSWER = FALSE.

The Truth: The Municipal Systems Act gives you the right to contribute to municipal decision-making.

- You have the right to give recommendations; and to receive quick responses to your communication.
- You have the right to be informed of decisions that affect you; and to be informed about the finances of the municipality.
- You have the right to demand that meetings are open, free and fair.
- You have the right to use public facilities and access public services.



8. ANSWER = TRUE.

The Truth: A person who volunteers shows care for others. Volunteers are active in the community and prove that they respond to community needs.

Volunteers are responsive citizens because they respond by taking action to help others.

7. ANSWER = TRUE.

The Truth: All these actions are needed. As a responsive citizen you must:

- Vote
- Actively communicate with your local municipality
- Act responsibly towards members of the community
- Report all illegal activities



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*



4. HAND OUT THE REFLECTION WORKSHEET (10 min)

1. Photocopy the Worksheet on the next page.
2. Hand out the Worksheet.
3. Ask students to complete the Worksheet, working individually.
4. Then get students to share their responses in pairs or threes.
5. Ask a few students to share their responses with the class.



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*

WORKSHEET RESPONSIVE CITIZENSHIP: REFLECTION

1. What is a responsive citizen?

.....

.....

.....

2. Do you see yourself as a responsive citizen?

Give reasons for your answer.

.....

.....

3. Use your own words to explain what you would do as a responsive citizen, in your community, and on campus.

Community:

.....

.....

Campus:

.....

.....

4. How can you encourage community participation among your family and friends?

.....

.....

5. Write or draw a summary of what you learnt in the video
WHAT IS A RESPONSIVE CITIZEN?

.....

.....

For more videos on Local Government, see:
<https://www.civicsacademy.co.za/videos/?category=local-government-english>

2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*



LESSON 2 *WHAT IS A RESPONSIVE CITIZEN?* ROLE PLAYS

LESSON SUMMARY

- Play the video again.
- Let students role play the scenarios or analyse them in groups to offer solutions.
- Use one or more of the case studies.
- Link with the use of the Computer and ask students to type a summary of what they learnt from viewing the video again.



Focus group participants doing a role play.



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*

LESSON 2 *WHAT IS A RESPONSIVE CITIZEN?*

1. PLAY THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?* AGAIN (10 min)

Play the video again. Allow students to ask for the video to be paused when they want to make a note or ask a question.

2. ROLE PLAY THE SCENARIOS (35 min)

1. Photocopy and cut out the scenarios on the next pages.
2. Let the students work in groups of 4-5.
3. Give each group a different scenario to analyse, discuss and present as a role play to the class. **Note that the most important part of the role play is the planning and discussion and sharing of ideas to solve a problem, not the actual presentation. It does not matter if there is not time for all groups to present; most of the learning takes place in the group preparation.**
4. Role play presentations may not be longer than 1-2 minutes. Once students have discussed and created solutions, ask them to present their role plays to the class. They have to first read the role play topic to the class.
5. After each role play presentation, facilitate a brief class discussion.
6. Derole the students so they do not stay with their roles. Help them to come out of their roles. Let them stand in a circle, and vigorously shake their hands towards the middle and shout out: I am not the role I played. I am (and then call out their own names). This should only take a minute.

Plan your time for the role plays:

- Group preparation: 15 minutes.
- Presentations of role plays: 1-2 min per group so approximately 15 minutes.
- Final comments and deroling: 5 minutes.
- Total time for role plays: 35 minutes.

3. USE CASE STUDIES (15 min)

- Photocopy a case study. Choose one of the three case studies. See pages 73-77.
- Use the case studies as a consolidation activity or for exam practice.
- Example answers in the form of a marking guideline are given.
- Students can either do the case studies in class or as a take-home exercise.
- Ask students to type a summary of what they learnt about being a responsive citizen in their role plays, in the next computer class.

2. A STEP BY STEP GUIDE: USE THE VIDEO WHAT IS A RESPONSIVE CITIZEN?



SCENARIOS FOR ROLE PLAYS



Scenario 1

Andile is a college student who is aware that his good friend and neighbour Peter steals copper wires. This means the trains can't run. Andile's sister Zola lost her job because she could not get to work. Andile also knows Peter is stealing because he has no job and must feed his large family. Andile knows he should report crime as a responsive citizen. But he understands Peter's situation.

Role play this scenario and decide what Andile could do as a responsive citizen.



Scenario 2

Mary, a TVET student, lives in a neglected area. The municipal trucks have not been around to collect waste for six weeks. The place is filled with litter. Plastic bags blow in the wind. There is a smell of sewerage everywhere. People are getting sick. They have had no water for many days. People are complaining that the municipality has forgotten about them.

Role play this scenario to show what Mary could do as a responsive citizen.



Scenario 3

Sipho and Andiswa are worried about their friends. They are dropping out of college, smoking and drinking, and seem to have lost their motivation. They say they are bored and believe they will never get jobs.

Role play this scenario to show what Sipho and Andiswa could do as responsive citizens to help their friends.



Scenario 4

Gao has just started working at a hotel. A local municipal manager, Fred, approached her. He told her not to say anything to anybody, but he wants to do her a favour. If she gives him R50 000, he will make sure that all the municipality's workshops, conferences and parties are held at her hotel.

Role play this scenario to show how Gao, as a responsive citizen, can deal with this corruption.





2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*



Scenario 5

In the village where Thabo lives, there is no electricity, nor running water. The local municipality had received donations of solar panels and borehole equipment. However, these resources are standing unused in a shed. The mayor has spent 6 months travelling the world to learn about solar power. He stayed in expensive 5-star hotels, flew by private jet and took 7 family members with him, as well as his girlfriend. The people in his area are living in poverty, the schools are crumbling, and the clinics have closed due to lack of funds.

Role play this scenario to show what Thabo, as a responsive citizen, can do to help.



Scenario 6

Lindiwe has never heard about any municipal meetings in her area. She also never got any communication from the municipality. She went to the municipal offices to ask about when the meetings for the public were scheduled for. The clerk at reception told her to not interfere with the work of the municipality, and also said there were no meetings where the public was allowed. He shouted at her to not waste his time with silly questions.

Role play this scenario to show what Lindiwe, as a responsive citizen, can do to deal with this situation.



Scenario 7

Allie and Yumna are enjoying sitting on the benches the municipality provided at the bus stop. However, some students in their class, Jon and his friends, thought it would be funny to break the benches and kicked them to bits.

Role play this scenario to show what Allie and Yumna, as responsive citizens, can do to stop Jon and his friends from vandalising and breaking municipal property.



2. A STEP BY STEP GUIDE: USE THE VIDEO WHAT IS A RESPONSIVE CITIZEN?



CASE STUDY 1: HELPING CHILDREN TO DREAM

Thulani Madondo was nominated for his work with the Kliptown Youth Programme (KYP), which provides meals for children, support with school fees, after-school care as well as educational help and tutoring to about 400 disadvantaged children from the Kliptown area. The organisation has also made it possible for 18 youths to get tertiary education.

Madondo is a founder of the organisation and its chairperson. He works with a team of

permanent staff and volunteers. They aim to inspire children who are growing up in difficult circumstances to have dreams and hope for the future.



CHANGING A COMMUNITY, ONE CHILD AT A TIME

Madondo is Soweto's ordinary hero who has made it his life mission to change his community. Growing up in Kliptown, in a one-room shack that he shared with seven other siblings, he knows the challenges of young people in this area.

His family didn't have enough money to keep him and all his siblings in school, but he was determined not to drop out. He washed cars to earn enough money to pay his school fees, and went on to become the first member of his family to graduate from high school. With his schooling behind him, he wanted to become an accountant, but his family didn't have the means to send him to university.

Looking back on his childhood, Madondo realised that education is the most powerful tool to empower people, and this led him to co-found the KYP.

"We feel education is the only key out of these challenging conditions that people live in,"

he says. Through his community work, Madondo wants to emulate the life of one of his biggest heroes, South African freedom fighter Nelson Mandela. "This is someone who prioritised peace in the country and through his sense of humour made South Africa a very special country to live in," he says.

*(Source: shortened from <https://www.brandsouthafrica.com/people-culture/people/madondo-081012>
image source: <https://sites.google.com/site/kliptownmadondo/home/who-is-thulani-madondo>)*



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*

CASE STUDY 1: HELPING CHILDREN TO DREAM

Questions

1. What are the goals of the Kliptown Youth Programme? **(2)**

.....
.....
.....

2. Do you think Thulani Madondo is a determined person?
Give reasons for your answer. **(2)**

.....
.....
.....

3. Why is 'education the most powerful tool to empower people'? **(2)**

.....
.....
.....

4. *Thulani Madondo is a responsive citizen.*
Critically discuss this statement in a short paragraph. **(4)**

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.....

2. A STEP BY STEP GUIDE: USE THE VIDEO WHAT IS A RESPONSIVE CITIZEN?



CASE STUDY 2: ANTI-POACHING UNIT THE BLACK MAMBAS

This group of eco activists are playing a vital role in protecting the rhino. The majority of the group is made up of women who patrol the Balule Nature Reserve on foot to ensure the protection of South Africa's most widely poached endangered animal, the rhino.



Questions

1. Why does the rhino need protection? (2)

.....

2. What is an eco-activist? (2)

.....

3. In what ways are the Black Mambas responsive citizens? (2)

.....

.....

4. Write a short paragraph to suggest how you can be an eco-activist on your campus. (4)

.....

.....

.....

.....

[10]

(Source: <https://www.mnn.com/earth-matters/wilderness-resources/blogs/women-lead-fight-in-the-poaching-war>)



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*



CASE STUDY 3: SISIPHO MVIMVI



In Sisipho Mvimvi's words:

“Community Service is when people offer their time by helping kids or members of the community without them being paid for it.

After learning about what community service is, I felt so motivated to work because it could help me to gain more experience and learn more about working with people.

The value of community service is
to help those who are suffering in
parts of life or need help.

Loving, caring, sharing, discipline and respect are the things that I have experienced during my three community service placements. Dealing with people and children is not easy because you have to learn patience. The children I am working with in my community demand love all the time! I learned how to act with children and people; I now know how to present myself to them. My attitude has changed now, and I am so grateful for the experience I've had to share all this love.”

(Source: <http://www.saep.org/students-share-about-their-community-service-experiences/>)

2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*



CASE STUDY 3: SISIPHO MVIMVI

Questions

1. Compare community service with volunteering. **(2)**

.....

.....

.....

2. Why did Sisipho Mvimvi feel motivated? **(2)**

.....

.....

.....

3. What did Sisipho Mvimvi learn from her community service? **(2)**

.....

.....

.....

4. In what way is Sisipho Mvimvi a responsive citizen? **(4)**

.....

.....

.....

5. Write a short paragraph to critically discuss the benefits of volunteering. **(3)**

.....

.....

.....

.....



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT IS A RESPONSIVE CITIZEN?*

EXAMPLE ANSWERS

Allocate one mark per idea/answer. Students should answer in full sentences.

CASE STUDY 1

1. To inspire children who are growing up in difficult circumstances ✓, to have dreams and hope for the future. ✓ (2)
2. Yes, because even though his family did not have enough money to pay school fees, Thulani showed his determination by washing cars to earn money to pay ✓, and he completed his Grade 12. ✓ He never gave up. (2)
3. With education you can go far in life. For example, with a college certificate you can get a good job and go from success to success. ✓ Education can empower you to create work or find work; you can go from poverty and unemployment to being financially secure and employed. ✓ (2)
4. I agree that Thulani Madondo a responsive citizen. He is very valuable to the people of Kliptown. ✓ He responded to the needs of his community by enabling youth to find a way out of poverty. ✓ Through his creative project, Thulani has responded to needs by providing meals for children, giving support with school fees, providing after-school care as well as educational help and tutoring to about 400 disadvantaged children from the Kliptown area. ✓ His organisation has also made it possible for 18 youths to get tertiary education, thus responding to needs. Thulani did something useful for his community; a true role model of walking the talk of a responsive citizen. ✓ (4)

[10]

CASE STUDY 2

1. The rhino need protect because poachers kill these animals to sell their horns. ✓ The rhino is in danger of becoming extinct, which means there will be no more rhino to see for future generations. ✓ (2)
2. An eco-activist is a person engaged in strong social or political campaigns aiming is to prevent damage to the environment. ✓ It is a person who is aware of the impact human actions have on the earth and its inhabitants, and advocates and actively promotes sustainable, environmentally kind living. ✓ (2)
3. The Black Mambas are responsive citizens because they responded to and took action because of the need to protect the rhino. ✓ They are doing this world for present and future generations to make sure there are still rhino in the world. ✓ (2)
4. I can be an eco-activist on my campus by starting a club to make our campus green. ✓ We will plant trees and flowers that attract birds and make a birdbath. ✓ We will educate students about the need to pick up litter and recycle. We will campaign for recycling bins on campus at various points. ✓ We will organise a march to highlight the needs to save water and use solar energy. ✓ (4)

[8]

2. A STEP BY STEP GUIDE: USE THE VIDEO WHAT IS A RESPONSIVE CITIZEN?



CASE STUDY 3

1. Community service is similar to volunteering. ✓ Both means that you do the work because you want to help and do not expect to be paid. ✓ (2)
2. Sisipho Mvimvi felt motivated because she learnt that community service could help her gain more experience and learn more about working with people. ✓ (1)
3. Sisipho Mvimvi learnt patience and how to act with children and people. ✓ She learnt how to present herself to others. She changed her attitude through experiencing love, caring, sharing, discipline and respect. ✓ (2)
4. Sisipho Mvimvi is a responsive citizen because she responded to needs in the community ✓ and got involved by doing community service. ✓ (2)
5. Volunteering is very helpful and has many benefits. For example you can learn a lot from working with others. ✓ You can also grow your self-confidence and learn how to communicate with others. ✓ Volunteering allows you to explore your different abilities and makes you to realise you have potential to do a range of useful things. ✓ (3)

[10]



It speaks of the very essence of being human. When we want to give high praise to someone we say, Yu, u nobuntu; hey, so-and-so has Ubuntu. Then you are generous, you are hospitable, and you are friendly and caring and compassionate.

You share what you have. It is to say, my humanity is caught up, is inextricably bound up, in yours. We belong in a bundle of life. We say a person is a person through other persons. It is not I think therefore I am. It says rather: I am human because I belong, I participate, and I share.

A person with Ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good.

For he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished, when others are tortured or oppressed, or treated as if they were less than who they are.

- Desmond Tutu





3. ASSESSMENT TASK

Use this assessment task and these marking rubrics.

The ICASS assessment relevant to the video is the **Level 2 Project**. See page 28 for more about the parts of the Project.

LEVEL 2 VOLUNTEER IN A COMMUNITY PROJECT

Work in a group of not more than four to six students to:

- Help to provide support to an existing organisation focussing on people infected and affected by HIV and AIDS. For example, prepare food, do admin tasks such as filing or answering the phone, fix infrastructure, decorate the place, plant a food garden, prepare a drama or musical to entertain hospital clients, participate in peer education programmes on living with and preventing HIV, e.g. the MTV Shuga peer education programme.
- Students are not supposed to do nursing and medical duties. Please note you are not supposed to and are not qualified to test others for HIV or do any of the medical or nursing tasks such as dressing wounds.
- Your programme should be between 5–6 hours and can be done in two or more sessions, depending on needs and time practicalities.

PART A VOLUNTEER

Work in a group.

Volunteer to assist an organisation in the field of HIV and AIDS for at least 5–6 hours.

1. Identify the organisation for which you will volunteer/where you will volunteer. **(2)**
2. Explain why you chose this organisation. **(2)**
3. Do an initial visit to the organisation. Identify four of the needs of the organisation. **(4)**
4. Make a list of what you can do to help the organisation. **(10)**
5. Work at the organisation to do the items on your list. Report on what you did at the organisation. Describe each session/all your activities over the volunteer period and provide photos. **(40)**
6. Ask the head of the organisation to complete a Proof of Participation Form. No projects will be accepted if there is no accompanying signed Proof of Participation Form. **(2)**

Submit Part A as a typed Group Report.

3. ASSESSMENT TASK



Part A will be assessed according to this checklist

Criteria	Mark
1. You chose/identified an organisation where you can volunteer.	2
2. You gave a good reason why you chose this organisation.	2
3. You visited the organisation before you started volunteering to identify four of the needs of the organisation.	4
4. You made a list of practical things that you can do to help the organisation.	10
5. You volunteered at the organisation to do the items on your list/to help the organisation. You spent at least 5-6 hours at the organisation (can be on different days). You have described each action/every way in which you helped, in detail. Every group member's contributions/actions have been described. (7 x 5)	35
6. You submitted photographs as evidence of doing your volunteer project.	5
7. You submitted a signed Proof of Participation Form.	2



3. ASSESSMENT TASK

PART B CLASS PRESENTATION

1. Work in your group.
2. Create a short PPT of no more than four or five slides, or a poster, to showcase the highlights of your volunteer project.
3. Show what you did, when, where and with whom.
4. Use clipart, photos or images to make your presentation informative and interesting.
5. Present your PPT or poster to the class as a group. Be prepared to answer any questions. Present in the time limit of 5 minutes.

Your Class Presentation will be assessed according to this rubric:

Poor 0-1 marks	Average 2 marks	Good 3 marks	Excellent 4 marks	Mark allocated
1. PPT/Poster is off the topic/not informative.	PPT/Poster is mostly on the topic but is not informative and includes irrelevant aspects.	PPT/Poster is focused on the topic/ informative.	PPT/Poster is focused on the topic/very informative. Relevant selection of information to illustrate the topic.	
2. It is not clear what you did, when and with whom and you cannot answer questions.	Your programme content is not clear, but it is evident who you worked with and when. You appear unsure when you answer questions.	It is clear what you did, when and with whom. You can answer most questions.	It is very clear what you did, when and with whom and is displayed in a brief way. You answer questions with ease and accuracy.	
3. There is no clipart, photos or images to make your presentation informative and interesting.	There is clipart, photos or images but the presentation lacks creativity.	There is clipart, photos or images to make your presentation informative and interesting, and some creativity is evident.	There is clipart, photos or images to make your presentation informative and very interesting. This is displayed in a very creative way.	
4. The presenter(s) do not keep to the topic or are unprepared/go over the time limit/appear to have put the presentation together a few minutes ago.	The presenter(s) go over the allocated time and could have prepared better.	The presenter(s) keep to the allocated time limit. They show they are prepared.	The presenter(s) keep to the allocated time limit without rushing/ skipping content. They show they are very well prepared.	

3. ASSESSMENT TASK



PART C INDIVIDUAL REFLECTION

Work alone to **type** answers to these questions, after you have completed your volunteer work.

1. Which are your strongest skills that you used when you volunteered? **(2)**
2. Which other skills did you develop during your volunteer project? **(2)**
3. Evaluate your contribution to the organisation. What feedback/comments did you receive? How did you help? **(3)**
4. What would you do differently next time you volunteer? **(2)**
5. How do you feel about being a volunteer? Explain the benefits of volunteering to both yourself and the organisation, in four sentences. **(4)**
6. What did you learn about your leadership and teamwork skills? **(4)**
7. Why is it important to volunteer in terms of HIV and AIDS work? **(2)**
8. What did you learn about HIV and AIDS? **(3)**
9. Set one SMART goal for yourself as a volunteer in the future. **(2)**

[Marks: 24]

Total marks for Project: 100

(Source: Adapted from HEAIDS, 2017. Life Orientation Assessment Workbook: Strengthening HIV and AIDS education in the TVET Life Orientation curriculum. HEAIDS-USAf, Centurion.)

NOTES



4. LSS LESSON PLAN TEMPLATES



Lesson Plan 1 WHAT IS A RESPONSIVE CITIZEN?

Level: 2	Date:	Lesson Duration: 1 hour	
Topic 4	Citizenship	SO 4.1 Explain human rights and responsibilities 4.3 Volunteer in a community project	LO 4.1.2 Describe the attributes of a good South African citizen with reference to role models. 4.1.3 Investigate ways to protect the environment at the college. 4.3.1 Explain the need for and importance of volunteering in the community
Year plan			
Lesson Topic & Aims	What is a responsive citizen? <ul style="list-style-type: none"> Students put into practice being responsive citizens 		
Computer	Students use the Computer to create a PPT of 3 slides to show what they learnt from the video What is a responsive citizen? They do this in the Computer lesson, not during this Life Skills lesson.		
Preparation: What you need	<p>Download the video from: http://www.civicsacademy.co.za/video/learn-about-what-a-responsive-citizen-is</p> <ul style="list-style-type: none"> Tape or Prestik to put flipchart on wall 		
	<p>Advance preparation: what you need to do before the lesson</p> <ol style="list-style-type: none"> Photocopy the Worksheet Responsive Citizen: Reflection (1 page) Photocopy the Handout with Voiceover text to hand out after watching the video, if needed. Photocopy the Rules of the Card game so each group can have the rules. Prepare the cards: photocopy and cut out. Make enough packs so every group of 4 – 6 students can have a pack of cards. Write the <i>African Wisdom</i> in big letters on flipchart or the board. Please read the full lesson plan in the Guide before you teach the lesson. Answers to questions are in the Guide. 		
Lesson summary (Please read the rest of the lesson plan for the details)			
1. Ice-breaker: Express a feeling (5 min)			
1.2 Introduce the video, check on prior knowledge, ask questions and 1.3 African Wisdom (5 min)			
2. Play the video <i>What is a Responsive Citizen?</i> pause, ask questions (25 min)			
3. Group work: True/False card game (15 min)			
4. Reflection and consolidation: Worksheet (10 min)			



4. LSS LESSON PLAN TEMPLATES

Teaching activities: What will you, the lecturer do?	Questions you will ask	Learning activities: What will your students do?	Time per activity
<p>1.1 Do this quick ice-breaker: Share a feeling by using word responsive (5 min)</p> <ol style="list-style-type: none"> 1. Get the class to stand in a circle for the ice-breaker. 2. Tell the students that they are going to take turns to say the word 'responsive' quickly, according to how they feel today. 3. Give the students a few examples. However, tell them to create their own ways. Encourage the students by saying there is no wrong or right way to express a feeling; any way is perfect! See the Guide for examples. 4. At the end of the ice-breaker, ask the class what the word <i>responsive</i> means. 	<p>What does the word responsive mean?</p>	<p>Show a feeling by using word 'responsive'.</p>	<p>5 min</p>
<p>1.2 Introduce the lesson by asking students. (5 min)</p> <ol style="list-style-type: none"> 1. Tell students they will be viewing a video called 'WHAT IS A RESPONSIVE CITIZEN?' 2. Ask question 1 in the next column. Example answers are given in the Guide. 3. Share the African wisdom: 	<ol style="list-style-type: none"> 1. What does it mean to be a responsive citizen? 2. What does this quote mean in terms of responsive citizenship? 	<p>Answer questions</p> <p>Analyse quote</p>	<p>5 min</p>
<p>1.3 African Wisdom</p> <p><i>"There is a difference between being in a position of power and being in a position of responsibility. Elders in traditional communities do not take power; they take responsibility and empower others."</i> – Sobonfu Some.</p> <ol style="list-style-type: none"> 4. Ask question 2 in the next column. Example answers are given in the guide 	<ol style="list-style-type: none"> 1. What should municipalities do? 2. What are our civic duties? 3. How should responsive citizens exercise their rights in a democracy? 4. What can we do to act as responsive citizens? 5. What did you learn from this video? 6. What do you agree with in this video? 7. What do you disagree with in this video? 8. How do you feel about the video? 9. How do you feel about yourself as a <i>responsive citizen</i>? 10. Do you understand the link between being a responsive citizen and volunteering? Explain this link. 	<p>Watch the video.</p> <p>Answer questions when the video is paused.</p> <p>Participate in a class discussion at the end of the video.</p>	<p>25 min</p>
<p>2 Play the video, pause and ask questions. (25 min)</p> <ol style="list-style-type: none"> 1. Play the video. 2. Pause at 01:08 and ask the students to make a note of what a responsive citizen is. 3. Play the video. Pause at 03:10. Ask question 1 in the next column. Students can share answers in pairs. 4. Play the video. Pause at 4:48. Get the class to brainstorm answers to question 2 in the next column. 5. Play the video to the end. Ask questions 3-4 in the next column. Example answers to all the questions are given in the guide. 6. Facilitate a class discussion on questions 5-10 in the next column. 			

4. LSS LESSON PLAN TEMPLATES



Teaching activities: What will you, the lecturer do?	Questions you will ask	Learning activities: What will your students do?	Time per activity
<p>3. Group work: True/False card game (15 min)</p> <ol style="list-style-type: none"> 1. See the guide for the cards and instructions how to use. <p>Ask students to get into groups of 5-6 for the True and False Card Game. Photocopy one set of rules for each group.</p> <ol style="list-style-type: none"> 4. Give each group one pack of cards. 5. Go around to the groups to check if they understand the rules. 6. This game will help you check on students' understanding of the video. 		<p>Play the T/F card game</p> <p>Decide, discuss, share, learn.</p>	15 min
<p>4. Reflection, consolidation and ending (10 min)</p> <ol style="list-style-type: none"> 1. Hand out the Worksheet. 2. Ask students to complete the Worksheet, working individually. 3. Then get students to share their responses in small groups of 2-3. 4. Ask a few students to share their responses with the class. 5. Remind the students of the African Wisdom and thank them for their hard work. 		<p>Complete worksheet and share answers</p>	10 min
<p>Sequencing and Follow-on: <i>(what you will do in the next lesson, adjustments in lesson plan, revision, aspects not completed to deal with)</i></p> <p>Lesson 2 <i>What is a responsive citizen?</i> Role-plays and case study.</p>			
<p>Lecturer's reflection on current lesson:</p>			



4. LSS LESSON PLAN TEMPLATES

Lesson Plan 2: What is a responsive citizen? Role plays

Level: 2	Date:			Lesson Duration: 1 hour	
Topic 4	Citizenship	SO	4.1 Explain human rights and responsibilities 4.3 Volunteer in a community project	LO	4.1.2 Describe the attributes of a good South African citizen with reference to role models. 4.1.3 Investigate ways to protect the environment at the college. 4.3.2 Work in a group to do a community volunteer project 4.3.3 Report on teamwork and leadership skills
Year plan					
Lesson Topic & Aims	<p>What is a responsive citizen?</p> <ul style="list-style-type: none"> Students put into practice being responsive citizens 				
Computer	Ask students to type a summary of what they learnt from their role plays about being a responsive citizen. They do this in the Computer class, not the Life Skills class.				
Preparation: What you need	<ul style="list-style-type: none"> Download the video from: http://www.civicsacademy.co.za/video/learn-about-what-a-responsive-citizen-is <p>Advance preparation: what you need to do before the lesson</p> <ol style="list-style-type: none"> Photocopy the scenarios for role plays and cut them out so each group has a scenario. Select and photocopy one case study. Please read the full lesson plan in the Guide before you teach the lesson. 				
Lesson summary (Please read the rest of the lesson plan for the details)	<ol style="list-style-type: none"> Play the video What is a responsive citizen? again (10 min) Group work: Role plays (35 min) Reflection and consolidation: Case study (15 min) 				

4. LSS LESSON PLAN TEMPLATES



Teaching activities: What will you, the lecturer do?	Questions you will ask	Learning activities: What will your students do?	Time per activity
<p>1. Play the video <i>What is a responsive citizen?</i> again (10 min) Play the video, ask if students to indicate when they want it paused or have questions and allow for a brief discussion.</p>		Watch the video. Make notes, ask questions, discuss.	10 min
<p>2. Group work: Role plays (35 min) 2. Let students role play the scenarios in groups to offer solutions. 1. Photocopy and cut out the scenarios on the next pages. 2. Let the students work in group of 4-5. 3. Give each group a different scenario to analyse, discuss and present as a role play to the class. 4. Role play presentations may not be longer than 1-2 minutes. Once students have discussed and created solutions, ask them to present their role plays to the class. They must first read the role play topic to the class. 5. After each role play presentation, facilitate a brief class discussion. 6. Derole the students so they do not stay with their roles. Help them to come out of their roles.</p>			(35 min)
<p>3. Reflection, consolidation and ending (15 min) 1. Choose a case study for students to complete. There are three options –with example answers – in the Guide. 2. If they cannot complete in class time, give as a take-home task. 3. Let students type a summary of what they learnt about being a responsive citizen in their role plays, in the next computer class.</p>		Answer questions in a case study	15 min
<p>Sequencing and Follow-on: (<i>what you will do in the next lesson, adjustments in lesson plan, revision, aspects not completed to deal with</i>) Volunteer project</p>			
<p>Lecturer's reflection on current lesson:</p>			



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NOTES





higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

LIFE ORIENTATION – NQF LEVEL 4

Implementation: January 2015

LIFE SKILLS TOPIC 4: CITIZENSHIP

These lessons are based on the Life Orientation curriculum for Level 4.

There are clear curriculum links with the videos: *Why should you vote?* and *What are free and fair elections?* in Topic 4: Citizenship.

Links with Computers Topics 6, 7 and 9 are also given.



YOUR GPS TO FINDING CURRICULUM LINKS

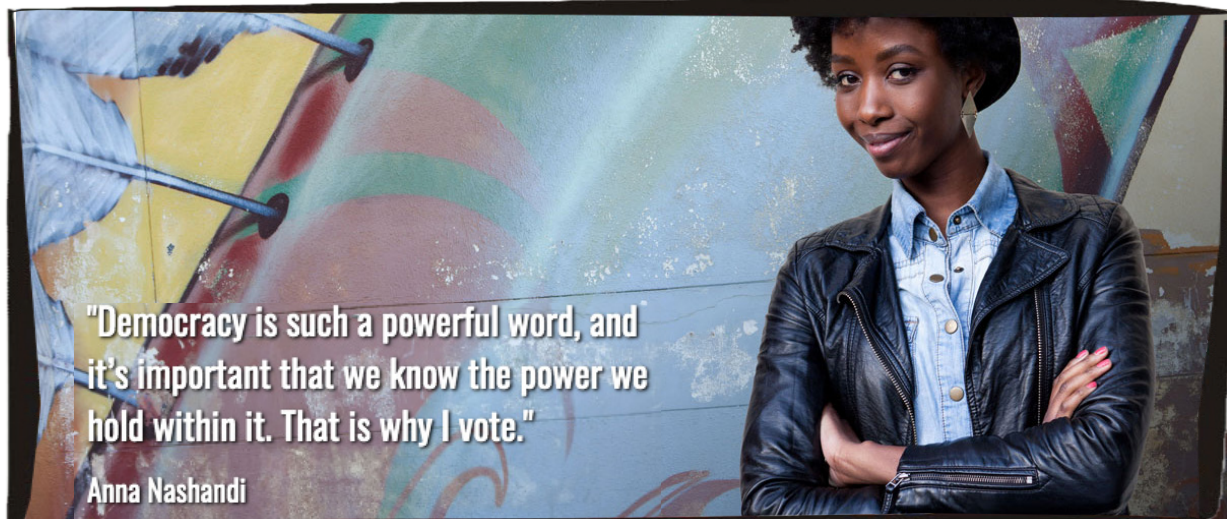


1. THE LIFE ORIENTATION CURRICULUM

1.1 THE LIFE ORIENTATION CURRICULUM

SUBJECT OUTCOME	
4.3 Describe the voting procedure	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> Reasons for voting in elections and by-elections are given The voting process is described The role of the IEC is critically analysed Good voter behaviour is described 	<p>4.3.1 Explain why it is important to vote in elections <i>Range including but not limited to: national, provincial, municipal and college elections and by-elections</i></p> <p>4.3.2 Indicate who is eligible to vote in national and provincial elections</p> <p>4.3.3 List the required documents for voting</p> <p>4.3.4 Describe the voting process</p> <p>4.3.5 Critically analyse the role of the IEC in elections</p> <p>4.3.6 Describe good voter behaviour</p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students work in groups to set up an election campaign, voting station and run an election. This could be for the campus SRC, or any other student body Election posters and ballot papers are created on computers A PPT of at least 8 slides showcasing potential office bearers is created A webpage such as a Facebook page is created and maintained to promote the election campaign A short video clip is created or downloaded to insert on YouTube to advertise the election Election speeches are typed using a computer Results are captured in Excel and graphs produced to indicate voting patterns Students work individually to submit typed reports on their participation, including reflections on their teamwork and leadership skills. 	

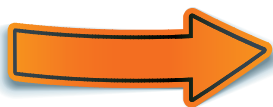
The two videos used in this section, *Why should you vote?* and *What are free and fair elections?* are part of the Life Orientation curriculum and cover Topic 4 SO3.



1. THE LIFE ORIENTATION CURRICULUM



1.2 LIFE ORIENTATION CURRICULUM: COMPUTERS



Link Life Skills with Computers when you teach Life Orientation



How to link the two Life Orientation components as required by the curriculum:

Topic 6: Basic features of Microsoft Word (Word-processing program)

SUBJECT OUTCOME	
6.1 Integrate and practise features and functions to create and edit a Word document.	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> Integrated features are used to format, edit, spell check and print a Word document <i>Range to format text, a picture and a table: Highlight text, typing text in bold, italics and underline, typing text in different styles and font sizes, using numbers and bullets first and second level, using the alignment functions - left, right, centre, using borders and shading and resizing</i> <i>Range: Move around in it, type in it (INS), delete text, start a new paragraph, type in capital letters, use UNDO and REDO functions, set margins, use a different page orientation, insert columns and breaks</i> <i>Range of printing functions: A range of pages, back to back, current page</i> 	<p>6.1.1 Use integrated features to format a Word document <i>Range to format text, a picture and a table: Highlight text, typing text in bold, italics and underline, typing text in different styles and font sizes, using numbers and bullets first and second level, using the alignment functions - left, right, centre, using borders and shading and resizing</i></p> <p>6.1.2 Use integrated features to edit a Word document <i>Range: Move around in it, type in it (INS), delete text, start a new paragraph, type in capital letters, use UNDO and REDO functions, set margins, use a different page orientation, insert columns and breaks</i></p> <p>6.1.3 Spell check, preview and print the document using different printing functions</p>

- Use both the case study as well as the video script **Why should you vote?** for students to retype and apply the above functions as per curriculum.
- Use both the Handout as well as the video script **What are free and fair elections?** for students to retype and apply the above functions as per curriculum.



1. THE LIFE ORIENTATION CURRICULUM

Topic 7: Integrated features of Microsoft Excel (Spreadsheet program)

SUBJECT OUTCOME	
7.3 Create and edit charts for different assignments/contexts	
<ul style="list-style-type: none"> Charts are created and edited within a spreadsheet <i>Range: Identify different types of charts, create column, line and pie charts, insert chart titles and legends, edit appearance of a chart by changing fill colour and size</i> Charts are previewed and printed 	7.3.1 Create a column, line and pie chart 7.3.2 Insert chart titles and legends 7.3.3 Edit the appearance of a chart by changing the fill colour and size 7.3.4 Spell check, preview and print the chart <i>Range of assignments (Link with Topics 1-4): For example, graphs relating to road safety, graphs and tables tracking academic progress</i>



NOTE: Use content contained in the Life Skills component of the subject when creating and editing spreadsheet documents.

Let students create a column, line and pie chart to show elections results in class voting project as well as results of the most recent national and provincial elections.

Topic 9: The Internet as communication medium

SUBJECT OUTCOME	
9.1 Using the Internet for various online applications and social communication purposes	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> The Internet is used for a variety of study and work related applications <i>Range of applications: To complete an online job application, post a CV, online CV building, analyse a contract and analyse online job adverts</i> Social electronic media and networks are 	9.1.1 Use the Internet for a variety of study and work related applications <i>Range of applications: To complete an online job application, post a CV, online CV building, analyse a contract and analyse online job adverts</i> 9.1.2 Explore and use social electronic media
used for various communication purposes <i>Range: Facebook, Twitter, blogs, Mxit, Skype YouTube etc.</i>	and networks for various communication purposes <i>Range: Facebook, Twitter, blogs, Mxit, Skype YouTube etc. regarding Life skills content</i>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Tasks must be practical (hands on) and students must be able to use content contained in the Life skills component of the subject when doing internet searches Use an observation checklist where students are required to demonstrate their skills 	

Let students explore and use a range of social media as part of the Voting Project.

2. A STEP BY STEP GUIDE: USE THE VIDEO WHY SHOULD YOU VOTE?



This section shows you in a step-by-step way how to structure your lesson.
PLEASE READ THIS SECTION CAREFULLY.

Times given are approximate. Time needed will depend on class size. These are approximate times for a class of 30 students. This lesson will be one period, about one hour. The video is 7 minutes 19 seconds of duration.



(Source: <http://www.civicsacademy.co.za/video/why-should-i-vote/>)

SUMMARY LESSONS 1 AND 2

- **Start the lesson with an Ice-breaker** - 'Agree or Disagree' game (5 min)
- **Introduce the video and display the African Wisdom** (5 min)
- **Use the Handout with Voiceover text as needed**
- **Play the video - pause, ask questions and listen to students' answers; then resume to play the video again** (video is 7 min 19 sec. Add time to pause video and for discussion, total time is 25 min)
- **Let students role-play scenarios** (15 min)
- **Hand out the Reflection Worksheet for students to complete** (10 min)
- **Teach lesson 2. Use a case study for exam practice**
- **Use the LSS Lesson Plan Templates**



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY SHOULD YOU VOTE?*

LESSON 1 *WHY SHOULD YOU VOTE?*

1.1 START WITH AN ICE-BREAKER: AGREE OR DISAGREE? (5 min)

1. Make two large signs and place these at opposite ends of the classroom. One sign should read: **AGREE** and the other **DISAGREE**.
2. Ask students to listen to the statement you will make, and then get up and quietly move to the agree or disagree sign, depending on whether they agree or disagree with the statement.
3. Once all students have positioned themselves, ask a few students from both the Agree and the Disagree positions to give reasons for their choice.
4. Then read the next statement. Again, ask students to move to either the **AGREE** or **DISAGREE** sign. Ask a few students to give reasons for their choice.
5. Repeat the same process of asking a question and getting students to choose an agree or disagree position. Do this until you have dealt with all three statements.

AGREE ✓

OR

DISAGREE ✕

STATEMENTS TO READ OUT:

1. *It makes no difference if I vote or not; nothing will change for me.*
2. *I don't know who to vote for.*
3. *It is my right and responsibility to vote.*

End the icebreaker by saying: *Watch the video and see if you may change your mind and agree or disagree.*

2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY SHOULD YOU VOTE?*



1.2 INTRODUCE THE VIDEO *WHY SHOULD YOU VOTE?* (5 min)



Say that we will now watch a video that gives good reasons why we should all vote.

Explain that what separates democracies from all other types of political systems, is that government is based on the consent of the citizens. That means that the people and parties who run government are elected by us, the citizens. We vote them into power to govern.

Ask the class this question: ***WHAT ARE YOUR REASONS FOR VOTING?***

Add to their ideas as needed by giving reasons for voting.

- Voting improves the lawfulness of the government
- Voting can bring about change and improves accountability
- Voting is a political right, supported by our Constitution.



1.3 AFRICAN WISDOM

Write this quote on the board or on flipchart in large letters.

"If you think you are too small to make a difference, you haven't spent a night with a mosquito."

Ask the class what this African saying means in terms of people voting.

To add to their responses as needed, point out that:

- Every vote counts
- You do make a difference by voting.
- Every person can make a difference.



HINT!

- Please tell students that you will pause the video to give them enough time to write notes and answer questions.
- Be clear when you give this instruction: **while the video is playing, you should just watch. Do not read, write or discuss while watching.**

Use the Voiceover Handout

Photocopy the handout on the next page for students. Use only if needed.



REMINDER!

Please do not hand out the voiceover text before or during the first video viewing. Only use the Voiceover Handout if you show the video again, or as a take-home resource.

(Image source: <https://www.kissclipart.com/aedes-aegypti-clipart-yellow-fever-mosquito-dengue-kr10ry/>)



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY SHOULD YOU VOTE?*

Handout 1 Voiceover for video text

WHY SHOULD YOU VOTE?

1. Life in South Africa poses many opportunities and challenges and we all have different ideas about how to make our country a better place in which to live.

In any democracy, the power and right to govern should therefore ultimately lie with the people.

During Apartheid millions of black South Africans were forced to live under the decisions of a government for which they were not allowed to vote. The right to vote was perhaps the most important driving force behind the liberation struggle. The principle of “one person, one vote” is the cornerstone of a democratic and free society and the basis for racial equality. But because we cannot all be politicians, we delegate this representative power to our political leaders. To do this, we vote.

When we vote in elections, we choose who we think should represent us and our interests in government. By voting for them we give permission or a ‘mandate’ to politicians to take decisions on our behalf. That’s what we call a representative democracy.

All our democratic representatives are expected to respect the country’s Constitution and represent voters’ interests when governing the country.

2. Now, how does voting benefit us ordinary people?

2.1 It is important to understand that when we vote, we don’t just choose a political party or certain politicians, but we influence the future of our country.

If your community needed to vote on an issue but very few people participated in the process, this could result in unpopular decisions being taken.

Let’s say for example there are 1000 people in your community and only 100 of that 1000 came out to vote. And of the 100 people who voted, 80 people chose to vote for a very unpopular position. This means that 80% of those who voted supported the unpopular option. If everyone has to abide by the decision, it will not reflect the will of the majority since less than 10% of the community chose to vote.

2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY SHOULD YOU VOTE?*



So, even if we feel dissatisfied with the choices offered by our political parties, it is still important to vote, even if it's for the least bad option. Declining to vote does not punish candidates or political parties; it simply means that fewer people vote the winner into power.

Political leaders and parties make decisions that affect our lives. They formulate and implement policies about issues such as health care, education, housing, water and sanitation. And they also have an enormous amount of power over the money we pay to government as taxes.

Thus, we should think carefully about who we want in positions of power. When we think about who to vote for, we should look at their policies and whether we think the party will be responsive to our interests and needs.

It is also important to examine the personal qualities of candidates, and vote for leaders who we think will obey the laws, spend tax monies wisely, and not use it for themselves or on their friends or family.

2.2 In a democracy, elections are held regularly. In South Africa they take place every 5 years.

Elections allow us to judge our current government's performance in the previous five years. In this way, voting allows us to hold those in government accountable. Accountability involves the obligation of elected political leaders to answer for their decisions.

If you approve of the government's performance since the previous election or it is the only party that you feel happy with, you may want to re-elect the same political party or candidate.

If you think the current government did not live up to your expectations and did not improve people's lives or passed policies that are not to be supported, voting allows you to show your dissatisfaction by choosing another party or candidate. If enough other people feel the same, a different government can come into power.

South Africa's political system awards seats in Parliament in proportion to the total number of votes a party receives in an election. This means that even parties that obtain a low proportion of the votes can gain representation and influence decision-making processes in Parliament. Thus, even if the party that you voted for is not represented in government, it can still use its role in Parliament to monitor the ruling party and hold it accountable to what it promised and to the constitution.



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY SHOULD YOU VOTE?*

2.3 The majority of people in South Africa have only enjoyed the right to vote since 1994. Before 1994, the Apartheid government ran South Africa and many people's voices were not heard. The right to vote was perhaps the most important driving force behind the liberation struggle. The principle of "one person, one vote" is the cornerstone of any democratic and free society and the basis for racial equality.

So when we vote, we recognize *how privileged we as South Africans are* to exercise the rights that we fought for, for so long. The right to vote is entrenched in the Bill of Rights in Chapter 2 of our Constitution.

The Constitution affirms that every person from the age of 18 may take part in all South African elections.

3. A successful democracy can only survive and flourish if citizens see their participation in the political process as *their* responsibility – even if you are not happy with your political leaders. As an individual, voting is the easiest way to contribute to and participate in the democratic process.

By taking part in elections, we help our democracy work. Elections make democracy happen. By voting, we safeguard the rights we hold dear.

SO, WHY SHOULD WE VOTE?

- You should vote, because you care about the future of your country.
- You should vote to support the current government or alternatively to support the opposition if you believe that either a strong opposition or even a change of government is necessary.
- And you should vote, simply because, in a democracy, you can.

2. A STEP BY STEP GUIDE: USE THE VIDEO WHY SHOULD YOU VOTE?



2. PLAY THE VIDEO (25 min)

1. Download the video from:

<http://www.civicsacademy.co.za/video/why-should-i-vote/>

Play the video, pause, ask questions and listen to students' answers; then resume to play the video again (video is 7 min 19 sec. Allocate 25 min for this video section)

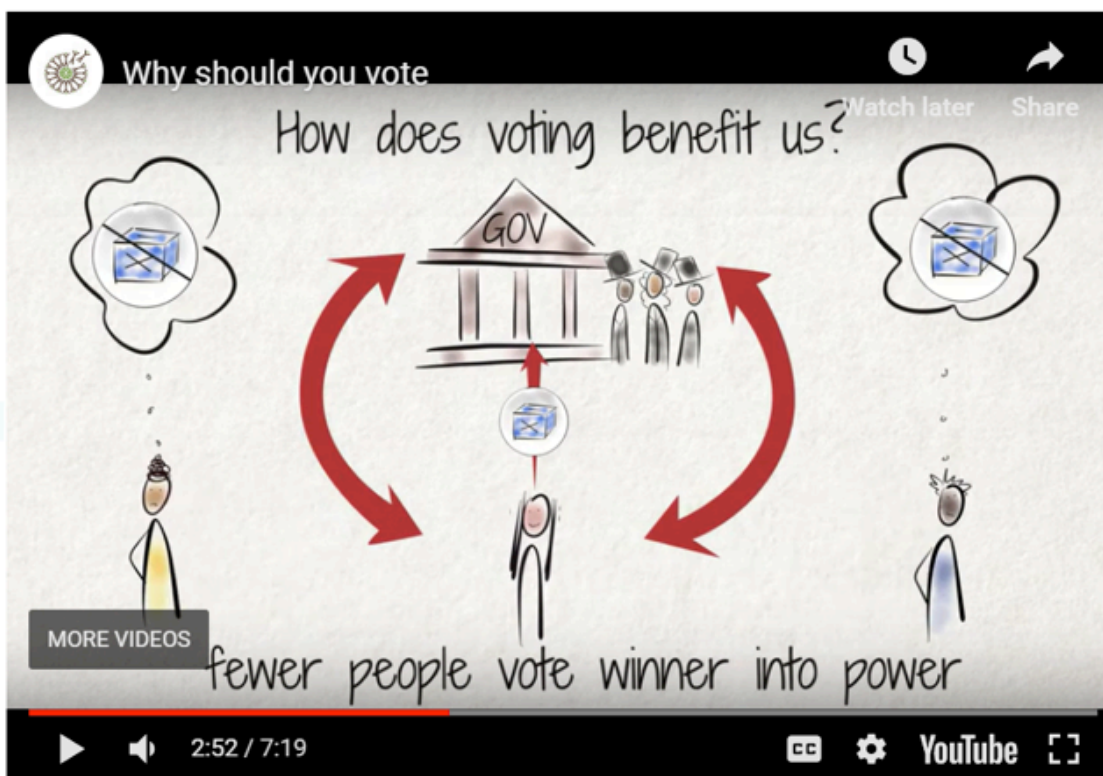


2. Play the video



3. Pause 1 at 2:52

This is the screen that appears where you should pause.



Ask students to share answers to this question in pairs:

1. *What happens when only a few people vote?*

Example answers to add to students' responses as needed:

- Refusing to vote does not punish candidates or political parties. It only means that fewer people vote the winner into power. Then that person may not represent the needs of the majority of the people.
- By not taking part in elections, we do not help our democracy work. Elections can only make democracy happen if there is a high voter percentage.



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY SHOULD YOU VOTE?*



4. **Resume** to Play the video.



5. **Pause 2** at 6:12

This is the screen that appears where you should pause.



- Ask: 2. *What does the right to vote mean for you?*

Example answers to add to students' responses as needed:

- The right to vote was perhaps the most important driving force behind the liberation struggle. Others fought and died for our right to vote.
- The principle of "one person, one vote" is the cornerstone of any democratic and free society and the basis for racial equality.
- The right to vote is entrenched in the Bill of Rights in Chapter 2 of our Constitution.
- By voting, you play a part in keeping South Africa's democracy alive and healthy.

2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY SHOULD YOU VOTE?*



6. Resume to Play the video. Play the video to end.



- Let students make notes of the main points in the video summary.
- Get students to discuss in pairs and make notes of their answers to these questions:

3. *Why should you vote?*

4. *What are the benefits of voting?*

Example answers to add to students' responses as needed:

3.

- You should vote, because then you show you care about the future of your country.
- You should vote to support the current government or alternatively to support the opposition if you believe that either a strong opposition or even a change of government is necessary.
- And you should vote, just because, in a democracy, you can. It is your right.

4.

- We have a say in choosing our government.
- We help our democracy work because elections make democracy happen.
- By voting, we protect our rights.
- Voting helps to give us control of what we want.



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY SHOULD YOU VOTE?*

3. ROLE PLAY SCENARIOS (15 min)

1. Let students work in groups of 3 or 4 max.
2. Photocopy and then cut out the role play scenarios, so each group has a different role play. See the scenarios on the next page.
3. Explain to students that for each role play, they need to persuade a person to vote. They need to respond to the reason the person gives to not vote, and find a solution or counter-argument.
4. Give them time to discuss and plan their role play. The students may take turns to be the person who does not want to vote.
5. Let each group present their role play for a max of 1 minute. However, if you run out of time, ask only a few groups to present. The most learning comes from planning and preparing the role play. Have a brief class discussion after each role play.
6. Derole and thank students.

4. HAND OUT THE REFLECTION WORKSHEET (10 min)

1. Let students complete the reflection worksheet after the role play. Find the Worksheet on page 109.
2. Give students crayons to draw for questions 5 and 6.
3. Play gentle music softly in the background.
4. Then get students to share their responses in pairs.
5. Ask a few students to share their responses with the class.
6. Remind the students of the African Wisdom and thank them for their active participation.

2. A STEP BY STEP GUIDE: USE THE VIDEO WHY SHOULD YOU VOTE?



SCENARIOS FOR ROLE PLAYS



Scenario 1

Tuma says: "There is so much unemployment in our country. I worry about my future and how I will get a job. It won't help me to get a job if I vote."

Give Tuma good reasons to vote.



Scenario 2

Kagiso says: "No, there is too much corruption with politicians and governments. I am not going to vote. Politicians just enrich themselves and their families, why should I give them this power? Count me out!"

Convince Kagiso that he should vote.



Scenario 3

Anathi says the infrastructure in her area has not improved. She says: "Why should I vote? We are always ignored."

Give Anathi reasons to vote.



Scenario 4

Msizi says he will not vote because it is still too expensive to get an education. He says: "Despite #FeesMustFall, we are still struggling as students."

Persuade Msizi to vote.



Scenario 5

Rifumu says she will only vote if there is an App so she can vote from her cellphone. "I don't want to go out, I want to vote from home."

Persuade Rifumu to go out and vote.





2. A STEP BY STEP GUIDE: USE THE VIDEO WHY SHOULD YOU VOTE?



Scenario 6

Babalwa says she is tired of just promises. “Every election they promise us, but they never do what they promised.”

Convince Babalwa to vote.



Scenario 7

Sesi says she is not interested in politics. “Anyway, I don’t trust politicians!” she says.

Explain to Sesi why she should vote.



Scenario 8

Aluwani says he does not know who to vote for. He says there is no person or party that answers his needs or speaks to him. He says it is easier to just not vote.

Convince Aluwani to vote.



Scenario 9

Khensani feels that voting makes no difference.

Persuade Khensani to vote.



Scenario 10

Teboho says: “I gain nothing from politics and from voting.”

Convince Teboho to vote.



2. A STEP BY STEP GUIDE: USE THE VIDEO WHY SHOULD YOU VOTE?



WORKSHEET 1 WHY VOTE? REFLECTION

1. What did you learn about the importance of voting during your role play?

.....

.....

2. What did you learn about the importance of voting during other groups' role plays?

.....

.....

3. Summarise how you will persuade a friend to vote:

.....

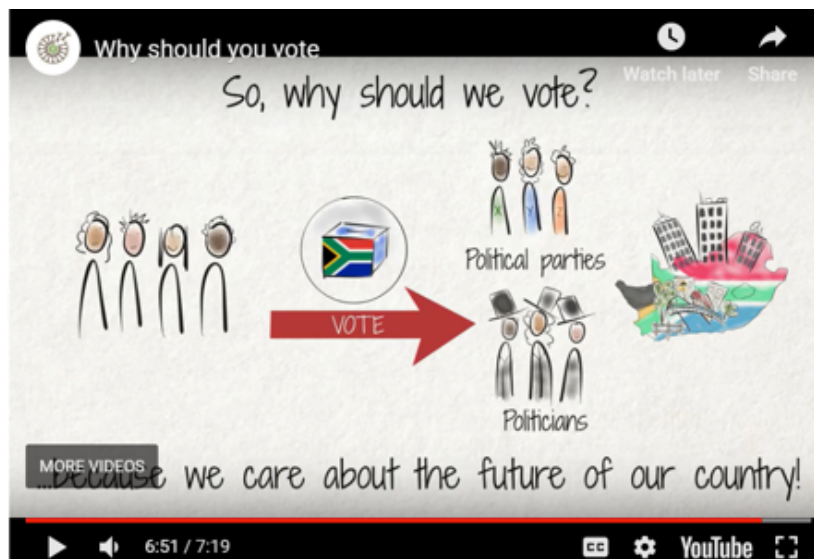
.....

4. Look at the screenshot below and then answer the question.
Do you agree or disagree with the statement on the screen?
We should vote because we care about the future of our country!
Give reasons for your answer.

.....

.....

.....



(Image source: <http://www.civicsacademy.co.za/video/why-should-i-vote/>)



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY SHOULD YOU VOTE?*

WORKSHEET 1 WHY VOTE? REFLECTION

5. Write or draw a summary of what you learnt in the video
Why should you vote?

.....

.....

.....

.....

.....

.....

.....

6. Make a drawing of yourself as a voter.
Write short notes to explain your drawing.

.....

.....

.....

2. A STEP BY STEP GUIDE: USE THE VIDEO WHY SHOULD YOU VOTE?



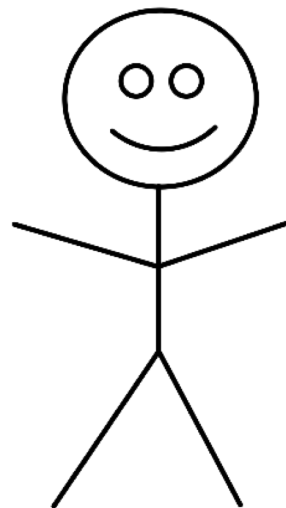
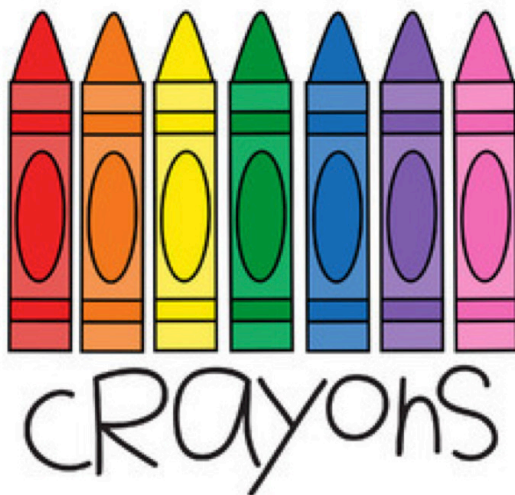
3. LESSON 2 WHY SHOULD YOU VOTE? CASE STUDY



1. Play the video again. (10 min)

2. Let students complete the case study. (40 min)

- Photocopy the case study on the next page.
- Allow them to briefly discuss the case study in small groups before they complete the questions individually.
- Allocate each group one of the eight reasons in the case study. Get students to work in the same small groups to draw a cartoon of the allocated point of the case study. Ensure you cover all 8 points. Give the students crayons and flipchart paper or a few sheets of A4 paper.



Link this lesson with the use of the computer.

- Ask students to type a summary of what they learnt from viewing the video again.
- Get students to create a social media campaign on the importance of voting.

3. Reflection and consolidation (10 min)

1. Go over the answers of the case study as given in the Guide.

2. Ask students to share their answers to these questions with the class:

- Why should you vote?
- What happens when you don't vote?
- How do you feel about yourself as a voter?

3. Thank students for their co-operation and remind them to vote in all elections!



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY SHOULD YOU VOTE?*

CASE STUDY 8 REASONS WHY MZANZI NEEDS YOUR VOTE

Congrats! You're done with school and ready to start the next phase of your life. That means making your voice heard in our democracy.

Reason number 1: Because young people can change the outcome

South Africa has one of the youngest populations in the world – over 30% of the population is younger than 15 years, and over 58% are under 30 years. The single largest age group of voting age population is for those aged 20–29 – an estimated 10.8 million people. That means young people like you have the power to determine the outcome of an election – if you just used this power at the voting station!

Reason number 2: Because no one cares about youth issues except the youth

Stats show that older voters are more likely to vote – which means their concerns and issues are likely to dominate the political agenda. By exercising their considerable voting power, young people like you could make sure that issues important to them are put on the agenda. No one cares about young people more than young voters!

Reason number 3: If you don't vote, you can't complain.

If you don't vote, then you get stuck with other people's choices – and you can't even complain about it because you let it happen. By participating in the electoral process – as voters, candidates, activists and observers – you get a say not only in elections but for the next five years in how things are done.

Reason number 4: Because you can!

You may take your right to vote and all other rights in our Constitution for granted, but 25 years ago most of the people in this country were not allowed to vote. Many of your parents were not allowed to vote, and your grandparents were not allowed to vote. Many of them were arrested and jailed for demanding this most basic human right. Others were tortured and killed. You can vote. Simply by presenting yourself at a registration station with your ID on 26 or 27 January 2019 puts you on the voters' roll for life – and lets you vote in every future election.

Reason number 5: Democracy needs you!

Democracy only works if people participate. That sounds obvious but unless people actively participate in the process, democracy doesn't work and you get something less and something worse.

Reason number 6: There has never been a generation with more information about politics and elections

Technology and connectivity mean that your generation is probably the best informed and best equipped to vote in history. Social media is giving you access to information which previous generations of voters didn't – and still don't have. You are becoming the experts ahead of your parents. Use that expertise to make sure our country heads in the right direction.

2. A STEP BY STEP GUIDE: USE THE VIDEO WHY SHOULD YOU VOTE?



Reason number 7: FOMO

Voting is pretty cool – and when your friends are all instagramming their thumbies on voting day you’re going to be missing out.

Reason number 8: Five years is a long time with an old phone!

If you’re thinking that right now you’ve got better things to do with your time come voting day and that you’ll vote next time, think again! Five years is a long time to be stuck with something you don’t want or that doesn’t work. Just imagine what it would be like to be stuck with the same cellphone for five years ... especially one with limited features. Just think how many phone upgrades you are going to get before you get the chance to upgrade your government!

(Source: <https://www.news24.com/PartnerContent/8-reasons-why-mzansi-needs-your-vote-20181221>)

Questions

1. How can you make your voice heard in our country? **(2)**

.....

2. Why is it important to vote? **(2)**

.....

3. Which three reasons do you think are the best to convince young people to vote? Explain why you chose each of these three reasons. **(3 x 2 = 6)**

.....

.....

.....

4. Imagine you must give a short speech to motivate students on your campus to vote. Write a short paragraph to summarise what you will say. **(5 x 2)**

.....

.....

.....

.....

.....

Total marks: 20



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY SHOULD YOU VOTE?*

EXAMPLE ANSWERS

1. You can vote ✓ and speak up about issues that concern you/ask a representative for whom you voted, to address these issues. ✓ (2)

2. When you vote you show that you take your civic responsibilities seriously. ✓
When you vote your vote counts; you have a say in how SA is governed. If you don't vote, you have no say and other people make decisions for you. ✓ (2)

3. Students answers will differ. Allocate 2 marks for each the 3 reasons they give. They can choose any 3 of the 8 reasons why you should vote, but should give reasons why these are the 3 best reasons, in their own words, showing they understand the issues. (3 x 2 = 6)

4. Students answers will differ. An example is:

Vote my fellow-students; vote to have your say and to make your voice heard! ✓✓
Now is your opportunity to get government to address the issues that concern you ✓✓ such as for example free college education, access to free Wi-Fi, more employment opportunities for youth, equality for women, the abolishment of violence against women and the guarantee that government will help to address the challenge of climate change. ✓✓ With your vote you have the power to make a difference in your life; every vote counts! ✓✓ Promote democracy by casting your vote; show you are about promoting a democratic South Africa. ✓✓

(5 x 2 = 10)

Total marks: 20

3. LSS LESSON PLAN TEMPLATES



Lesson Plan 1 *Why should you vote?*

Level: 4	Date:	Lesson Duration: 1 hour		
Topic	4	SO	LO	4.3.1 Explain why it is important to vote in elections 4.3.2 Indicate who is eligible to vote in national and provincial elections 4.3.3 List the required documents for voting 4.3.4 Describe the voting process
Year plan				
Lesson Topic & Aims	<p><i>Why should you vote</i></p> <ul style="list-style-type: none"> To motivate students to vote and understand the voting process. 			
Computer	<ul style="list-style-type: none"> Students use the Computer to use both the case study as well as the video script <i>Why should you vote?</i> to retype and apply the MS Word functions as per curriculum. They do this in the Computer lesson, not during this Life Skills lesson. 			
Preparation: What you need	<ul style="list-style-type: none"> Download the video from: http://www.civicsacademy.co.za/video/why-should-i-vote/ Tape or Prestik to put flipcharts on wall Crayons Gentle music <p>Advance preparation: what you need to do before the lesson</p> <ol style="list-style-type: none"> Make 2 large signs: Disagree and Agree. Photocopy the Worksheet Why should you vote? Reflection (2 pages) Photocopy the Handout with Voiceover text to hand out after watching the video, if needed. Photocopy and cut out the scenarios so each group can have a scenario. Write the <i>African Wisdom</i> in big letters on flipchart or the board. Please read the full lesson plan in the Guide before you teach the lesson. Answers to questions are in the Guide. 			
Lesson summary (Please read the rest of the lesson plan for the details)				
1.1 Ice-breaker: Agree or Disagree (5 min)				
1.2. Introduce the video, check on prior knowledge, ask questions and 1.3 African Wisdom (5 min)				
2. Play the video <i>Why should you vote?</i> pause, ask questions (25 min)				
3. Group work: Role Play (15 min)				
4. Reflection and consolidation: Worksheet (10 min)				



3. LSS LESSON PLAN TEMPLATES

Teaching activities: What will you, the lecturer do?	Questions you will ask	Learning activities: What will your students do?	Time per activity
<p>1.1 Do this quick ice-breaker: Agree or disagree (5 min)</p> <ol style="list-style-type: none"> Place the two large signs at opposite ends of the classroom. One sign should read: AGREE and the other DISAGREE. Ask students to listen to the statement you will make, and then get up and quietly move to the agree or disagree sign, depending on whether they <i>agree</i> or <i>disagree</i> with the statement. Once all students have positioned themselves, ask a few students from both the Agree and the Disagree positions to give reasons for their choice. Then read the next statement. Again, ask students to move to either the Agree or Disagree sign. Ask a few students to give reasons for their choice. Repeat the same process of asking a question and getting students to choose an <i>agree</i> or <i>disagree</i> position. Do this until you have dealt with all three statements. 	<p>Statements to read out:</p> <ol style="list-style-type: none"> <i>It makes no difference if I vote or not; nothing will change for me.</i> <i>I don't know who to vote for.</i> <i>It is my right and responsibility to vote.</i> 	<p>Choose an option and say why</p>	<p>5 min</p>
<p>1.2 Introduce the lesson by asking students. (5 min)</p> <p>1.3 Tell students they will be viewing a video called 'Why should you vote?'</p> <ol style="list-style-type: none"> Ask question 1 in the next column. Example answers are given in the Guide. Share the African Wisdom with students. 	<ol style="list-style-type: none"> What are your reasons for voting? 	<p>Answer question</p>	<p>5 min</p>
<p>1.3 African Wisdom</p> <p><i>if you think you are too small to make a difference, you haven't spent a night with a mosquito.</i></p> <ol style="list-style-type: none"> Ask the class question 2 in the next column. Example answers are given in the Guide. 	<ol style="list-style-type: none"> What does this African saying mean in terms of people voting? 	<p>Analyse quote</p>	

3. LSS LESSON PLAN TEMPLATES



Teaching activities: What will you, the lecturer do?	Questions you will ask	Learning activities: What will your students do?	Time per activity
<p>2. Play the video, pause and ask questions (25 min)</p> <ol style="list-style-type: none"> 1. Play the video. 2. Pause at 2:52 and ask the students question 1 in the next column. 3. Play the video. Pause at 06:12. Ask question 2 in the next column. 4. Play the video. Pause at 4:48. Get the class to brainstorm answers to question 2 in the next column. 5. Play the video to the end. Ask questions 3-4 in the next column. 6. Example answers to all the questions are given in the Guide. 7. Ask students to make notes of the main points in the video summary. 8. Ask students to discuss in pairs and make notes of their answers to questions 	<ol style="list-style-type: none"> 1. What happens when only a few people vote? 2. What does the right to vote mean for you? 3. Why should you vote? 4. What are the benefits of voting? 	<p>Watch the video. Answer questions when the video is paused. Make notes.</p>	25 min
<p>3. Group work: Role play (15 min)</p> <ol style="list-style-type: none"> 1. Let students work in groups of 3 or 4 max. 2. Photocopy and then cut out the role play scenarios, so each group has a different role play. 3. Explain to students that for each role play, they need to persuade a person to vote. They need to respond to the reason the person gives to <i>not</i> vote, and find a solution or counter-argument. 4. Give them time to discuss and plan their role play. The students may take turns to be the person who does not want to vote. 5. Let a few groups present their role play for a max of 1 minute. Have a brief class discussion after each role play. 6. Derole and thank students. 		<p>Role play a person who does not want to vote as well as a person who persuades others to vote.</p>	15 min
<p>4. Reflection, consolidation and ending (10 min)</p> <ol style="list-style-type: none"> 1. Hand out the Worksheet Why should you vote? Reflection. 2. Give students crayons to draw for questions 5 and 6. 3. Ask students to complete the Worksheet, working individually. 4. Play gentle music softly in the background. 5. Then get students to share their responses in pairs. 6. Ask a few students to share their responses with the class. 7. Remind the students of the African Wisdom and thank them for their active participation. 		<p>Complete worksheet, draw images, and share answers</p>	10 min
<p>Sequencing and Follow-on: (what you will do in the next lesson, adjustments in lesson plan, revision, aspects not completed to deal with) Lesson 2 Why should you vote: Case study</p>			
<p>Lecturer's reflection on current lesson:</p>			



3. LSS LESSON PLAN TEMPLATES

Lesson Plan 2: Why should you vote Case study and Cartoon

Level: 4	Date:	Lesson Duration: 1 hour		
Topic	4	SO	LO	4.3.1 Explain why it is important to vote in elections 4.3.2 Indicate who is eligible to vote in national and provincial elections 4.3.3 List the required documents for voting 4.3.4 Describe the voting process
Year plan				
Lesson Topic & Aims	<p>Why should you vote</p> <ul style="list-style-type: none"> To motivate students to vote and understand the voting process. 			
Computer	Ask students to type a summary of what they learnt from viewing the video again. Get students to create a social media campaign on the importance of voting. They do this in the Computer class, not the Life Skills class.			
Preparation: What you need	<p>Advance preparation: what you need to do before the lesson</p> <ul style="list-style-type: none"> Download the video from: http://www.civicsacademy.co.za/video/why-should-i-vote/ Crayons Flipchart or A4 papers to draw on 			
Lesson summary (Please read the rest of the lesson plan for the details)				
1. Play the video Why should you vote? again (10 min)				
2. Group: Case study and Cartoons (40 min)				
3. Reflection and consolidation: Share ideas (10 min)				

3. LSS LESSON PLAN TEMPLATES



Teaching activities: What will you, the lecturer do?	Questions you will ask	Learning activities: What will your students do?	Time per activity
<p>1. Play the video <i>Why should you vote?</i> again (10 min) Play the video, ask if students have questions and allow for a brief discussion.</p>		Watch the video.	6 min
<p>2. Group work: Case study and Cartoons (40 min)</p> <ol style="list-style-type: none"> 1. Hand out the case study for students to complete. 2. Allow them to briefly discuss the case study in small groups before they complete the questions individually. 3. Allocate each group one of the eight reasons in the case study. Get students to work in the same small groups to draw a cartoon of the allocated point of the case study. Ensure you cover all 8 points. Give the students crayons and flipchart paper or a few sheets of A4 paper. 4. Give each group a chance to share and explain their cartoon with the rest of the class. 			(35 min)
<p>3. Reflecting, consolidation and ending (10 min)</p> <ol style="list-style-type: none"> 1. Go over the answers of the case study as given in the Guide. 2. Ask students to answer the questions in the next column. They can share in their small groups or with the rest of the class. 3. Thank students for their co-operation and remind them to vote in allelections! 	<ol style="list-style-type: none"> 1. Why should you vote? 2. What happens when you don't vote? 3. How do you feel about yourself as a voter? 	Answer questions in a case study	10 min
<p>Sequencing and Follow-on: <i>(what you will do in the next lesson, adjustments in lesson plan, revision, aspects not completed to deal with)</i> Lesson on What are free and fair elections?</p>			
<p>Lecturer's reflection on current lesson:</p>			



4. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE FREE AND FAIR ELECTIONS?*

This section shows you in a step-by-step way how to structure your lesson.
PLEASE READ THIS SECTION CAREFULLY.

Times given are approximate. Time needed will depend on class size. These are approximate times for a class of 30 students. This lesson will be one period, about one hour.



(Source: <http://www.civicsacademy.co.za/video/free-and-fair-elections/>)

LESSON SUMMARY

- Start the lesson with an ice-breaker (10min)
- Introduce the video (5 min)
- Use the Handout with voiceover text as needed
- Play the video – pause, ask questions and listen to students' answers; then resume to play the video again (video is 7 min 30 sec, add time to pause video and for discussion, total time is 15 min)
- Let students discuss and draw in groups (20 min)
- Hand out the Reflection Worksheet for students to complete (10 min)
- Give an assessment task: Voting Project
- Use the LSS Lesson Plan Templates

4. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE FREE AND FAIR ELECTIONS?*



LESSON 1 *WHAT ARE FREE AND FAIR ELECTIONS?*

1.1 START WITH AN ICE-BREAKER: RAP, SING AND DANCE (10 min)

1. Divide the class into four groups.
2. Each group should create a short rap, song and/or dance to motivate why you should vote in elections.
- 3.

Let the groups quickly present to the class.

4. Presentations should be short – no longer than 1 minute per group.
5. The presentations will allow you to see what the students understand and remember from the previous two lessons on why you should vote.



1.2 INTRODUCE THE VIDEO *WHAT ARE FREE AND FAIR ELECTIONS?* (5 min)



Tell the class that this video is about free and fair elections.
In a democracy, elections must be free and fair.

This video deals with:

- What are free and fair elections?
- The role of the Electoral Commission (IEC)
- The role of election observers & party agents
- Threats to free & fair elections
- Complaint and dispute resolution – what can you do as an individual?

Ask the class this question:

Why should elections in a democracy be free and fair?

To add to students' responses, example answers are:

- To express the true will and choices of the citizens who vote; the electorate.
- Elections are a core part of any democracy. If these elections are not free and fair, a democracy cannot work.

(Image source: <http://www.civicsacademy.co.za/video/free-and-fair-elections/>)



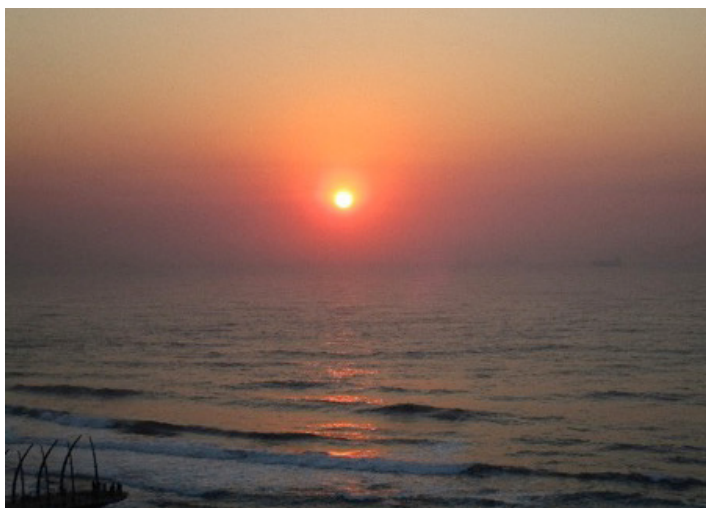
4. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE FREE AND FAIR ELECTIONS?*

1.3 AFRICAN WISDOM

Display this African saying:

"There can be no peace without understanding."

Ask the class what this African saying means in terms of free and fair elections.



To add to their responses as needed, explain that:

- If we understand the process of elections and voting, we will also understand the need for peaceful elections.
- When there is violence, free and fair elections cannot happen.



HINT!

- Please tell students that you will pause the video to give them enough time to write notes and answer questions.
- Be clear when you give this instruction: **while the video is playing, you should just watch. Do not read, write or discuss while watching.**

Use the Voiceover Handout

Photocopy the handout on the next page for students. Use only if needed.



REMINDER!

Please do not hand out the voiceover text before or during the first video viewing. Only use the Voiceover Handout if you show the video again, or as a take-home resource.

4. A STEP BY STEP GUIDE: USE THE VIDEO WHAT ARE FREE AND FAIR ELECTIONS?



Handout with Voiceover text

WHAT ARE FREE AND FAIR ELECTIONS?

1. Elections are a central feature of democracy. For elections to express the will of the electorate, they must be 'free and fair'.

'Free' means that all those entitled to vote have the right to be registered and to vote and must be free to make their choice. In South Africa every citizen from the age of 18 is entitled to vote.

An election is considered 'free' when you can decide whether or not to vote and vote freely for the candidate or party of your choice without fear or intimidation. A 'free' election is also one where you are confident that who you vote for remains your secret.

'Fair' means that all registered political parties have an equal right to contest the elections, campaign for voter support and hold meetings and rallies. This gives them a fair chance to convince voters to vote for them. A fair election is also one in which all voters have an equal opportunity to register, where all votes are counted, and where the announced results reflect the actual vote totals.

2. To ensure that an election is free and fair, it must be run by an independent body that is not influenced by the current government. It is usually called an *electoral commission*. In South Africa the Electoral Commission – also called the 'IEC' – is mandated to fulfil this task.

The IEC operates independently from government. It registers voters, manages and oversees election day, counts the votes and releases the election results in line with the Electoral Act of 1996.

To be trusted, it is necessary for the IEC to act in an open and transparent manner. It must publish the names of all registered voters, in other words the voters' roll, and must announce election results to the public.

Representatives of political parties and provincial IEC staff serve on provincial **Party Liaison Committees (PLC)**. PLCs monitor the conditions under which election campaigns are conducted, and identify and solve problems as soon as they arise.

The **Electoral Court** has the power to review the correctness and procedural fairness of any decision taken by the IEC.



4. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE FREE AND FAIR ELECTIONS?*

We as voters also have a role to play to ensure that elections are free and fair. There is a code of conduct that everyone must follow before during and after the elections. According to this code it is illegal for anyone to:

- Prevent someone else from speaking to voters;
- Interfere with the voter's right to secrecy;
- Use language which promotes violence;
- Intimidate candidates or voters;
- Offer any reward for casting votes for a party;
- Remove or destroy posters of parties;
- Bribe IEC officials; and
- prevent the IEC from doing its job.

3. Other people who have a special role to play in upholding free and fair elections in South Africa are *election observers and party agents*.

Election observers are independent organisations or people from South Africa or the international community. Election observers are election 'watchdogs'. They monitor the voting process at polling stations, the counting of votes, the compilation of results and their announcement.

In South Africa political parties can send a maximum of two party agents to each polling station. Party agents are additional watchdogs to prevent fraud and cheating and to ensure the accuracy of election results provided by individual polling stations.

Observers and party agents are not allowed to interfere with the election or watch voters marking their ballots.

If observers and party agents do a good job, they can contribute greatly towards free and fair elections.

4. Because there is so much at stake during elections, some individuals or groups may resort to unfair practices to improve their chances to win. It's important to guard against such *electoral malpractice and fraud*.

This can occur at all three stages of an election. In the **period before the election** it is very important that there is no tampering with voter registration. Political parties must also be able to campaign in any area that they choose. Everyone should be able to express their political opinion without fear or intimidation.

On election day fraud may occur in the form of bribery, voter intimidation or the stuffing of ballot boxes with fake ballots.

4. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE FREE AND FAIR ELECTIONS?*



After the election fraud can occur with the counting of votes or simply with the releasing of incorrect election results.

Such **unfair practices** can lead to false election results that do not reflect the will of the people. This is not only a threat to the credibility and acceptance of elections by the wider public, but also a threat to democracy as a whole.

5. So what can you do if you detect electoral fraud and malpractice?

If you have proof that the conduct of the election was not free or fair, you have the duty to report it! You can object to anything that happened during the elections that can affect the election results.

As a voter, you can do this by submitting a complaint at the voting station. The person in charge of the voting station is called the Presiding Officer. He or she will deal with your complaint at the voting station, while a Counting Officer manages objections during the vote-counting and results phases.

The Presiding Officer at the voting station will give you a form to fill in and must investigate your complaint. He or she is also responsible for providing you with written findings before the election results have been declared. If you are not happy with the decision, you can appeal to the Electoral Court within three days of the IEC's decision.

A record must be kept of every complaint or objection.

6. So remember, an election is free and fair when there is:

- An equal opportunity for all people to register to vote,
- Freedom for every registered voter to confidentially cast his or her vote,
- A fair process for all political parties to contest the elections,
- The guarantee that all votes are counted, and the actual results are announced publicly, and
- An independent and trusted electoral commission, which is supported by election observers and party agents to monitor the entire electoral process.

And because we live in a democracy, it also means that you have the right to complain. Legal mechanisms are in place to safeguard your rights.



4. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE FREE AND FAIR ELECTIONS?*

2. PLAY THE VIDEO (15 min)

1. Download the video from:

<http://www.civicsacademy.co.za/video/free-and-fair-elections/>

The video is 7 min 30 sec. Remember to pause, ask questions and listen to students' answers; then resume to play the video again. Total time is thus 15 min.

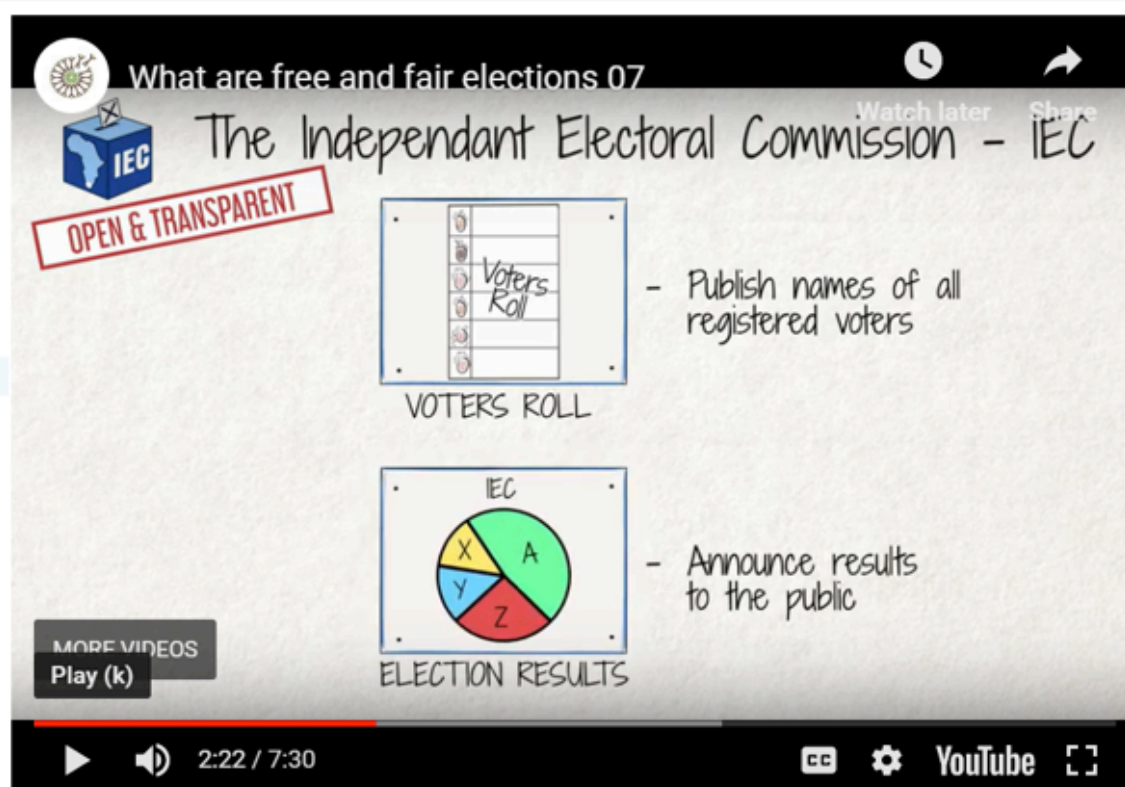


2. Play the video



3. Pause 1 at 2:22

This is the screen that appears where you pause.



- Ask: 1. *What is the role of the IEC?*

Example answers to add to students' responses as needed:

- To ensure that an election is free and fair.
- An independent organisation must run an election; the IEC is an independent organisation that does not favour one party over the other.
- To operate independently from government.
- To register voters, manage and oversee election day, count the votes and release the election results.
- To publish the voter's roll.
- To announce election results to the public.



4. Resume to Play the video.

4. A STEP BY STEP GUIDE: USE THE VIDEO WHAT ARE FREE AND FAIR ELECTIONS?



5. Pause 2 at 5:41

This is the screen that will appear where you pause.



- Ask: 2. *What is the Election Code of Conduct?*

Example answers to add to students' responses as needed:

- The Electoral Act contains an Electoral Code of Conduct aimed at promoting conditions that encourage free and fair elections.
- It aims to create a climate of tolerance, free political campaigning, and open public debate.

Parties and candidates and citizens must:

- Speak out against political violence and threats against other parties, the Electoral Commission, members of the public and the media.
- Let the authorities know about planned marches or rallies.
- Communicate with other political parties about planned political events.
- Recognise the authority of the Electoral Commission.
- Work with the Electoral Commission structures and allow them to perform their duties.

Behaviour that is not allowed:

- Using language which provokes violence.
- Intimidation of candidates or voters.
- Publishing false information about other candidates or parties.
- Copying or stealing any other party's symbols, name or acronyms.
- Offering any inducement or reward to a person to vote for a party.
- Destroying, removing or defacing posters of other parties.
- Carrying arms or weapons at political meetings, marches or rallies.
- Bribing voters to vote or not vote.
- Generally abusing a position of power, privilege or influence to influence the outcome of an election.

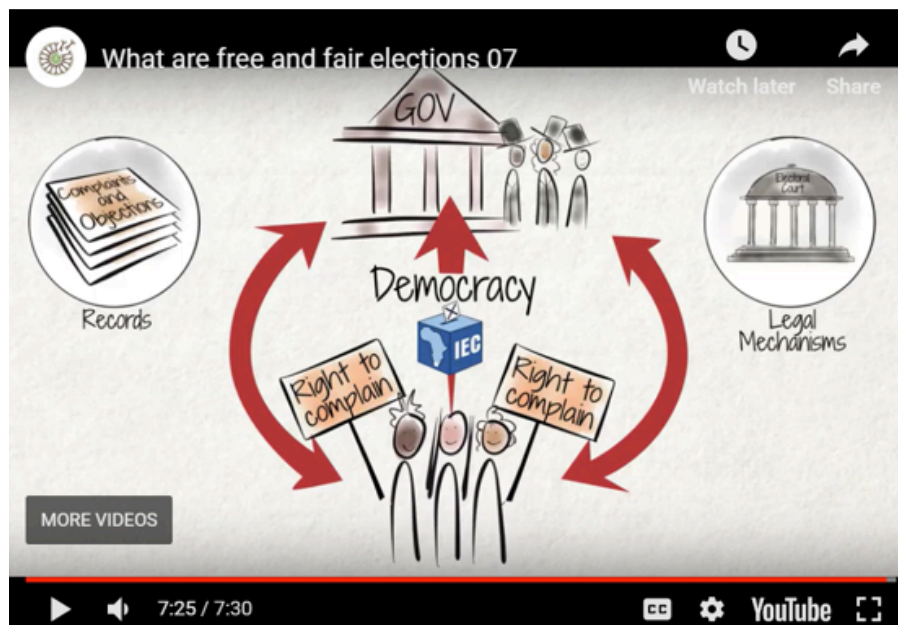
Also see: <https://www.elections.org.za/content/Parties/The-Electoral-Code-of-Conduct>



4. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE FREE AND FAIR ELECTIONS?*



6. Resume to Play the video to the end.



7. Conclude by asking students these questions:

3. *When is an election free and fair?*
4. *Why is it important to have free and fair elections?*

Example answers to add to students' responses as needed:

3. An election is free and fair when there is:
 - An equal opportunity for all people to register to vote.
 - Freedom for every registered voter to confidentially cast their vote.
 - A fair process for all political parties to contest the elections.
 - All votes are counted, and the actual results are announced publicly.
 - An independent and trusted electoral commission, which is supported by election observers and party agents to monitor the entire electoral process.
 - Because we live in a democracy, it also means that you have the right to complain and report irregularities. Legal mechanisms are in place to protect your rights.
4. It is important to have free and fair elections because this is the only way to protect our democracy.



8. Play the video again if needed.

4. A STEP BY STEP GUIDE: USE THE VIDEO WHAT ARE FREE AND FAIR ELECTIONS?



3. GROUP TASKS AND DISCUSSIONS (25 min)

The Life Orientation curriculum asks students to '4.3.5 *Critically analyse the role of the IEC in elections.*' Often, in exams, students would merely list the functions of the IEC, but not **critically discuss** these, and so lose marks.

To critically discuss means that students will think deeply about what the IEC does, how well they do it and what would happen if there were no IEC. They could consider what contribution the IEC makes to free and fair elections.

1. Photocopy the Handout ***The Independent Electoral Commission*** on page 131-132 and give each student a copy. Students should read the information and use that in this activity.
2. Divide the class into 4 groups.
3. Give each group crayons and flipchart, as well as marker pens.
4. Photocopy and cut out the group tasks on the next page. Give each group a different task.
5. Give students 15 minutes to read, brainstorm, draw and discuss.
6. Then ask a spokesperson from each group to present one key idea to the class.

4. REFLECTION (5 min)

To consolidate and reflect, facilitate a short class discussion on these questions:

1. *How do you feel about the role of the IEC in elections?*
2. *What contributes to free and fair elections?*
3. *What would happen if there were no IEC?*
4. *Give one sentence to praise the work of the IEC.*

Hand out the Reflection Worksheet for students to complete at home.
See page 133.



4. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE FREE AND FAIR ELECTIONS?*

GROUP TASKS



Group 1 Free

Read the information about the IEC and use what you learnt from watching the video.

Brainstorm ideas and make drawings to explain:

- the meaning of free
- how you think the IEC contributes to free elections.



Group 2 Fair

Read the information about the IEC and use what you learnt from watching the video.

Brainstorm ideas and make drawings to explain:

- the meaning of fair
- how you think the IEC contributes to fair elections



Group 3 Unfair

Read the information about the IEC and use what you learnt from watching the video.

Brainstorm ideas and make drawings to explain:

- the meaning of unfair
- what you think would happen in elections if we did not have an IEC



Group 4 Restricted (not free)

Read the information about the IEC and use what you learnt from watching the video.

Brainstorm ideas and make drawings to explain:

- the meaning of restricted
- what you think would happen if a political party controlled the IEC



4. A STEP BY STEP GUIDE: USE THE VIDEO WHAT ARE FREE AND FAIR ELECTIONS?



HANDOUT

The Independent Electoral Commission

A statutory body established in terms of the Electoral Commission Act to promote and safeguard democracy in South Africa.

The Independent Electoral Commission of South Africa (IEC) is a permanent body established by the Constitution to promote and safeguard democracy in South Africa. It is a publicly funded body and while it is accountable to Parliament, it is independent of government.

The IEC, which was established in 1993, has five full-time commissioners, appointed by the President, whose brief is to deliver regular, free and fair elections at all levels of government – national, provincial and local.

In terms of the Electoral Commission Act of 1996, the IEC has to compile and maintain the voters' roll. It is also responsible for counting, verifying and declaring the results of an election – which must be done within seven days of the close of the election.

The IEC is also responsible for:

- compiling and maintaining a register of parties;
- undertaking and promoting research into electoral matters;
- developing and promoting the development of electoral expertise and technology in all spheres of government;
- continuously reviewing electoral laws and proposed electoral laws, and making recommendations; and
- promoting voter education.

How does South Africa's electoral system work?

Parliamentary elections are held every five years. Anyone aged 18 and over and who has registered on the voters' roll is entitled to vote.

South Africa uses a proportional representation voting system based on political party lists at the national and provincial levels. A registered political party receives a share of seats in Parliament in direct proportion to the number of votes cast for it in the election. Voters don't vote for individuals, but for a political party, which decides on members to fill the seats it has won.

How does the IEC ensure that elections run smoothly?

The IEC is responsible for all the logistics of running elections. This includes the setting up of voting stations in the most remote rural areas, installing telecommunications facilities and setting up a computer network to link all voting stations.



4. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE FREE AND FAIR ELECTIONS?*

More important, however, are the preparations that the commission puts into the holding of elections. Thousands of officials – presiding officers, counting officers, volunteers and monitors – are trained for specific tasks and posted at voting stations on election days to carry out these tasks.

How is the fairness of elections determined?

The Electoral Act of 1998 makes specific provision for accrediting neutral observers for South African elections. These can include international observers from organisations such as the African Union, the European Parliamentarians for Africa and the Southern Africa Development Community. Only organisations can apply to the IEC to observe elections. Observer missions compile a report and announce their findings about the conduct of the elections and whether the poll was free and fair.

In addition, political parties contesting the elections are entitled to have monitors at voting stations to ensure compliance with voting procedures. Party monitors and observers also keep a watchful eye on the counting process after the close of the vote.

(Source: adapted from <https://www.brandsouthafrica.com/people-culture/democracy/iec>)

Mr Glen Mashinini, the Chairperson of the IEC, said he would like to assure South Africans that the commission would, once again, deliver free, fair and credible elections as they have done in the past.

“What is special about the coming elections is that they will be representing a 25th anniversary of our first democratic election.

“We do expect that there will be, as we have seen with our democracy, robustly contested elections and we hope that we will be able to not let the country down and ensure that all the systems, competences and efficiencies that are commensurate with the responsibilities that would be carried out by us as the commission.

“We assure South Africans that we will not rest until we meet optimally our obligations to the country and its people and we are committed to ensuring that we deliver once more a free and fair and credible elections so that it continues to strengthen also the legitimacy of our elected representatives and the democracy of our country.”

(Source: adapted from <https://www.sanews.gov.za/south-africa/iec-ready-preside-over-2019-general-elections>)

(Image source: <https://www.elections.org.za/IECOnline/Home>)

Interact With Us

Contact Centre:

0800 11 8000

SMS:

32810 (SMS your ID number for your registration status and current voting station)

Social media:

Facebook:

www.facebook.com/IECSouthAfrica

Twitter:

@IECSouthAfrica

Email:

info@elections.org.za

4. A STEP BY STEP GUIDE: USE THE VIDEO WHAT ARE FREE AND FAIR ELECTIONS?



WORKSHEET 1 WHAT ARE FREE AND FAIR ELECTIONS? REFLECTION

1. What is a free and fair election?

.....

.....

2. What is the role of the electoral court?

.....

.....

3. How can you safeguard your rights during an election?

.....

.....

4. What is the role of the IEC?

.....

.....

5. Summarise what you learnt from the video. You may write or draw.

.....

.....

Download the videos about voting from:
<https://www.civicsacademy.co.za/videos/?category=elections>



NATIONAL & PROVINCIAL ELECTIONS
NEED ANSWERS? CALL OUR HELPLINE
0800 11 8000

Find us on:
@IECSouthAfrica | www.elections.org.za/myiec





5. ASSESSMENT TASK

Use this assessment task and marking rubrics.

The ICASS assessment relevant to the video is the **Level 4 Project**.
The Project needs to be done in THREE parts.

PART A RUN AN ELECTION CAMPAIGN

- Run an election campaign.
- Work in a group of 3-4 students' maximum to help to run and participate in an election on campus.
- Part of your election campaign must be to act as a health activist. This means you will promote HIV and TB prevention, and oppose HIV-and TB- related stigma, on campus and in the workplace. This means you will stand for election on the ticket of being Health Promotion activists.
- Another aspect of your election campaign should be to promote free access to Wi-Fi on campus.

1. Choose a suitable descriptive name for your group. **(2)**
2. Critically discuss what would be important to include in the campaign. Choose 3-4 core activities that you think can be used on campus and in the workplace, to help prevent HIV and TB and to oppose stigma related to diseases. Discuss how to solve the problem of no or limited Wi-Fi on campus.

Be creative and innovative! Each group member needs to focus on one of the activities you identified. This means you should learn more about the topic, be prepared to speak about it and be able to promote your activity.

Type an election manifesto. In your manifesto:

- State your aims.
- Explain how you will promote the activities you identified. **(10)**

3. Create a social media site such as Facebook or a blog or start a Twitter feed to promote your campaign. **(10)**

Please use social media with care and respect. Do not insult any person. Do not post personal photos without permission. Always keep this in mind: Is this post acceptable? – How would I feel if somebody posted this about me? Argue about the topic without making it personal or insulting others. Be polite and kind.

4. Create a short 1-minute video clip on YouTube to advertise your campaign. Alternatively, make election posters on the computer to promote and advertise your election campaign. **(8)**

5. ASSESSMENT TASK



Marking checklist for Part A

Criteria	Mark
1. You have chosen a suitable descriptive name for your group. The name explains in a word or two what you stand for/promote.	2
2. Your election manifesto states your aims. Your election manifesto explains how you will promote the activities you identified to help prevent HIV and TB, and to oppose disease-related stigma. Your manifesto also explains what you will do to ensure free Wi-Fi access for all students on campus.	10
3. You have created a social media site such as a Facebook group or a blog or a Twitter account to promote your campaign. You keep your social media site up-to-date with information about your campaign.	10
4. You have created a short 1-minute video clip on YouTube to advertise your campaign. Your video is creative, interesting and informative. Alternatively, you have created eye-catching election posters on the computer, to advertise your election campaign.	10

[Marks: 30]

PART B PRESENT YOUR MANIFESTO AND VOTE IN A CLASS ELECTION

1. Present your election manifesto as a group. Clearly state your aims.
2. Try to persuade (convince) voters to vote for your group. Motivate why your activities would be the most useful to prevent HIV and TB and to oppose stigma related to these diseases. Explain why you will succeed in providing free Wi-Fi for all students.
3. Participate in the election. Vote according to the standard voting procedure.
4. Set up the class like a voting station. Make a ballot box. Print ballot papers. Appoint election officials.
5. Count the votes.
6. Congratulate the winning group(s) if you were not elected. If you were elected, make a speech to thank the voters.
7. You will be assessed according to the rubric on the next page.



5. ASSESSMENT TASK

Manifesto presentation and voting procedure assessment rubric:

Poor 0-1	Average 2	Good 3	Excellent 4	Mark
1. Presentation of manifesto lacks information. It is dull and poorly prepared. It does not address HIV and TB. It does not address free Wi-Fi.	Presentation of manifesto does not focus on the topic and is too broad. It is superficial and does not address the HIV and TB issues properly/in the required detail. It does not explain how you will supply free Wi-Fi.	Presentation of manifesto is informative, and well prepared. It focusses on the topic of HIV and TB prevention. It explains how you will ensure the campus provides free Wi-Fi.	Presentation of manifesto is very informative, interesting and exceptionally well-prepared. HIV and TB issues are addressed properly and in the required detail. You are health promoting activists! You have a great plan how to ensure the campus provides free Wi-Fi.	
2. Persuasion was weak and not convincing.	Not very persuasive nor convincing; presenters lack confidence/their arguments do not convince.	The group are persuasive and offer solid reasons why they should be elected.	Very confident, persuasive and convincing why students should vote for this group. Good argument skills and reasons provided.	
3. Did not participate in the election. Did not bring ID.	Not all group members participated in the election. Some group members did not bring ID.	All group members participated in the election. Group members brought ID.	All group members participated fully in the election with great energy/commitment. Group members brought ID.	
4. Voting did not take place according to standard voting procedure. The class was not set up as a voting station.	Voting was done mostly according to standard voting procedure. The class was partly set up as a voting station.	Voting was done according to standard voting procedure. The class was set up as a voting station.	Voting was done according to standard voting procedure in an exemplary way. The class was perfectly set up as a voting station.	
5. There was no ballot box and no ballot papers.	The ballot box was too small. Ballot papers were not enough.	There was a suitable ballot box. Ballot papers were enough and of appropriate format.	The ballot box was well constructed. Ballot papers were printed with the necessary information. There was space for voters to make an X.	
6. No students acted as elections officials.	A few students acted as elections officials but were unsure what to do.	Students acted as election officials and understood what to do.	Students knew their roles as election officials very well.	
7. There were errors made in counting the votes. Irregularities occurred.	The counting was mostly correct, but some errors/irregularities occurred.	The vote count was done correctly, however there was one irregularity.	The vote count was done correctly and there were no irregularities.	
8. The voting results were not accepted. No winners were congratulated/winning group did not thank the voters.	The voting results were not accepted/the group argued about the results. Not all the group members congratulated the winners.	The voting results were accepted. All group members congratulated the winners / the winning group thanked the voters.	The voting results were accepted with respect. All group members congratulated the winners / the winning group thanked the voters in a sincere and polite way.	
9. Groupwork / teamwork skills were poor. Not all group members participated in presenting the manifestos. There was unresolved conflict in the group.	Groupwork/teamwork skills were acceptable, but one person appeared to do most of the work and did all the presenting. There was some conflict in the group.	Groupwork/teamwork skills were good, and the group worked as a unit. There was no conflict in the group/conflicts were resolved.	Groupwork/teamwork skills were excellent, and the group worked as a unit. Each group members' strength was evident. There was no conflict in the group/conflicts were resolved in useful ways.	
10. The group tried to cheat during the election. They did not show an understanding of an election process.	A group member tried to cheat during the election. Most of the group showed some understanding of an election process.	The group was honest/there was no cheating. They showed understanding of an election process.	The group was honest/there was no cheating. The group was very responsible. They showed a clear understanding of an election process.	

5. ASSESSMENT TASK



PART C REFLECTION

Type and submit an **individual** reflection report. In your report, indicate the following:

1. What did you learn about HIV and TB, and the stigma associated with diseases, during your election project? **(2)**
2. What did you learn about the challenges around providing free Wi-Fi on campus? **(2)**
3. What did you learn about your problem-solving skills? **(2)**
4. How do you feel about your role in your election group? **(2)**
5. Describe your personal strengths and skills that you developed during this project. **(2)**
6. Evaluate your group's election campaign. What could you have done differently? What worked well? What did not work well? **(4)**
7. Which groups' election campaigns did you rate highly? Explain why. **(2)**
8. Why do you think it is important to vote in elections? **(2)**
9. Will you vote in national and provincial elections? Give reasons for your answer. **(2)**
10. How do you feel about yourself as a voter? **(2)**
11. Why do you think the role of the IEC in elections is important? Give two statements. **(2)**
12. How will you apply good voter behaviour before, during and after elections? **(3 x 2 = 6)**

[Marks: 30]

Total: 100 marks.

(Source: Adapted from HEAIDS, 2017. Life Orientation Assessment Workbook: Strengthening HIV and AIDS education in the TVET Life Orientation curriculum. HEAIDS-USAf, Centurion.)

NOTES



6. LSS LESSON PLAN TEMPLATES



Lesson Plan: What are free and fair elections?

Level: 4	Date:			Lesson Duration: 1 hour
Topic	4	SO	4.3 Describe the voting procedure	LO 4.3.5 Critically analyse the role of the IEC in elections 4.3.6 Describe good voter behaviour.
Year plan				
Lesson Topic & Aims	<p>What are free and fair elections?</p> <ul style="list-style-type: none"> Understand the role of the IEC Know how to behave during an election 			
Computer	<p>Ask student to create a poster on the computer to explain what a free and fair election is and how voters should behave. They do this in the Computer class, not the Life Skills class.</p>			
Preparation: What you need	<p>Advance preparation: what you need to do before the lesson</p> <ul style="list-style-type: none"> Download the video from: http://www.civicsacademy.co.za/video/free-and-fair-elections/ Crayons and marker pens Flipchart 			
Lesson summary (Please read the rest of the lesson plan for the details)	<p>1.1 Ice-breaker: Rap, sing and dance (10 min)</p> <p>1.2. Introduce video What are free and fair elections?, check on prior knowledge, ask questions and 1.3 African Wisdom (5 min)</p> <p>2. Play the video What are free and fair elections? (15 min)</p> <p>3. Group task: the IEC (25 min)</p> <p>4. Reflection and consolidation: Worksheet as take-home task (5 min)</p>			



6. LSS LESSON PLAN TEMPLATES

Teaching activities: What will you, the lecturer do?	Questions you will ask	Learning activities: What will your students do?	Time per activity
<p>1.1 Do this quick ice-breaker: Rap, sing and dance (10 min)</p> <ol style="list-style-type: none"> 1. Divide the class into four groups. 2. Each group should create a short rap, song and/or dance to motivate why you should vote in elections. 3. Let the groups quickly present to the class. 4. Presentations should be short - no longer than 1 minute per group. 5. The presentations will allow you to see what the students understand and remember from the previous lessons on why you should vote. 		Students quickly create a rap, song and/or dance to motivate why you should vote in elections	10 min
<p>1.2 Introduce the lesson by asking students. (5 min)</p> <ol style="list-style-type: none"> 1. Tell the class that this video they are about to see, is about <i>free and fair elections</i>. 2. Ask the students question 1 in the next column. Example answers are given in the Guide. <p>1.3 African Wisdom</p> <p>Share the African saying with the class.</p> <p><i>There can be no peace without understanding.</i></p> <ol style="list-style-type: none"> 4. Ask the class question 2 in the next column. Example answers are given in the guide. 	<ol style="list-style-type: none"> 1. Why should elections in a democracy be free and fair? 2. What does this African saying mean in terms of free and fair elections? 	Answer a question Analyse an African saying.	5 min
<p>2. Play the video <i>What are free and fair elections?</i> (15 min)</p> <ol style="list-style-type: none"> 1. Play the video. Pause at 2:22 and ask question 1 in the next column. 2. Play the video. Pause at 5:41. Ask question 2 in the next column. 3. Resume to play the video to the end. 4. Ask students the questions 3 and 4 in the next column. 5. Example answers are provided in the Guide. 	<ol style="list-style-type: none"> 1. What is the role of the IEC? 2. What is the Election Code of Conduct? 3. When is an election free and fair? 4. Why is it important to have free and fair elections? 	Watch the video.	6 min

6. LSS LESSON PLAN TEMPLATES



Teaching activities: What will you, the lecturer do?	Questions you will ask	Learning activities: What will your students do?	Time per activity
<p>3. Group work: The IEC (25 min)</p> <ol style="list-style-type: none"> 1. Distribute the Handout: The Independent Electoral Commission so each student has a copy. 2. Divide the class into 4 groups. 3. Give each group crayons and flipchart, as well as markers/pens. 4. Give each group a different group task -see Guide. 5. Give students 15 minutes to read, brainstorm, draw and discuss. 6. Then ask a spokesperson from each group to present one key idea to the class. 		Read, brainstorm, discuss, think, draw, select, present, look and listen.	25 min
<p>4. Reflection, consolidation and ending (5 min)</p> <ol style="list-style-type: none"> 1. Ask students to share answers in pairs or with the class, to the questions in the next column. 2. Hand out the reflection Worksheet What are Free and Fair Elections? <p>Reflection for students to complete at home.</p>	<ol style="list-style-type: none"> 1. How do you feel about the role of the IEC in elections? 2. What contributes to free and fair elections? 3. What would happen if there were no IEC? 4. Give one sentence to praise the work of the IEC. 	Answer questions Fill in Worksheet.	5 min
<p>Sequencing and Follow-on: (what you will do in the next lesson, adjustments in lesson plan, revision, aspects not completed to deal with) Voting project</p>			
<p>Lecturer's reflection on current lesson:</p>			



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NOTES





higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

LIFE SKILLS TOPIC 4: CITIZENSHIP

These lessons are based on the Life Orientation Life Skills curriculum for Level 2, 3 and 4.

Links with Computers Topics 6, 7, 8 and 9 are also given.

TOPIC 2: LEARNING SKILLS



YOUR GPS TO FINDING CURRICULUM LINKS



1. THE LIFE ORIENTATION CURRICULUM

LEVEL 2 TOPIC 4: CITIZENSHIP

SUBJECT OUTCOME	
4.1 Explain human rights and responsibilities	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> Appropriate responsibilities with each human right as stated in the South African Bill of Rights are identified The attributes of being a good South African citizen within the context of the South African Bill of Rights, are explained. Ways to protect the environment at the college are explained 	<p>4.1.1 Identify appropriate responsibilities with each human right as stated in the South African Bill of Rights</p> <p>4.1.2 Describe the attributes of a good South African citizen with reference to role models</p> <p>4.1.3 Investigate ways to protect the environment at the college</p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students develop a personal Bill of Rights and responsibilities, promoting our Constitutional values. They create this in electronic format on the computer Students initiate an environmental protection awareness campaign at college (for example, organising recycling bins, ensuring taps don't leak, planting trees or an organic vegetable garden). They submit a report on this project in electronic format. Students email messages of support for the application of human rights. 	

LEVEL 3

SUBJECT OUTCOME	
4.3 Participate in community or national campaign or project	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> Students participate in and report on a community project or national campaign or project to make a beneficial difference to a good cause. 	<p>4.3.1 Identify a project to assist people living in impoverished socio-economic conditions or regarding environmentally responsible behaviour in the workplace <i>(Range: Volunteer work must be with people living in poverty or in needy situations, or within the workplace from an environmental perspective, or part of a national campaign, for example the 16 Days of Activism for No Violence Against Women and Children; or the HIV Counselling and Testing campaign)</i></p> <p>4.3.2 Participate as a group member in such a project</p> <p>4.3.3 Compile a typed report on the experience, including a reflection on personal team work and leadership skills.</p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Students participate in a community project or a national campaign to make a beneficial difference to a good cause or a community in socio-economic need. Students submit a typed report on their participation and give a PPT presentation. 	

1. THE LIFE ORIENTATION CURRICULUM



SUBJECT OUTCOME	
2.2 Apply learning and thinking skills and strategies in various contexts	
	<p>2.2.2 Use examples to apply decision making methods</p> <p>2.2.3 Use examples to apply problem solving methods</p> <p>2.2.4 Practise creative thinking skills within the context of problem solving and learning <i>Range: creative thinking; lateral thinking, innovative idea generation and whole brain thinking</i></p>

LEVEL 4

SUBJECT OUTCOME	
4.3 Describe the voting procedure	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Reasons for voting in elections and by-elections are given • The voting process is described • The role of the IEC is critically analysed • Good voter behaviour is described 	<p>4.3.1 Explain why it is important to vote in elections <i>Range including but not limited to: national, provincial, municipal and college elections and by-elections</i></p> <p>4.3.2 Indicate who is eligible to vote in national and provincial elections</p> <p>4.3.3 List the required documents for voting</p> <p>4.3.4 Describe the voting process</p> <p>4.3.5 Critically analyse the role of the IEC in elections</p> <p>4.3.6 Describe good voter behaviour</p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Students work in groups to set up an election campaign, voting station and run an election. This could be for the campus SRC, or any other student body • Election posters and ballot papers are created on computers • A PPT of at least 8 slides showcasing potential office bearers is created • A webpage such as a Facebook page is created and maintained to promote the election campaign • A short video clip is created or downloaded to insert on YouTube to advertise the election • Election speeches are typed using a computer • Results are captured in Excel and graphs produced to indicate voting patterns • Students work individually to submit typed reports on their participation, including reflections on their teamwork and leadership skills. 	



1. THE LIFE ORIENTATION CURRICULUM

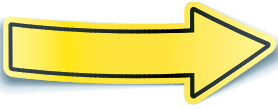
Topic 2: Learning Skills

SUBJECT OUTCOME	
2.1 Apply advanced cognitive skills and strategies in various contexts	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none">• Case studies and problem scenarios are used to develop logical reasoning and argument skills• The concept of reflective thinking is described	<p>2.1.1 Use case studies and problem scenarios to develop logical reasoning and argument skills</p> <p>2.1.2 Describe the concept of reflective thinking</p> <p>2.1.3 Apply reflective strategies and techniques to personal learning experiences and studies</p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none">• Students analyse case studies to apply logical reasoning and argument	

1. THE LIFE ORIENTATION CURRICULUM



1.2 LIFE ORIENTATION CURRICULUM: COMPUTERS



Link Life Skills with Computers when you teach Life Orientation



How to link the two Life Orientation components as required by the curriculum

LEVEL 2

Topic 6: Basic features of Microsoft Word (Word-processing program)

SUBJECT OUTCOME	
6.1 Demonstrate keyboard proficiency in a Word document	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none">Basic keyboard functions are mastered and applied in a Word document <i>Range: Alphabetical keys, number keys/num lock, Caps Lock, Enter, Backspace, Delete, Spacebar, Shift, Tab, Ctrl + Alt, Delete and F keys</i>	<p>6.1.1 Identify and use a number of keys and explore their effects in a Word document <i>Range: Alphabetical keys, number keys/num lock, Caps Lock, Enter, Backspace, Delete, Spacebar, Shift, Tab, Ctrl + Alt, Delete and F keys</i></p> <p>6.1.2 Practise using these keys to create and edit a text document, for example using the tab key for indenting</p>



1. THE LIFE ORIENTATION CURRICULUM

Topic 8: Basic features of Microsoft PowerPoint Presentations

SUBJECT OUTCOME	
8.1 Use basic features to create and format slides	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> Slides are created, saved and formatted using basic features <i>Range to format text: Highlight text; type text in bold, italics and underline; type text in different font types and font sizes; use numbers and bullets on first level and use the alignment functions - left, right, centre, insert headers and footers</i> Presentations are spell checked and saved Different printing options are used to preview and print slides <i>Range: Slides, handouts and notes pages</i> 	8.1.1 Create and save slides using different slide layouts and format themes 8.1.2 Use basic features to format the slides <i>Range to format text: Highlight text; type text in bold, italics and underline; type text in different font types and font sizes; use numbers and bullets on first level and use the alignment functions - left, right, centre, insert headers and footers</i> 8.1.3 Spell check and save the presentation 8.1.4 Preview and print by selecting different printing options. <i>Range: Slides, handouts and notes pages</i>

Topic 9: Introduction to E-mail and Internet

SUBJECT OUTCOME	
9.1 Explore the World Wide Web	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> The Internet Explorer Browser is used to explore different websites on the Internet 	9.1.1 Launch the Internet Explorer Browser 9.1.2 Find and explore different websites on the Internet
SUBJECT OUTCOME	
9.2 Use the Internet to communicate via e-mail	
<ul style="list-style-type: none"> An e-mail address is created on the Internet E-mailed messages to friends and fellow students are drafted and sent E-mails are retrieved and appropriately responded to 	9.2.1 Create an e-mail address on the Internet 9.2.2 Draft and send e-mails to friends and fellow students 9.2.3 Retrieve e-mails and respond appropriately
<ul style="list-style-type: none"> Assessments must be practical (hands on) and students must be able to Create and Receive and respond to e-mails. Link with SO 1.4 and create and send a email messages about positive personal relationships Observation checklist – use where students are required to demonstrate their skills. 	



LEVEL 3

Topic 6: Advanced features of Microsoft Word (Word-processing program)

SUBJECT OUTCOME	
6.1 Use Page Layout functions to create and edit a Word document	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> Page Layout functions are mastered and applied to create and edit Word documents <i>Range: setting of margins, page orientation, columns and column breaks</i> 	6.1.1 Set margins according to requirements 6.1.2 Select and use a page orientation for different purposes 6.1.3 Create and edit text using the Columns and column breaks functions
SUBJECT OUTCOME	
6.2 Use Insert functions to create and edit a Word document	
<ul style="list-style-type: none"> Insert functions are mastered and applied in a Word document <i>Range: Insert a table, picture or clip art, header and footer, page number and page breaks in a</i> 	6.2.1 Insert a table, picture or clip art, header and footer, page number and page breaks in a text 6.2.2 Format a table using the borders and shading function

Topic 8: Basic features of Microsoft PowerPoint Presentations

SUBJECT OUTCOME	
8.1 Use features to create and format slides	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> Slides are created and formatted using basic features <i>Range to format text: Highlight text; typing text in bold, italics and underline; typing text in different styles and font sizes; using numbers and bullets first level and using the alignment functions - left, right, centre</i> Relevant clip art or pictures are inserted in a presentation Presentations are spell checked and saved Different printing options are used to preview and print slides <i>Range: Slides, handouts and notes pages</i> 	8.1.1 Design a presentation for specific content matter and select a slide layout and format <i>Note: Use the content matter as covered in Topics 1 –4 of this subject for the presentation, for example a presentation about Citizenship</i> 8.1.2 Insert a relevant clip art or picture in the presentation 8.1.3 Select and apply appropriate animation effects for your presentation 8.1.4 Spell check and save the presentation 8.1.5 Preview and print by selecting different printing options



1. THE LIFE ORIENTATION CURRICULUM

Topic 9: Introduction to Internet Research

SUBJECT OUTCOME	
9.1 Explore the World Wide Web	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> The Internet Explorer Browser is used to explore different websites on the Internet Different search engines such as Google, Scirus, Bing and Google Scholar are identified Elementary and advance searches are used to 	9.1.1 Identify the purpose of search engines and explore different engines such as Google, Scirus, Bing, Google Scholar etc. 9.1.2 Conduct elementary and advance searches to collect information for academic

LEVEL 4

Topic 8: Basic features of Microsoft Access (Database)

SUBJECT OUTCOME	
8.1 Create a data structure and capture information in a data table	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> The applications of a database are defined The difference between a table, a record and a field are explained The difference between data types in fields are explained A database file is created A table structure is created and printed Data is entered in a table and records are printed 	8.1.1 Create a database file 8.1.2 Identify and use the options on the Menu and Database toolbar 8.1.3 Explain the difference between a table, a record and a field 8.1.4 Change the data types and field properties of fields <i>Range: Text field size, number field size as integer (only numbers between -32768 and 32767), yes/no, long date/short date and currency</i> 8.1.5 Create and print a table structure <i>Range: Print table definition is set to include for fields: Names, data types and sizes only</i> 8.1.6 Enter data in a table and print the records in a table <i>Range for printing: rename table name, change page layout/column widths, print on one page</i>



Topic 9: The Internet as communication medium

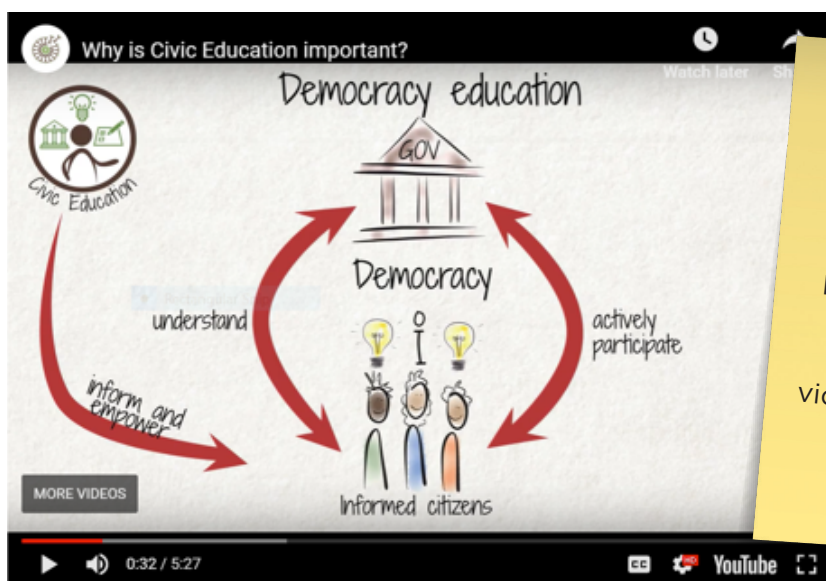
SUBJECT OUTCOME	
9.1 Using the Internet for various online applications and social communication purposes	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> The Internet is used for a variety of study and work related applications <i>Range of applications: To complete an online job application, post a CV, online CV building, analyse a contract and analyse online job adverts</i> Social electronic media and networks are 	<p>9.1.1 Use the Internet for a variety of study and work related applications <i>Range of applications: To complete an online job application, post a CV, online CV building, analyse a contract and analyse online job adverts</i></p> <p>9.1.2 Explore and use social electronic media</p>
<p>used for various communication purposes <i>Range: Facebook, Twitter, blogs, Mxit, Skype YouTube etc.</i></p>	<p>and networks for various communication purposes <i>Range: Facebook, Twitter, blogs, Mxit, Skype YouTube etc. regarding Life skills content</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Tasks must be practical (hands on) and students must be able to use content contained in the Life skills component of the subject when doing internet searches Use an observation checklist where students are required to demonstrate their skills 	



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY IS CIVIC EDUCATION IMPORTANT?*

This section shows you in a step-by-step way how to structure your lesson.
PLEASE READ THIS SECTION CAREFULLY.

Times given are approximate. Time needed will depend on class size. These are approximate times for a class of 30 students. This lesson will be one period, about one hour. The video is 5 minutes 27 seconds of duration.



NOTE: Civics Academy has a useful series of videos on Introduction to Democracy. Play these videos for the class during revision. See: <https://www.civicsacademy.co.za/videos/?category=introduction-to-democracy>

(Source: <http://www.civicsacademy.co.za/video/why-is-civic-education-important/>)

SUMMARY LESSONS 1 AND 2

LESSON 1: SPEED DEBATING

- Start the lesson with an Ice-breaker - 'Would you rather?' game (5 min)
- Introduce the video and display African Wisdom (5 min)
- Play the video - pause, ask questions and listen to students' answers; then resume to play the video again (video is 5 min 27 sec, add time to pause video and for discussion, total time is 15 min)
- Speed debating

LESSON 2: THE BIG DEBATE

- Play the video again (10 min)
- Facilitate the Big Debate (35 min)
- Hand out the Reflection Worksheet for students to complete (15 min)

2. A STEP BY STEP GUIDE: USE THE VIDEO WHY IS CIVIC EDUCATION IMPORTANT?



LESSON 1 WHY IS CIVICS EDUCATION IMPORTANT? SPEED DEBATING

1.1 START THE LESSON WITH AN ICE-BREAKER (5 min)



WOULD YOU RATHER? GAME

1. Tell students you will call out a statement with two options; they have to quickly decide on ONE of the options and give a reason why.
2. Call out a question/statement, give students a few seconds to think and then ask them to indicate their choice, and to give a reason. Ask about 5 students per question to give a reason. Ensure you get responses from both options for each statement.
3. Then repeat with the next statement.
4. Repeat again until you have read out all the statements and students have responded to all the questions.

WOULD YOU RATHER? QUESTIONS

1. Would you rather live in South Africa or in another country?
2. Would you rather live in a democracy or in a monarchy, where you are ruled by a royal?
3. Would you rather be alive 500 years ago, or 500 years in the future?
4. Would you rather live forever or be remembered forever?
5. Would you rather give up social media or give up your romantic relationship?

(Image source: <https://www.pincliptart.com>)



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY IS CIVIC EDUCATION IMPORTANT?*

1.2 INTRODUCE THE VIDEO

WHY IS CIVIC EDUCATION IMPORTANT? (5 min)



1. Briefly introduce the video

Say that we will now watch a video that explains why Topic 4 – Citizenship Education, is so very important.

2. Explain the meaning of Civic Education.

Civic education is the same as Topic 4, Citizenship Education in the Life Orientation curriculum. It is also referred to as democracy education.

3. Ask the class:

Why is civic education important?

To add to their answers, point out that:

- Civic education empowers you to be well-informed, active citizens.
- It gives you the opportunity to change the world around you.
- It is a vital part of any democracy.
- Civic education equips you with knowledge about our democracy and our Constitution.
- Civic education teaches us what we as individuals can do to protect and support our democracy. We come to understand our role and responsibility as active citizens.
- Especially since we have only had democracy for about 25 years, we need civic education to know how we can use this empowering political system to better our and all other South Africans' lives.
- Civic education empowers you to change the world around you for the better!

(Source: <http://www.civicsacademy.co.za/video/civic-education/>)

2. A STEP BY STEP GUIDE: USE THE VIDEO WHY IS CIVIC EDUCATION IMPORTANT?



1.3 AFRICAN WISDOM

Share this African saying with the class:

"Ubuntu: I am because you are."

Ask the class what this African saying means in terms of the importance of Civic Education.



To add to their responses, point out that:

- Civic education is also about learning to help and respect others.
- Ubuntu is about compassion and humanity; understanding and respect. Civic education helps us to achieve this.
- Ubuntu is about connectedness that exists between people; civic education teaches about the importance of connectedness.



HINT!

- Please tell students that you will pause the video to give them enough time to write notes and answer questions.
- Be clear when you give this instruction: **while the video is playing, you should just watch. Do not read, write or discuss while watching.**

Use the Voiceover Handout

Photocopy the handout on the next page for students. Use only if needed.



REMINDER!

Please do not hand out the voiceover text before or during the first video viewing. Only use the Voiceover Handout if you show the video again, or as a take-home resource.

(Image source: <https://pxhere.com/en/photo/617724>)



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY IS CIVIC EDUCATION IMPORTANT?*

Handout Voiceover Text:

WHY IS CIVIC EDUCATION IMPORTANT?

1. Successful democracies depend on the active participation of informed citizens. Civic education aims to inform and empower citizens to fulfill this role.

The purpose of civic education is to encourage and to empower us to understand our political environment and to actively participate in democratic processes. This is why civic education is also known as 'democracy education'.

Civic education provides us with knowledge, for example knowledge about our rights and responsibilities as people and on the roles and functions of government institutions and parliament.

This knowledge empowers us to claim our democratic rights, as well as demand good, democratic governance from our elected leaders.

That means that civic education shows us what we can do to protect and support our democracy. We need to learn about our rights, to be able to claim them for our benefit as well as defend and use them responsibly.

A lot of this knowledge is laid out in our country's Constitution. And in South Africa, we are fortunate to have a Constitution and a set of laws, as well as a political system, that gives a lot of power to the people to participate. The state has to promote the 'Bill of Rights' in order to create awareness of these rights. The Department of Justice and the Human Rights Commission are some of the state institutions which have to promote this type of education.

2. The overall objective of civic education is to promote active and responsible citizenship.

Successful democracies critically depend on active citizens – people like you and me upholding and claiming our rights. But active citizenship is not only about having rights. It is also about living up to our democratic responsibilities. For a democracy to function it is the responsibility of people to monitor the performance of our government and to hold political leaders accountable to fulfil their promises and to serve the people. If we see that things are going wrong, we can mobilize others in our community to raise awareness, change policies or ensure that proper implementation of policies and the law occurs as it should.

While the state is responsible for providing basic services, it is up to the people not to violate the rights of others.

2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY IS CIVIC EDUCATION IMPORTANT?*



Let me give you an example:

An essential political right in a democracy is the right to vote. You are not obligated to vote and you are entitled not to vote. Should you decide not to vote, that does not mean that you lose any other rights. However, it means that you are reducing the total number in the voting population. If only a small proportion of voters vote in an election, this reduces the quality of its democracy. A high turnout of voters in elections is better for democracy because it means our elected leaders have more of an incentive to be responsive and accountable to ordinary people.

But active citizenship is not only about having rights. It is also about living up to our democratic responsibilities. For a democracy to function it is the responsibility of people to monitor the performance of our government and to hold political leaders accountable to fulfil their promises and to serve the people.

3. Civic education is about knowledge. Knowledge of what democracy means, in line with our South African Constitution. And this knowledge is power.

If we are aware of the power we hold, then we can use it to our collective benefit. For example, if you know about your constitutional right to access to healthcare, you will not easily accept it when you are turned away from a clinic on the grounds that you cannot pay. Civic education will teach you that this is a constitutional right in South Africa, and that you have the right to claim emergency medical attention for free.

We explain the right to health care in more detail in the video “What does the right to health care entail?”

The more knowledge you gain, the more power you have to claim your constitutionally guaranteed rights to improve your life situation – and if many other people do the same, active citizens have the power to change practice or influence political decisions to the benefit of all people of South Africa.

4. To summarize, why is civic education so important?

Civic education teaches us what *we* as individuals can do to protect and support our democracy. We come to understand *our* role and responsibility as active citizens.

Especially since we have only had democracy since 1994, we need civic education to know how we can use this empowering political system to better our and all other South Africans' lives.

CIVIC EDUCATION EMPOWERS YOU TO CHANGE THE WORLD AROUND YOU FOR THE BETTER!



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY IS CIVIC EDUCATION IMPORTANT?*

2. PLAY THE VIDEO (15 min)

1. Download the video from:

<http://www.civicsacademy.co.za/video/civic-education/>

Play, pause, ask questions and listen to students' answers; then resume to play the video again (video is 5 min 27 sec. Allocate 15 min for this video section)

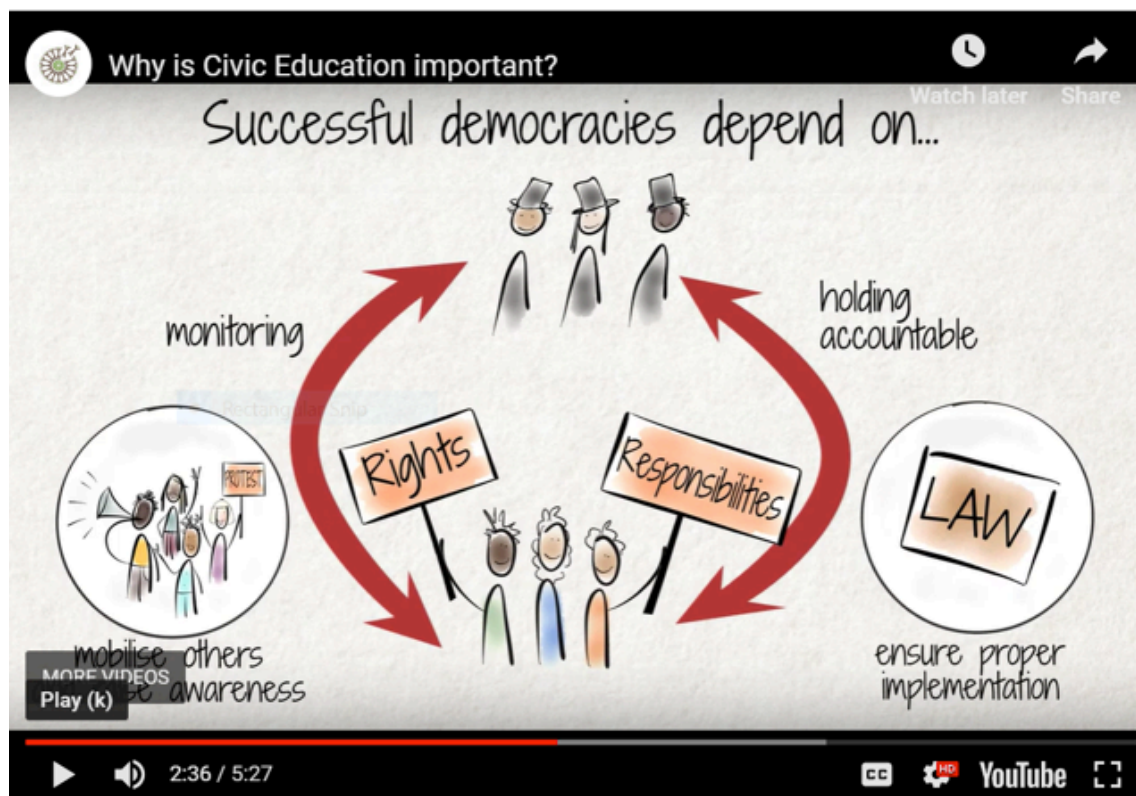


2. Play the video



3. Pause 1 at 2:36

This is the screen that appears where you should pause.



- Ask: 1. *What do successful democracies depend on?*

Example answers to add to students' ideas as needed:

- The active participation of informed citizens.
- Citizens who have had civic education.
- Active citizens upholding and claiming our rights.
- People monitoring the performance of our government and holding political leaders accountable to fulfil their promises and to serve the voters.

2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY IS CIVIC EDUCATION IMPORTANT?*

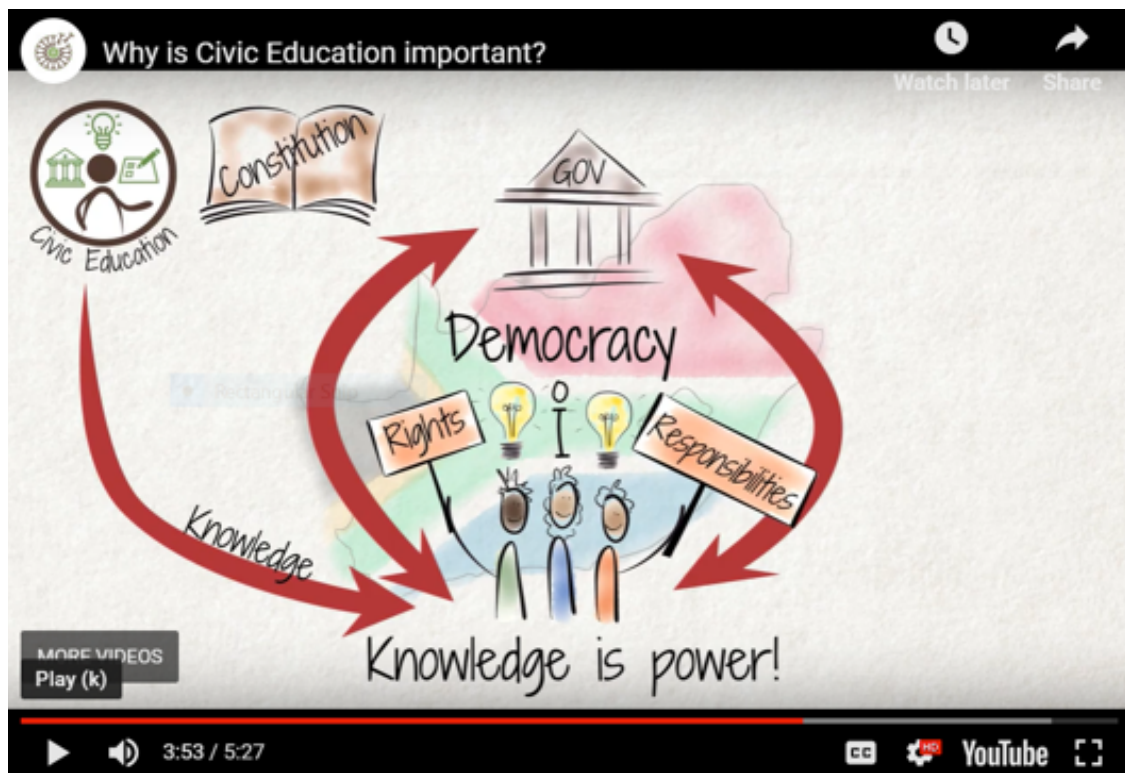


4. **Resume** to Play the video.



5. **Pause 2** at 3:52

This is the screen that appears where you should pause.



- Ask this question: 2. *Why does Civic Education give us power?*

Example answers to add to students' ideas as needed:

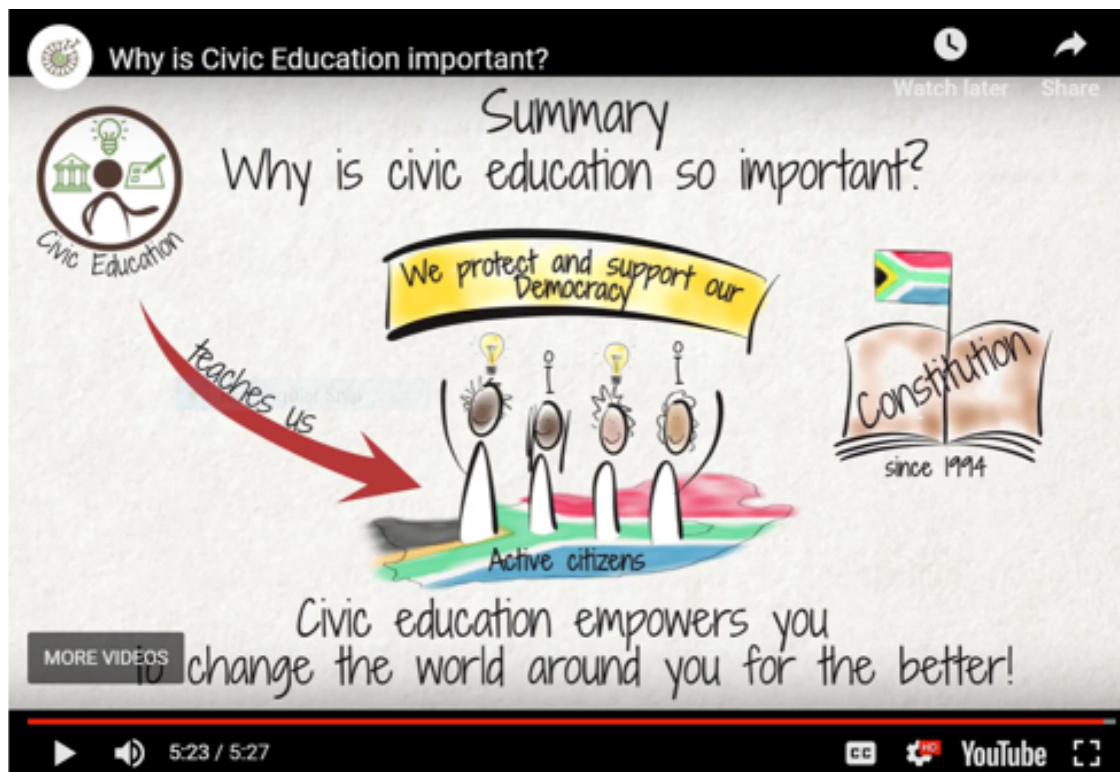
- If you are aware of the power you hold, then you can use it for our collective benefit.
- The more knowledge you gain, the more power you have to claim your constitutionally guaranteed rights to improve your life situation.
- Active citizens have the power to change practice or influence political decisions to the benefit of all people of South Africa.



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY IS CIVIC EDUCATION IMPORTANT?*



6. **Resume** to Play the video to the end.



7. **Conclude:**

- Ask students to make notes of the main points in the video summary.
- Ask students to discuss in pairs and make notes of their answers to this question:

3. *Why is civic education so important?*

Example answers to add to students' ideas as needed:

- Civic education is a vital part of any democracy. It equips you with knowledge about our democracy and our Constitution.
- It empowers you to participate in a democratic system.
- Civic education teaches us what we as individuals can do to protect and support our democracy. We come to understand our role and responsibility as active citizens.
- We need civic education to know how we can use this empowering political system to better our and all other South Africans lives.
- Civic education empowers you to change the world around you for the better!

2. A STEP BY STEP GUIDE: USE THE VIDEO WHY IS CIVIC EDUCATION IMPORTANT?



3. SPEED DEBATING (30 min)



1. Tell students that you will introduce the theme of debating.

To help prepare the class for the next lesson on 'The Big Debate', you will start with speed-debating.

2. Let students sit in pairs, facing each other.

It is a good idea to place chairs in two rows, with chairs facing each other.

3. Name one row the FOR row and the other row the AGAINST row.

Note in this activity all the students discuss in pairs all at the same time; there are no presentations to the class.

4. Explain that you will read out a topic.

One student in the pair should be FOR this topic and the other AGAINST.

They need to take turns to pose their arguments and try to convince each other that their viewpoint is correct or the best! One student should make a statement FOR, the other should make a statement AGAINST, then the FOR student should make another statement, then the AGAINST student should respond – so one statement per student, then a response, then another statement and so on.

5. Tell students they must think very fast! Allow 5 minutes per topic.

If a student cannot think of a counter-statement to make, the other student wins the round.

6. After each topic, ask the FOR students to move one chair up, so they will have a new partner for each topic.

7. You may wish to write the topics on the board as you give them.

First complete one topic before giving the next topic.



NOTE: Please always get the FOR row students to move up one space before the next topic. If you wish, you can alternate the rows to become FOR and AGAINST.

TOPICS FOR SPEED DEBATING:

1. Successful democracies depend on the active participation of informed citizens.

2. Civic knowledge empowers us to claim our democratic rights.

3. It is my duty as a college student to promote active and responsible citizenship.

4. It is your responsibility to vote in elections.



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY IS CIVIC EDUCATION IMPORTANT?*



Focus group participants get ready for speed debating.

4. REFLECTION (5 min)

- Ask students whether they found arguing for or against an idea, easy or difficult.
- Ask students to think about the importance of civic education, as they will debate the importance of this topic in the next lesson.

2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY IS CIVIC EDUCATION IMPORTANT?*



LESSON 2 *WHY IS CIVICS EDUCATION IMPORTANT?* THE BIG DEBATE



1. PLAY THE VIDEO AGAIN (10 min)

1. Play the video *WHY IS CIVIC EDUCATION IMPORTANT?*
2. Ask for comments and questions.
3. Remind the students that civic education is the same as Life Orientation Topic 4, Citizenship Education

2. THE BIG DEBATE (35 min)

Get the students to participate in a class debate.



HINTS: How to facilitate a class debate

- Divide students to two sides of an argument. One side should be in favour of the proposition, and one side against, or the opposition.
- Let students take turns to present arguments and respond to the opposing side. They need to try to persuade the rest of the class one way or the other.
- The students who are not speakers, should not be passive. Give them opportunities to question the speakers, and to give their own opinions.
- Select time keepers to assist you. No speaker may speak for longer than 2-3 minutes at a time.
- Make sure there is order and that all speakers can be heard and are listened too.
- Count the votes at the end of the debate and give the result to the chairperson, who will announce the winning side.
- In a debate, the *winner* is the side who has presented the strongest case and hence gets the most votes.

For more on how to facilitate classroom debates see:

<https://www.teachhub.com/classroom-activities-how-hold-classroom-debate>

<https://www.thoughtco.com/hold-a-class-debate-6637>

<https://noisyclassroom.com/oracy-ideas/five-steps-for-preparing-a-debate-with-a-class/>

<https://noisyclassroom.com/oracy-ideas/introducing-debate-in-the-citizenship-classroom/>

https://www.educationworld.com/a_curr/strategy/strategy012.shtml

<http://blog.whoosreading.org/everything-you-need-for-your-first-class-debate/>

<https://www.esldebates.com/a-teachers-guide-the-basics-of-a-classroom-debate/>

<https://www.educationworld.com/teachers/five-easy-ways-integrate-debate-your-classroom>



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY IS CIVIC EDUCATION IMPORTANT?*

Topic for debate: proposition

YOUNG PEOPLE IN SA ARE ACTIVE CITIZENS

Sub-topic: Citizenship education helps young people to be active citizens



1. Write the above topic and sub-topic on the board in big letters.
2. Divide the class into two large group of 15–16 per group. One group must be **FOR** the proposition and the other **AGAINST**. Each group should prepare to support/oppose the proposition and sub-topic. Give students time to prepare their arguments – about 10 min. Use 25 minutes in total for the actual debate.
3. Give the **FOR** and **AGAINST** group members turns to state their arguments. Do not allow any speakers to talk for longer than 2–3 minutes. Ensure they keep to the topic and sub-topic. **HINT:** Select one time-keeper from the **FOR** group and another from the **AGAINST** group to help you to keep the speakers to the time limit.
4. After at least 10 students from each group have taken turns to speak, ask if any other group members want to comment on either the **FOR** or **AGAINST** propositions and/or ask questions.
5. Ask a spokesperson from any of the **FOR** groups to summarise and conclude, and then ask a spokesperson from any of the **AGAINST** groups to summarise and conclude. It is a good idea to ask students who have not yet spoken, to summarise and conclude.
6. Finally refer students to the proposition again and ask students to speak **FOR** and **AGAINST** the proposition. Tell students this is their last chance to try and persuade the others to their viewpoint!
7. Ask those **FOR** the proposition to raise their hands. Count the votes and note these on the board. Then ask those **AGAINST** the proposition to raise their hands.
8. Count the votes and note these on the board.

*Note that now students who were grouped do not have to continue supporting their given roles; they may vote for the proposition that they agree with, or due to good arguments now agree with.
9. Announce the winning proposition.
10. Congratulate the winning group and thank all students for participating.

3. HAND OUT THE REFLECTION WORKSHEET (15 min)

1. Let students complete the reflection worksheet.
2. Allow them to share their responses in twos or threes.
3. Ask a few students to share their responses to question 4, with the class.
4. Find the Reflection Worksheet on the next page.

2. A STEP BY STEP GUIDE: USE THE VIDEO WHY IS CIVIC EDUCATION IMPORTANT?



WORKSHEET WHY IS CIVIC EDUCATION IMPORTANT? REFLECTION

1. Why do you think civic education is important? What does civic education teach you?

.....

.....

.....

2. What do you think successful democracies depend on?



.....

.....


.....

3. Did you vote for the **FOR** or **AGAINST** proposition? Give reasons for your answer.

.....

.....

.....



4. 'Civic education empowers you to change the world around you for the better!' Explain how you will change your campus for the better.

.....

.....

.....

.....

.....

For more videos, see:

<https://www.civicsacademy.co.za/videos/?category=introduction-to-democracy>



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHY IS CIVICS EDUCATION IMPORTANT?*

PRINT A POSTER FOR YOUR CLASSROOM

THE VALUE OF CIVICS EDUCATION GOES FAR BEYOND POLITICS

We know that high-quality civics education has positive future benefits for students, who will be more likely to:



Vote and discuss
politics at home



Volunteer and work
on community issues



Speak publicly
and communicate
with elected
representatives

It also develops skills that help students in other
academic areas:



Critical thinking



Civil debate



Classroom
confidence

Civics education improves school climate.

A school with a positive climate is one that promotes norms, values, and expectations that bolster students' social, emotional, and physical safety; supports a sense of unity and cohesion in the school as a community; promotes a culture of respect; and encourages students to consider themselves stakeholders in the school's success. The proven practices for civics closely relate to a positive school climate: A randomized study of one civic learning program found positive effects on a "safe, inclusive, and respectful climate" at participating schools.

(Source: <https://usergeneratededucation.wordpress.com/2018/11/18/the-importance-of-civics-education/>)



LEVEL 3 PROJECT: BE AN ACTIVE CITIZEN

LO4.3 Participate in community or national campaign or project

Students participate in and report on a community project or national campaign or project to make a beneficial difference to a good cause.

The ICASS assessment relevant to the video is the **Level 3 Project**. The Project needs to be done in THREE parts.

Please see the next section: 4. National Campaigns and community projects for useful links and ideas.

PART A VOLUNTEER AND TYPE A REPORT

Work in a small group of no more than 4-5 students. Volunteer for a minimum of six hours in a National Campaign or Community Project.

Submit a typed report as a group:

1. Research the Community Projects or National Campaigns that you could join.
 - 1.1 Select a suitable option and indicate the name of the organisation or campaign. **(2)**
 - 1.2 Describe the reasons why you chose this project. **(2)**
 - 1.3 Describe the focus of the campaign or project. **(2)**
2. Describe the roles each group member played while doing your project.
Indicate how the six hours were used by each group member.
Each group member must actively be part of the Community Project or National Campaign and DO practically. This is not a theory-based task. **(35)**
3. Submit a signed form as proof of your participation in the campaign or project for 6 hours or more. **(5)**
4. Include photos/video footage of your participation in the campaign/project. **(4)**

Note: Tasks without signed forms /evidence of participation will not be marked.

[50 marks]



3. ASSESSMENT TASK

PART B GROUP PPT OR POSTER PRESENTATION

Work as a group to give a PPT presentation of a maximum of 6 slides or to present a poster/brochure/pamphlet you created on the computer, to showcase your volunteer work in the campaign or project. Keep to a time limit of 5–6 minutes for your presentation. Be prepared to answer questions.

Your presentation will be assessed according to this rubric:

Poor 0-1	Average 2	Good 3-4	Excellent 5	Mark allocated
1. PPT/Brochure is off the topic/ not informative.	PPT/ Brochure is mostly on the topic but is not informative and includes some irrelevant aspects.	PPT/ Brochure is focused on the topic/ informative.	PPT/ Brochure is 100% focused on the topic/very informative.	
2. It is not clear what you did, when and with whom.	Your programme content is not clear in terms of what you did, but it is evident who you worked with and when.	It is clear what you did, when and with whom.	It is very clear what you did, when and with whom and displayed in a relevant way.	
3. There is no clipart, photos or images to make your presentation informative and interesting.	There is clipart, photos or images but the presentation lacks creativity.	There is clipart, photos or images to make your presentation informative and interesting. Some creativity is evident.	There is clipart, photos or images to make your presentation informative and very interesting. This is displayed in a very creative way.	
4. The presenter(s) do not keep to time limit. They waste time by making irrelevant statements.	The presenter(s) go over the allocated time.	The presenter(s) keep to the allocated time limit.	The presenter(s) keep to the allocated time limit showing they are well prepared and only focus on what is relevant.	
5. The presenter(s) are unprepared. The presentation is confusing.	The presenter(s) and could have prepared better.	The presenter(s) show they are prepared.	The presenter(s) show they are very well prepared.	
6. The presenter(s) are unable to answer questions.	The presenter(s) are not able to answer all questions.	The presenter(s) are able to answer all questions.	The presenter(s) are able to answer all questions in an expert and knowledgeable way.	

[30 marks]

3. ASSESSMENT TASK



PART C INDIVIDUAL REFLECTION

Submit an **individual** typed report on your experience during the campaign/project. Answer the following questions.

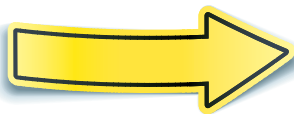
1. What did you learn about yourself during this project? **(2)**
2. What did you learn about your teamwork and leadership skills? **(4)**
3. What new skills did you learn? **(2)**
4. What would you do differently if you have to do a project/campaign like this again? **(4)**
5. Describe the activities that were most meaningful to your group. Give reasons why you found the activities meaningful. **(4)**
6. Critically evaluate the success of the campaign or project. Summarise the feedback you received, or observations you made on the value of the campaign or project. **(4)**

[20 marks]

Total: 100 marks



4. NATIONAL CAMPAIGNS AND COMMUNITY PROJECTS



In this section you will find ideas to help you and the students get started on their projects.

In South Africa we have many relevant and useful national campaigns and established community projects where students can volunteer.

If the dates do not coincide with your term days, students can still do the project in preparation for the particular dates.

Note that national days do not mean students will only volunteer on one day; they will volunteer on other days as well to prepare, raise awareness and assist as needed.

It is vital that students actually volunteer; it is pointless to just develop a plan which is never implemented.



COMMUNITY PROJECTS

Get students to research useful community projects in their areas where they can volunteer. See these links for useful information about community projects where your students can volunteer:

- <https://www.forgood.co.za/campaign>
- <https://www.forgood.co.za/campaigns/top-causes--the-very-best-on-forgood>
- <https://www.uthandosa.org/projects/>
- <https://www.brandsouthafrica.com/south-africa-fast-facts/social-facts/south-african-charities-and-community-care>



HEALTH PROJECTS - LINK WITH TOPIC 3

- ✓ Reproductive Health Month February
- ✓ Healthy Lifestyle Awareness Day 15 February
- ✓ STI/Condom Week 11-15 February
- ✓ World TB Day 24 March
- ✓ World Health Day 7 April
- ✓ World Malaria Day 25 April
- ✓ Anti-Tobacco Campaign Month May
- ✓ Burns Awareness Month May
- ✓ World Hand Hygiene Day 5 May

4. NATIONAL CAMPAIGNS AND COMMUNITY PROJECTS



- ✓ International Day of Action for Women's Health 28 May
- ✓ National Cancer Survivors Day 3 June
- ✓ World Blood Donor Day 14 June
- ✓ International Day against Drug Abuse and illicit Trafficking 26 June
- ✓ Corporate Wellness Week 1-5 July
- ✓ CANSA Care Week 1-7 August
- ✓ African Traditional Medicine Day 31 August
- ✓ Health Awareness Month - September
- ✓ National Sunflower Day 21 September
- ✓ World Heart Day 29 September
- ✓ National Nutrition Week October
- ✓ National Obesity Week October
- ✓ Mental Health Awareness Month October
- ✓ Breast Cancer Awareness Month October
- ✓ International Day of Older Persons 1 October
- ✓ National Nutrition Week 9-15 October
- ✓ Global Handwashing Day 15 October
- ✓ World Food Day 16 October
- ✓ Africa Food and Nutrition Security Day 30 October
- ✓ World Diabetes Day 14 November
- ✓ World AIDS Day 1 December
- ✓ First Things First running at TVET campuses during college terms

Useful Health links:

- <https://tac.org.za/>
- <https://www.gov.za/world-aids-day-1>
- <http://www.heartfoundation.co.za/campaigns/>
- <https://www.he aids.ac.za/programmes/first-things-first/>
- <https://www.avert.org/professionals/hiv-around-world/sub-saharan-africa/south-africa>
- <https://www.aids.org.za/>
- <https://www.gov.za/mental-health-awareness-month>
- <https://www.mtvshuga.com/downsouth/>



ENVIRONMENTAL PROJECTS - LINK WITH TOPIC 4

Students can do an environmental project on campus, or in the community, or in the workplace.

- ✓ Water Week 18 to 24 March
- ✓ World Recycling Day 18 March
- ✓ International Day of Forests 21 March
- ✓ World Water Day 22 March
- ✓ Earth Hour 24 March
- ✓ Green Office Week 18-22 April
- ✓ Earth Day 22 April
- ✓ World Biodiversity Day 22 May
- ✓ World No Tobacco Day 31 May
- ✓ National Environment Month - June
- ✓ World Environment Day 5 June



4. NATIONAL CAMPAIGNS AND COMMUNITY PROJECTS



- ✓ World Oceans Day 8 June
- ✓ World Day to Combat Desertification and Drought 17 June
- ✓ International Climate Change Day 21 June
- ✓ World Clean-up Day 21 September or 3rd Saturday in September
- ✓ Car Free Day 22 September
- ✓ International Coastal Clean-Up Day 15 September
- ✓ World Environmental Health Day 26 September
- ✓ International Day of Climate Action 24 October
- ✓ World Soil Day 5 December

Useful Environmental links:

- <https://www.environment.gov.za/projectsprogrammes>
- <http://wessa.org.za/>
- <https://www.saep.org/>
- <https://saiia.org.za/youth/environmental-sustainability-project/>
- <https://cer.org.za/programmes/pollution-climate-change>
- <https://cer.org.za/>
- <https://www.groundwork.org.za/>
- <https://lovegreen.co.za/>
- <http://earthlife.org.za/>
- <http://www.conservationconnected.co.za/ngo.htm>
- <https://www.sanbi.org/media/world-environment-day-2019/>



CITIZENSHIP PROJECTS - LINK WITH TOPIC 4

It is useful to base a project on the theme of a national day or event.

- ✓ Human Rights Day 21 March
- ✓ Child Protection Week is a time to shine a spotlight on issues facing young South Africans under the age of 18, 28 May–4 June
- ✓ Freedom Day 27 April
- ✓ Workers' Day 1 May
- ✓ Youth Day 16 June
- ✓ Nelson Mandela Day 18 July
- ✓ National Women's Day 9 August
- ✓ Heritage Day 24 September
- ✓ International Day for the Eradication of Poverty 17 October
- ✓ The 16 Days Activism for No Violence Against Women and Children Campaign – 25 November to 10 December
- ✓ International Day for the Elimination of Violence against Women 25 November
- ✓ International Volunteer Day 5 December

Useful citizen projects links:

- <https://www.parliament.gov.za/project-event-details/3>
- <https://www.gov.za/about-government/government-programmes/projects-and-campaigns>
- <https://www.brandsouthafrica.com/governance/services/rights/human-rights-ngos-180316>
- <https://www.thirteen.org/edonline/hr101/projects/index.html>
- <https://www.sahrc.org.za/>
- <https://www.elections.org.za/IECOnline/Home>

5. LSS LESSON PLAN TEMPLATES



Lesson Plan 1 *Why is Civic Education important?*

Level: 3 (can also be used for Levels 2 and 4)	Date:			Lesson Duration: 1 hour	
Topic	2 & 4	SO	LO		
	4.3 Participate in community or national campaign or project 2.2 Apply learning and thinking skills and strategies in various contexts.	4.3.1 Identify a project to assist people living in impoverished socio-economic conditions or regarding environmentally responsible behaviour in the workplace. 2.2.2 Use examples to apply decision making methods. 2.2.3 Use examples to apply problem solving methods. 2.2.4 Practise creative thinking skills within the context of problem solving.			
Year plan					
Lesson Topic & Aims	Why is Civic Education important?				
	<ul style="list-style-type: none"> Students learn about the importance of civic education to motivate them to get involved in their projects Students practice debating skills to develop thinking, argument and problem-solving skills 				
Computer	Students use the Computer to work in small groups to compile a PPT presentation on why civic education is important. They do this in the Computer lesson, not during this Life Skills lesson.				
Preparation: What you need	<ul style="list-style-type: none"> Download the video from: http://www.civicsacademy.co.za/video/civic-education/ Tape or prestick to put flipcharts on wall Crayons or marker pens Fast-paced music 				
Advance preparation: what you need to do before the lesson	<ol style="list-style-type: none"> Photocopy the Handout with Voiceover text to hand out after watching the video, if needed. Write the <i>African Wisdom</i> in big letters on flipchart or the board. Please read the full lesson plan in the Guide before you teach the lesson. Answers to questions are in the Guide. 				
Lesson summary (Please read the rest of the lesson plan for the details)					
1.1 Ice-breaker: Would you rather? game (5 min)					
1.2. Introduce the video, check on prior knowledge, ask questions and 1.3 African Wisdom (5 min)					
2. Play the video, pause, ask questions (15 min)					
3. Group work: Speed debating (30 min)					
4. Reflection and consolidation: (5 min)					



5. LSS LESSON PLAN TEMPLATES

Teaching activities: What will you, the lecturer do?	Questions you will ask	Learning activities: What will your students do?	Time per activity
<p>1.1 Do this quick ice-breaker: Would you rather? (5 min)</p> <ol style="list-style-type: none"> 1. Tell students you will call out a statement with two options; they have to quickly decide on ONE of the options and give a reason why. 2. Call out a question/statement, give students a few seconds to think and then ask them to indicate their choice, and to give a reason. Ask about 5 students per question to give a reason. Ensure you get responses from both options. 3. Then repeat with the next question. 4. Repeat again until you have read out all the statements and students have responded. 	<p>1. Would you rather live in South Africa or in another country?</p> <p>2. Would you rather live in a democracy or in a monarchy where you are ruled by a royal?</p> <p>3. Would you rather be alive 500 years ago, or 500 years in the future?</p> <p>4. Would you rather live forever or be remembered forever?</p> <p>5. Would you rather give up social media or give up your romantic relationship?</p>	<p>Choose an option and say why for each of the statements.</p>	<p>5 min</p>
<p>1.2 Introduce the lesson by asking students. (5 min)</p> <ol style="list-style-type: none"> 1. Say that we will now watch a video that explains why <i>Topic 4 – Citizenship Education, is so very important.</i> 2. Explain the meaning of Civic Education <p>Civic education is the same as Topic 4, Citizenship Education in the Life Orientation curriculum. It is also referred to as democracy education.</p> <ol style="list-style-type: none"> 3. Ask the class question 1 in the next column. Example answers are given in the Guide. 4. Share this African saying with the class: 	<p>1. Why do you think civic education is important?</p>	<p>Answer questions</p>	<p>5 min</p>
<p>1.3 African Wisdom</p> <ol style="list-style-type: none"> 1. Display this African saying: <p style="text-align: center;"><i>Ubuntu: I am because you are.</i></p> <ol style="list-style-type: none"> 2. Ask question 2 in the next column. Example answers are given in the Guide. 	<p>2. What does this saying mean in terms of the importance of Civic Education?</p>	<p>Analyse quote</p>	

5. LSS LESSON PLAN TEMPLATES



Teaching activities: What will you, the lecturer do?	Questions you will ask	Learning activities: What will your students do?	Time per activity
<p>2. Play the video Why is civic education important? pause and ask questions (15 min)</p> <ol style="list-style-type: none"> 1. Play the video. 2. Pause at 2:36 and ask question 1 in the next column. 3. Play the video. 4. Pause at 3:53 and ask question 2 in the next column. 5. Play the video to the end and then ask question 3. 6. Example answers to all the questions are given in the Guide. 	<p>Questions you will ask</p> <ol style="list-style-type: none"> 1. What do successful democracies depend on? 2. Why does Civic Education give us power? 3. Why is civic education so important? 	<p>Learning activities: What will your students do?</p> <p>Watch the video. Answer questions when the video is paused.</p>	<p>15 min</p>
<p>3. Pair work: speed debating (30 min)</p> <ol style="list-style-type: none"> 1. Tell students that you will introduce the theme of debating. To help prepare the class for the next lesson on 'The Big Debate', you will start with speed-debating. 2. Let students sit in pairs, facing each other. Place chairs in two rows, with chairs facing each other. Each student should have a chair to sit on. 3. Name one row the FOR row and the other row the AGAINST row. Note in this activity all the students discuss in pairs all at the same time; there are no presentations to the class. 4. Explain that you will read out a topic. One student in the pair should be FOR this topic and the other AGAINST. They need to take turns to pose their arguments and try to convince each other that their viewpoint is correct or the best! One student should make a statement FOR, the other should make a statement AGAINST, then the FOR student 	<p>Topics for speed debating:</p> <ol style="list-style-type: none"> 1. Successful democracies depend on the active participation of informed citizens. 2. Civic knowledge empowers us to claim our democratic rights. 3. It is my duty as a college student to promote active and responsible citizenship. 4. It is your responsibility to vote in elections. 	<p>Debate for or against a statement with a partner</p>	<p>30 min</p>



5. LSS LESSON PLAN TEMPLATES

Teaching activities: What will you, the lecturer do?	Questions you will ask	Learning activities: What will your students do?	Time per activity
<p>should make another statement, then the Against student should respond - so one statement per student, then a response, then another statement and so on.</p> <p>5. Tell students they must think very fast! Allow 5 minutes per topic. If a student cannot think of a counter-statement to make, the other student wins the round.</p> <p>6. After each topic, ask the FOR students to move one chair up, so they will have a new partner for each topic. Allow 5 minutes per topic. Always get the FOR row students to move up one space before the next topic.</p> <p>7. You may wish to write the topic on the board as you give them. First complete one topic before giving them the next topic.</p>			
<p>4. Reflection, consolidation and ending (5 min)</p> <ol style="list-style-type: none"> 1. Ask the students the questions in the next column. 2. Ask students whether they found arguing for or against an idea, easy or difficult. 3. Ask students to think about the importance of civic education, as they will debate this topic in the next lesson. 	<ol style="list-style-type: none"> 1. Was arguing for or against easy or difficult? 2. What can help you to develop your argument, decision-making and problem-solving skills? 	Answer questions	5 min
<p>Sequencing and Follow-on: (<i>what you will do in the next lesson, adjustments in lesson plan, revision, aspects not completed to deal with</i>)</p> <p>Lesson 2 Hold a class debate on the importance of civic education</p>			
<p>Lecturer's reflection on current lesson:</p>			

5. LSS LESSON PLAN TEMPLATES



Lesson Plan 2: The Big Debate: Is Civics Education important?

Level: 3 (can also be used for Levels 2 and 4)	Date:			Lesson Duration: 1 hour	
Topic	2 & 4	SO	4.3 Participate in community or national campaign or project 2.2 Apply learning and thinking skills and strategies in various contexts.	LO	4.3.1 Identify a project to assist people living in impoverished socio-economic conditions or regarding environmentally responsible behaviour in the workplace. 2.2.2 Use examples to apply decision making methods. 2.2.3 Use examples to apply problem solving methods. 2.2.4 Practise creative thinking skills within the context of problem solving.
Year plan					
Lesson Topic & Aims	<p>Why is Civics Education important?</p> <ul style="list-style-type: none"> Students learn about the importance of civic education to motivate them to get involved in their projects Students practice debating skills to develop thinking, argument and problem-solving skills 				
Computer	Students use the Computer to do internet research and visit the Civics Academy website to view other videos on this site. They discuss the videos they have viewed. See: https://www.civicsacademy.co.za/				
Preparation: What you need	<ul style="list-style-type: none"> Download the video from: http://www.civicsacademy.co.za/video/civic-education/ <p>Advance preparation: what you need to do before the lesson</p> <ol style="list-style-type: none"> Photocopy the Worksheet Why is civic education important? Reflection. (1 page) Please read the full lesson plan in the Guide before you teach the lesson. Hints on how to run a debate are given in the Guide. 				
Lesson summary (Please read the rest of the lesson plan for the details)					
1. Play the video Why is civic education important? again (10 min)					
2. Group work: class debate (35 min)					
3. Reflection and consolidation: Complete Worksheet (15 min)					



5. LSS LESSON PLAN TEMPLATES

Teaching activities: What will you, the lecturer do?	Questions you will ask	Learning activities: What will your students do?	Time per activity
<p>1. Play the video <i>Why is civic education important?</i> again (10 min) Play the video, ask if students have questions and allow for a brief discussion.</p> <p>2. Group work: The big debate (35 min) Get the students to participate in a class debate Topic for debate: proposition <i>Young people in SA are active citizens</i> Sub-topic: Citizenship education helps young people to be active citizens</p> <ol style="list-style-type: none"> Write the above topic and sub-topic on the board in big letters. Divide the class into two large groups of 15-16 per group. One group must be FOR the proposition and the other AGAINST. Each group should prepare to support/oppose the proposition and sub-topic. Give students time to prepare their arguments - about 10 min. Use 25 minutes in total for the actual debate. Give the FOR and AGAINST group members turns to state their arguments. Do not allow any speakers to talk for longer than 2-3 minutes. Ensure they keep to the topic and sub-topic. Hint: Select one time-keeper from the FOR group and another from the AGAINST group to help you keep the speakers to the time limit. After at least 10 students from each group have taken turns to speak, ask if any other group members want to comment on either the FOR or AGAINST propositions and/or ask questions. Ask a spokesperson from any of the FOR groups to summarise and conclude, and then ask a spokesperson from any of the AGAINST groups to summarise and conclude. It is a good idea to ask students who have not yet spoken, to summarise and conclude. Finally refer students to the proposition again and ask students to speak FOR and AGAINST the proposition. Tell students this is their last chance to try and persuade the others to their viewpoint! 		<p>Watch the video.</p> <p>Participate in a class debate.</p>	<p>10 min</p> <p>(35 min)</p>

5. LSS LESSON PLAN TEMPLATES



Teaching activities: What will you, the lecturer do?	Questions you will ask	Learning activities: What will your students do?	Time per activity
<p>7. Ask those FOR the proposition to raise their hands. Count the votes and note these on the board. Then ask those AGAINST the proposition to raise their hands.</p> <p>8. Count the votes and note these on the board.</p> <p>*Note that now students who were grouped do not have to continue supporting their given roles; they may vote for the proposition that they agree with, or due to good arguments now agree with.</p> <p>9. Announce the winning proposition.</p> <p>10. Congratulate the winning group and thank all students for participating.</p>			
<p>3. Reflection, consolidation and ending (15 min)</p> <p>1. Hand out the reflection worksheet and let students complete the reflection worksheet.</p> <p>2. Allow them to share their responses in twos or threes. Ask for class comments on question 4.</p> <p>3. Remind them of the importance of civic education and hence Life Orientation. Thank the students for their active participation.</p>		Complete worksheet and share answers in pairs and with the class.	15 min
<p>Sequencing and Follow-on: <i>(what you will do in the next lesson, adjustments in lesson plan, revision, aspects not completed to deal with)</i></p> <p>Volunteer project</p>			
<p>Lecturer's reflection on current lesson:</p>			



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NOTES



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

LIFE SKILLS TOPIC 4: CITIZENSHIP

This Lecturer's guide is based on the Life Orientation Life Skills curriculum for Level 2.

Links with Computers Topics 6, 7, 8 and 9 are also given.



YOUR GPS TO FINDING CURRICULUM LINKS



1. THE LIFE ORIENTATION CURRICULUM

LEVEL 2 TOPIC 4: CITIZENSHIP

SUBJECT OUTCOME	
4.1 Explain human rights and responsibilities	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none">• Appropriate responsibilities with each human right as stated in the South African Bill of Rights are identified• The attributes of being a good South African citizen within the context of the South African Bill of Rights, are explained.• Ways to protect the environment at the college are explained	<ul style="list-style-type: none">4.1.1 Identify appropriate responsibilities with each human right as stated in the South African Bill of Rights4.1.2 Describe the attributes of a good South African citizen with reference to role models4.1.3 Investigate ways to protect the environment at the college
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none">• Students develop a personal Bill of Rights and responsibilities, promoting our Constitutional values. They create this in electronic format on the computer• Students initiate an environmental protection awareness campaign at college (for example, organising recycling bins, ensuring taps don't leak, planting trees or an organic vegetable garden). They submit a report on this project in electronic format.• Students email messages of support for the application of human rights.	

The focus in the video is on the very important LO4.1.1



LIFE ORIENTATION CURRICULUM: COMPUTERS



Link Life Skills with Computers when you teach Life Orientation



How to link the two Life Orientation components as required by the curriculum.

Topic 6: Basic features of Microsoft Word (Word-processing program)

SUBJECT OUTCOME	
6.2 Use basic features to create and edit a Word document	
<ul style="list-style-type: none"> Word documents are created, edited and printed using basic features and options <p><i>Range to format text: Highlight text; type text in bold, italics and underline; type text in different font types and font sizes; use numbers and bullets on first and second levels and use the alignment functions - left, right, centre, insert headers and footers.</i></p> <p><i>Range: Move around in the document, type in it (INS); add text; delete text; start a new paragraph; type in capital letters (upper case), lower case and title case and use UNDO and REDO functions</i></p>	<p>6.2.1 Create and save a Word document</p> <p>6.2.2 Use basic features to format a Word document</p> <p><i>Range to format text: Highlight text; type text in bold, italics and underline; type text in different font types and font sizes; use numbers and bullets on first and second levels and use the alignment functions - left, right, centre, insert headers and footers</i></p> <p>6.2.3 Use basic features to edit a Word document</p> <p><i>Range: Move around in the document, type in it (INS); add text; delete text; start a new paragraph; type in capital letters (upper case), lower case and title case and use UNDO and REDO functions</i></p> <p>6.2.4 Spell check; preview and print the document</p>
<ul style="list-style-type: none"> Test must be practical (hands on) and students must be able to: Use content contained in the Life skills component of the subject when creating and editing Word documents <ul style="list-style-type: none"> Create, open and save documents. Produce a document from given text. Format a document. Check spelling and grammar in a document. Print a document Observation checklist – use where students are required to demonstrate. 	

- Let students create a Word doc and retype the **Handout A Bill of Responsibilities for the youth of South Africa** or the **Handout of the human rights video voiceover text**.
- They need to save this doc with an appropriate title.
- Let them check spelling and grammar.
- Let them print the document back to back.



1. THE LIFE ORIENTATION CURRICULUM

Topic 7: Basic features of Microsoft Excel (Spreadsheet programme)

SUBJECT OUTCOME 7.2	
7.2 Use formula to perform basic calculations in a spreadsheet	
<ul style="list-style-type: none">Formula are used to perform basic calculations in a spread sheet <i>Range: Add, subtract, divide, multiply, autosum</i>	<p>7.2.1 Perform basic spreadsheet calculations <i>Range: Add, subtract, divide, multiply, autosum</i></p> <p>7.2.2 Preview and print the document</p>
<ul style="list-style-type: none">Test must be practical (hands on) and students must be able to: Note: Use content contained in the Life skills component of the subject when creating and editing Word documentsObservation checklist – use where students are required to demonstrate the following:<ul style="list-style-type: none">Create, open and save spreadsheets.Edit a spreadsheet.Produce spreadsheets from a given specification.Check spelling in a spreadsheet.Format a spreadsheet.Preview spreadsheets.Print a spreadsheet	

Give students a spreadsheet with this information to work with or let them compile a spreadsheet with the information:

THE TOP THREE MOST VIOLATED HUMAN RIGHTS IN SOUTH AFRICA ARE:

1. Equality (749 complaints)
2. Unfair labour practices (440 complaints)
3. Ongoing lack of access to health care, water, food, and social security (428 complaints)

During 2015–2016, the Commission received a total of **9 238 complaints**; with Gauteng recording the highest number of complaints (**1110**), followed by the Western Cape (**670**) and KwaZulu-Natal (**581**). Since 2012, these three provinces have consistently received the highest number of complaints of all 9 provinces. One noticeable change in the number of complaints received by the Commission in 2015/2016 is a marked increase in the number of complaints recorded by the North West provincial office.

(Source: <https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/1088-media-statement-sahrc-releases-report-on-trends-in-human-rights-violations-in-south-africa>)



Topic 8: Basic features of Microsoft PowerPoint Presentations

SUBJECT OUTCOME	
8.1 Use basic features to create and format slides	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> Slides are created, saved and formatted using basic features <i>Range to format text: Highlight text; type text in bold, italics and underline; type text in different font types and font sizes; use numbers and bullets on first level and use the alignment functions - left, right, centre, insert headers and footers</i> Presentations are spell checked and saved Different printing options are used to preview and print slides <i>Range: Slides, handouts and notes pages</i> 	<p>8.1.1 Create and save slides using different slide layouts and format themes</p> <p>8.1.2 Use basic features to format the slides <i>Range to format text: Highlight text; type text in bold, italics and underline; type text in different font types and font sizes; use numbers and bullets on first level and use the alignment functions - left, right, centre, insert headers and footers</i></p> <p>8.1.3 Spell check and save the presentation</p> <p>8.1.4 Preview and print by selecting different printing options. <i>Range: Slides, handouts and notes pages</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Test must be practical (hands on) and students must be able to use content contained in the Life skills component of the subject when creating and editing PowerPoint presentation 	

1. Get students to work in small groups to compile a PPT presentation on 6 human rights and responsibilities, and present this to the class.



1. THE LIFE ORIENTATION CURRICULUM

Topic 9: Introduction to e-mail and Internet

SUBJECT OUTCOME	
9.1 Explore the World Wide Web	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> The Internet Explorer Browser is used to explore different websites on the Internet 	9.1.1 Launch the Internet Explorer Browser 9.1.2 Find and explore different websites on the Internet
SUBJECT OUTCOME	
9.2 Use the Internet to communicate via e-mail	
<ul style="list-style-type: none"> An e-mail address is created on the Internet E-mailed messages to friends and fellow students are drafted and sent E-mails are retrieved and appropriately responded to 	9.2.1 Create an e-mail address on the Internet 9.2.2 Draft and send e-mails to friends and fellow students 9.2.3 Retrieve e-mails and respond appropriately
<ul style="list-style-type: none"> Assessments must be practical (hands on) and students must be able to Create and Receive and respond to e-mails. Link with SO 1.4 and create and send a email messages about positive personal relationships Observation checklist – use where students are required to demonstrate their skills. 	

LO9.1.1 and 9.1.2

Get students to:

- Google and find the Constitution.
- Also get students to Google and find:
 - HRC website (<https://www.sahrc.org.za/>)
 - Civics Academy website (<http://www.civicsacademy.co.za/>)
 Ask students to locate the human rights video.
 (<http://www.civicsacademy.co.za/video/human-rights/>)
- Useful websites for students to explore:
 - <https://www.news24.com/SouthAfrica/News/human-rights-day-what-are-your-basic-rights-and-where-can-you-go-when-they-are-infringed-upon-20190321>
 - https://en.wikipedia.org/wiki/Chapter_Two_of_the_Constitution_of_South_Africa
 - <https://www.sahrc.org.za/index.php/sahrc-media/news/item/1262-15-basic-human-rights-you-should-know>
 - <https://www.gov.za/documents/constitution/chapter-2-bill-rights>
 - <https://www.parliament.gov.za/project-event-details/2>
 - <https://www.concourt.org.za/index.php/constitution/your-rights/the-bill-of-rights>

LO9.2.1, 9.2.2 and 9.2.3

- Ask students to email summaries of the Bill of Rights to one another.
- Let students choose 4 rights and their accompanying responsibilities and email these to one another. They should explain why these rights are important for them.
- Get students to critically evaluate websites that focus on human rights.

2. A STEP BY STEP GUIDE: USE THE VIDEO WHAT ARE HUMAN RIGHTS?



This section shows you in a step-by-step way how to structure your lessons.
PLEASE READ THIS SECTION CAREFULLY.

Times given are approximate. Time needed will depend on class size. These are approximate times for a class of 30 students. This lesson will be one period, about one hour. The video is 6 min of duration.



NOTE: Civics Academy has a useful series of videos on **Constitutional Rights**. Also download and play these videos. Consider using these videos for revision. See: <https://www.civicsacademy.co.za/videos/?category=constitutional-rights>

(Source: <http://www.civicsacademy.co.za/video/why-is-civic-education-important/>)

SUMMARY LESSONS 1 AND 2

- Start the lesson with an Ice-breaker - Hashtag# (5 min)
- Introduce the video (5 min)
- Play the video - pause, ask questions and listen to students' answers; then resume to play the video again (video is 6 min, add time to pause video and for discussion, total time is 15 min)
- Group work: let students participate in the rap activity (30 min)
- End the lesson by getting students to sign commitments (5 min)
- Teach Lesson 2: Class quiz (35 min)
- Hand out the Reflection Worksheet for students to complete (15 min)
- Assessment: Practical Task Radio Panel Discussion (60 min)
- Use the LSS Lesson Plan Templates



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE HUMAN RIGHTS?*

LESSON 1 *WHAT ARE HUMAN RIGHTS?*

1.1 START THE LESSON WITH AN ICE-BREAKER (5 min)



CREATE A #HASHTAG

1. Use tape to paste strips of four sheets of flipchart together. Make two of these chart combinations. Place these strips on a classroom wall or the floor, at a distance from one another, so that students can easily gather round each of the strips.
2. Give each student a crayon.
Note: if you do not have flipchart paper, let students use the board and give them marker pens or chalk.
3. Tell students they must quickly, all at the same time, come up to the flipchart strips and write a hashtag that best describes how they feel about their human rights.
Example #Hashtags:
#NotInMyName
#BlackLivesMatter
#MeToo
4. Play fast paced music while the students are writing their #hashtags.

Once all students have created their Hashtags, ask them to look at the charts showing their hashtags.

(Image source: <https://www.vecteezy.com/vector-art/89381-free-geometric-hashtag-vector-icon>)

2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE HUMAN RIGHTS?*



1.2 INTRODUCE THE VIDEO *WHAT ARE HUMAN RIGHTS* (5 min)



1. Tell students they will be watching a video about human rights.

Point out that respect for human rights is a central feature of democracy. Human rights promote the democratic values of human dignity, freedom and equality before the law. Our South African Bill of Rights is the cornerstone of our democracy, and outlines our rights (basic and socio-economic, civil and political).

2. Ask the class:

Why are human rights important?

To add to their ideas, explain:

- Human rights protect us against the actions of those who exercise power over us and help to create a world in which we can all reach our full potential as human beings.
- We are entitled to have our human rights protected and promoted. This is because we are human beings and deserve to be treated with dignity and respect.
- So, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language or any other status - we are all entitled to fundamental human rights.

3. Ask the students what they observed when looking at the #Hashtags.

What do they notice? What are the messages and feelings about human rights? The importance of human rights should be highlighted.



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE HUMAN RIGHTS?*

1.3 AFRICAN WISDOM

Display the African Wisdom on the board or flipchart. Choose one of these quotes to show students.

“Our hopes for a more just, safe, and peaceful world can only be achieved when there is universal respect for the inherent dignity and equal rights of all members of the human family.”

– Phumzile Mlambo-Ngcuka

Or

“To deny people their human rights is to challenge their very humanity.”

– Nelson Mandela

Ask the class what the quote means in terms of human rights.

To add to students' ideas, point out that:

- Because we are human beings we deserve to be treated with dignity and respect.
- So, whatever our nationality, place of residence, gender, national or ethnic origin, colour, religion, language, sexual orientation or any other status – we are all entitled to fundamental human rights.
- Treat people the way you want to be treated.



HINT!

- Please tell students that you will pause the video to give them enough time to write notes and answer questions.
- Be clear when you give this instruction: **while the video is playing, you should just watch. Do not read, write or discuss while watching.**

Use the Voiceover Handout

Photocopy the handout on the next page for students. Use only if needed.



REMINDER!

Please do not hand out the voiceover text before or during the first video viewing. Only use the Voiceover Handout if you show the video again, or as a take-home resource.

2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE HUMAN RIGHTS?*



Handout Voiceover Text:

WHAT ARE HUMAN RIGHTS?

1. The *respect* for human rights is a central feature of a constitutional democracy.

Human rights protect us against the actions of those who exercise power over us and help to create a world in which we can all reach our full potential as human beings. We are entitled to have our human rights respected, protected and promoted simply because we are human beings. We have the right to dignity and equality. This means, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language or any other status – we are all entitled to fundamental human rights.

Because of South Africa's apartheid history, the protection of human rights is specifically important in this country. Before 1994, the most basic rights of the majority of South Africans were not respected by the state. We decided as a nation to protect the human rights of all when we became a democracy, to ensure that no one is subjected to the infringement of our rights and the denial of our human dignity ever again.

The protection of human rights in South Africa draws inspiration from the global human rights movement, which started after the 2nd World War, and culminated in the adoption of the Universal Declaration of Human Rights by the United Nations General Assembly in 1948.

2. Human rights follow three core principles, which describe how these rights work and apply.

Firstly, our rights are **inalienable**. That means that our rights will always apply to us simply because we are human. They cannot be taken away from us by anyone. Our rights will not change, even if our life circumstances change.

The second core principle is **interdependence**. That means, that our rights come as a full package. This is because the protection of some rights depends on the protection of other rights. Our human rights support one another and strengthen one another.

The third core principle is **equality and non-discrimination**. That means that every person has the right to equal opportunity and freedom. This is a core principle in our SA context.

3. In a democracy like South Africa, human rights are guaranteed by the country's Constitution.

The Constitution is the supreme law of the country. All our rights are in Chapter 2 which is called the Bill of Rights.



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE HUMAN RIGHTS?*

Our South African Bill of Rights outlines different groups of human rights:

First of all, it gives a number of **basic rights**. They include the right to equality before the law, the right to life, and the right to human dignity.

The Bill of Rights then goes on to talk about **civil rights**, which are rights that a person has as a member of a community, state, or nation. Examples of civil rights include the freedom of religion, belief and opinion as well as the freedom of expression.

Then we further have **political rights**, which include each citizen's right to vote, protest and assembly and forming or campaigning for a political party.

What is special about our Bill of Rights in South Africa is that it also focuses on **socio-economic rights**. Examples are: the right to housing, the right to education and the right to healthcare. We explain these rights in more detail in our Constitutional Rights series. Not all countries commit themselves to these rights. These rights place a special duty and responsibility on our government. They are very important because a large part of the struggle for freedom was about improving the lives of the majority of the people.

So, these are the different groups of human rights in our Bill of Rights. The Bill requires the state to respect, protect, promote and fulfil these guaranteed rights.

4. But we citizens not only have rights, but obligations too. The same values that protect us, have to guide how we treat one another in society.

So remember, we too have the responsibility to respect these rights at all times. Even if we do not like another person, it is our duty to respect his or her rights.

You can see this easily if you think about a specific right, like the right to basic education. It means that you are free to go to school, but it also means that you should not prevent anyone else from going to school.

We explain the right to education in more detail in our video: *"What does the right to education entail?"*

The Bill of Rights also applies to relations between all individuals, and relations between individuals, the government and private institutions.

5. Now, why are human rights so important?

Human rights are a central feature of any constitutional democracy.

In South Africa, our human rights are outlined in the Bill of Rights, which is found in Chapter 2 of our Constitution, and forms the cornerstone of our democracy. It is supposed to ensure that we all enjoy the protection of the democratic values of human dignity, freedom and equality before the law.

2. A STEP BY STEP GUIDE: USE THE VIDEO WHAT ARE HUMAN RIGHTS?



2. PLAY THE VIDEO

1. Download the video from:

<http://www.civicsacademy.co.za/video/human-rights/>

Play the video, pause where indicated, ask questions and listen to students' answers; then resume to play the video again (video is 6 min. Allocate 15 min for this video section). Students can call out answers in class or share answers in pairs before calling out answers.



2. Play the video



3. Pause 1 at 0:51

This is the screen that appears where you should pause.



- Ask: 1. What does this statement mean: *We are all entitled to fundamental human rights?*

Example answers to add as needed to students' responses:

- We are entitled to have our human rights protected and promoted just because we are human beings and deserve to be treated with dignity and respect.
- This means, whatever our nationality, place of residence, gender, national or ethnic origin, colour, religion, language, sexual orientation, culture, age, health status or any other status – we are all entitled to fundamental human rights.



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE HUMAN RIGHTS?*



4. **Resume** to Play the video.



5. **Pause 2** at 2:37

This is the screen that appears where you should pause.



- Ask: 2. *What is the significance of the three core principles?*

Example answers to add as needed to students' responses:

- **Inalienable** – our rights will always apply to us simply because we are human. They cannot be taken away from us by anyone.
- **Interdependence** – our rights come as a full package; the protection of some rights depends on the protection of other rights. Our human rights support and strengthen one another.
- **Equality and non-discrimination** – every person has the same set of rights. Rights apply equally to everyone.

2. A STEP BY STEP GUIDE: USE THE VIDEO WHAT ARE HUMAN RIGHTS?



6. **Resume** to Play the video to the end.



Ask:

- 3. *Why are human rights so important?*
- 4. *Why is respect for human rights so important?*

Facilitate a short class discussion on these questions.

If needed, play the video again.

Example answers to add as needed to students' responses:

3.

- Human rights are so important because of South Africa's apartheid history. Before 1994, the most basic rights of the majority of South Africans were not respected by the state.
- Our human rights ensure that never again will our citizens be without their rights and never again will their dignity be denied.

4.

- Without respect for human rights we cannot all enjoy the protection of the democratic values of human dignity, freedom and equality before the law.
- Without respect for human rights there will be discrimination and inequality, which is not acceptable.



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE HUMAN RIGHTS?*

3. HUMAN RIGHTS AND RESPONSIBILITIES RAP (30 min)



Let students rap human rights. This activity is focused on getting students to create and present songs/raps/music with strong human rights educational messages.

1. Get students to form small groups of 3-4 per group.
2. Distribute the **Handout *A Bill of Responsibilities for the youth of South Africa*** on the next pages, so each student has a copy.
3. Allocate each group a different number as per the responsibilities in the Handout. For example, Group 1 can be **1. My responsibility in ensuring the right to equality** Group 2 can be **2. My responsibility in ensuring the right to human dignity** and Group 3 could be **3. My responsibility in ensuring the right to life** and so on.
4. Explain the task to students:
 - Work as a group.
 - Read the Preamble and briefly discuss what it means.
 - Quickly read the document and look at the 12 responsibilities.
 - Then focus on your group's given responsibility.
 - Carefully read this responsibility and discuss your understanding with each other. Give practical, real examples and check if all group members agree on your common understanding.
 - Then create a short rap, for presentation to the class. Your rap must explain this responsibility and its accompanying right, in a clear, creative and interesting way. Include your own examples.
 - Ensure that the rap presentations are short – **the presentations should be no longer than 2 minutes per group.**
 - At the end of each rap, the group must be prepared to answer questions and listen to comments.

4. REFLECTION (5 min)

Once all groups have presented, ask students if they agree to comply with and promote these rights and responsibilities. If they do, ask them to **sign in the space indicated on the Handout**, and to get to other students to sign as witnesses.

End the lesson by asking students to remind each other of the powerful commitment they have made to uphold their and others' rights and responsibilities.

2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE HUMAN RIGHTS?*



Handout

A Bill of Responsibilities for the youth of South Africa

Preamble

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

This Bill outlines the responsibilities that flow from each of the rights enshrined in the Constitution of the Republic of South Africa.

1. My responsibility in ensuring the right to equality

The right to equality places on me the responsibility to

- treat every person equally and fairly, and
- not discriminate unfairly against anyone based on race, gender, religion, national, ethnic or social origin, disability, culture, language, status or appearance.

South Africa is a diverse nation, and equality does not mean uniformity, or that we are all the same. Our country's motto: !KE E: /XARRA //KE, meaning "Diverse people unite", calls on all of us to build a common sense of belonging and national pride, celebrating the very diversity which makes us who we are. It also calls on us to extend our friendship and warmth to all nations and all the peoples of the world in our endeavour to build a better world.

2. My responsibility in ensuring the right to human dignity

The right to human dignity places on me the responsibility to:

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

3. My responsibility in ensuring the right to life

The right to life places on me the responsibility to:

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



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE HUMAN RIGHTS?*

4. My responsibility in ensuring the right to family or parental care

This right expects me to:

- honour and respect my parents, and to help them,
- be kind and loyal to my family, to my brothers and sisters, my grandparents and all my relatives and
- recognise that love means long-term commitment, and the responsibility to establish strong and loving families.

5. My responsibility in ensuring the right to education

The right to education places on me the responsibility to:

- attend college regularly, to learn, and to work hard,
- cooperate respectfully with teachers and fellow learners and
- adhere to the rules and the Code of Conduct of the college.
- and concurrently places on my parents and caregivers the responsibility to:
- ensure that I attend College and receive their support.
- and places on my teachers the responsibility to:
- promote and reflect the culture of learning and teaching in giving effect to this right.

6. My responsibility in ensuring the right to work

This right carries with it the responsibility for all learners, parents, caregivers and teachers to:

- work hard and do our best in everything we do and
- recognise that living a good and successful life involves hard work, and that anything worthwhile only comes with effort.
- This right must never be used to expose children to child labour.

7. My responsibility in ensuring the right to freedom and security of the person

The right is upheld by my taking responsibility for:

- not hurting, bullying, or intimidating others, or allowing others to do so, and
- solving any conflict in a peaceful manner.

8. My responsibility in ensuring the right to own property

The right to own property places on me the responsibility to:

- respect the property of others,
- take pride in and protect both private and public property, and not to take what belongs to others and
- be honest and fair, and for those who have, to give generously to charity and good causes.

9. My responsibility in ensuring the right to freedom of religion, belief and opinion

The right to freedom of conscience requires me to:

- allow others to choose and practice the religion of their choice, and to hold their own beliefs and opinions, without fear or prejudice and
- respect the beliefs and opinions of others, and their right to express these, even when we may strongly disagree with these beliefs and opinions.

That is what it means to be a free democracy.

2. A STEP BY STEP GUIDE: USE THE VIDEO WHAT ARE HUMAN RIGHTS?



10. My responsibility in ensuring the right to live in a safe environment

This right assumes the responsibility to:

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

11. My responsibility in ensuring the right to citizenship

The right to citizenship expects me to be a good citizen. This means that we are responsible for:

- obeying the laws of our country,
- ensuring that others do so as well, and
- contributing in every possible way to making South Africa a great country.

12. My responsibility in ensuring the right to freedom of expression

The right to free expression is not unlimited, and does not allow us to:

- express views which advocate hatred, or are based on prejudices about race, ethnicity, gender or religion.
- We must therefore take responsibility to ensure this right is not abused by ourselves or others, to not tell or spread lies, and to ensure others are not insulted or have their feelings hurt.

Conclusion

I accept the call of this Bill of Responsibilities and commit to taking my rightful place as an active, responsible citizen of South Africa. By assuming these responsibilities, I will contribute to building the kind of society which will make me proud to be a South African.

(Source: adapted from <https://www.gov.za/about-government/government-programmes/bill-responsibilities>)

Name:

Signature:

Date:

Witness 1 (name and signature)

Witness 2 (name and signature)



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE HUMAN RIGHTS?*

LESSON 2: *WHAT ARE HUMAN RIGHTS?* CLASS QUIZ

1. **Play the video *WHAT ARE HUMAN RIGHTS?* again** (10 min)
Students can indicate where they want you to pause so they can ask questions or discuss.
2. **Run a class quiz** (35 min)



CLASS QUIZ

1. Divide the class into 4 groups.
2. Let each group choose a group name based on human rights.
3. Make four columns on the board and write each group name at the top of one column. Allocate points for correct answers to the groups and write these under the correct group name.
4. Tell the students they will be competing against each other in a class quiz. If you have for example, a packet of sweet available, say there will be a prize for the winning group.
5. Give each group a turn to answer a question. If the group cannot answer in one minute, open it up to the other groups and the first group to answer CORRECTLY wins a point.
6. Allocate one point for each correct answer. The group with the most points, wins.
7. Quiz questions are on the next page. Example answers are provided. The quiz will enable you to know how much the students know and understand about their rights and responsibilities.

3. **Reflection** (15 min)

1. After the quiz, hand out the reflection worksheet.
2. Let students complete the Reflection Worksheet. Find the Reflection Worksheet on pages 209-211. The Reflection Worksheet is 3 pages.
3. Give students crayons to use to draw. For question 11 they have to make a drawing.
4. Let them share their completed reflection worksheets in pairs or threes.

(Image source: <https://making-the-web.com/clipart-9234018com/clipart-9234018>)

2. A STEP BY STEP GUIDE: USE THE VIDEO WHAT ARE HUMAN RIGHTS?



QUIZ

QUESTIONS

1. Which organisation in SA works to promote human rights?
2. In which document can we find our basic human rights?
3. Why do we need human rights?
4. What does it mean when we say our rights are inalienable?
5. Why are our human rights interdependent?
6. What does equality mean?
7. What does the principle of equality and non-discrimination mean?
8. List the different groups of human rights in our Bill of Rights.
9. What is your responsibility for this right? Give an example.
The right to equality
10. What is your responsibility for this right? Give an example.
The right to free expression
11. What is your responsibility for this right? Give an example.
The right to citizenship
12. What is your responsibility for this right? Give an example.
The right to live in a safe environment
13. What is your responsibility for this right? Give an example.
The right to freedom of religion, belief and opinion
14. What is your responsibility for this right? Give an example.
The right to freedom and security of the person
15. What is your responsibility for this right? Give an example.
The right to own property
16. What is your responsibility for this right? Give an example.
The right to work
17. What is your responsibility for this right? Give an example.
The right to family or parental care
18. What is your responsibility for this right? Give an example.
The right to education
19. What is your responsibility for this right? Give an example.
The right to life
20. What is your responsibility for this right? Give an example.
The right to human dignity





2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE HUMAN RIGHTS?*



ANSWERS

1. *Which organisation in SA was created to protect human rights?*
South African Human Rights Commission

2. *In which document can we find our basic human rights?*
The South African Constitution, Chapter 2, the Bill of Rights

3. *Why do we need human rights?*
Human rights protect us against the actions of those who exercise power over us and help to create a world in which we can all reach our full potential as human beings. We decided as a nation to protect the human rights of all when we became a democracy, to ensure that no one is subjected to the infringement of our rights and the denial of their human dignity ever again. Human Rights must ensure that we all enjoy the protection of the democratic values of human dignity, freedom and equality before the law.

4. *What does it mean when we say our rights are inalienable?*
That means that our rights will always apply to us simply because we are human. They cannot be taken away from us by anyone. Our rights will not change, even if our life circumstances change.

5. *Why are our human rights interdependent?*
That means, that our rights come as a full package. This is because the protection of some rights depends on the protection of other rights. Our human rights support one another and strengthen one another.

6. *What does equality mean?*
Equality means that everybody should have equal treatment and equal opportunities to make the most of their lives. It means that no one should have poorer life chances because of the way they were born, where they come from, what they believe, what language they speak, what their sexual orientation is, what their gender is, or whether they have a disability, what their age is and what their health status is.

7. *What does the principle of equality and non-discrimination mean?*
That means that every person enjoys the same set of rights. This is a core principle in our SA context. Rights apply equally to everyone.

8. *List the four different groups of human rights in our Bill of Rights.*
Basic rights, civil rights, political rights, socio-economic rights.

For answers for the following questions, also see the Handout. Students' examples will differ; ensure they give correct examples and show an **understanding** of the rights and relevant responsibilities.

2. A STEP BY STEP GUIDE: USE THE VIDEO WHAT ARE HUMAN RIGHTS?



QUIZ

ANSWERS

9. *What is your responsibility for this right? Give an example.*

The right to equality

Never discriminate; treat everybody in a fair way.

10. *What is your responsibility for this right? Give an example.*

The right to free expression

Never express views that lead to harm, hurt, violence or hatred and do not pass on lies/gossip/fake news.

11. *What is your responsibility for this right? Give an example.*

The right to citizenship

Follow the laws in our country, take part in elections, participate in nation building and protect our country.

12. *What is your responsibility for this right? Give an example.*

The right to live in a safe environment

Protect all of nature; animals, insects, reptiles, birds, fish. Plants trees and sow fruit seeds. Recycle, reuse and reduce consumption. Never litter. Do not burn tyres and plastics. Dispose of waste in a responsible way.

13. *What is your responsibility for this right? Give an example.*

The right to freedom of religion, belief and opinion

Allow everybody to follow the religion and beliefs and opinions of their choice. Learn more about other's religions and belief systems so you can understand and show respect for religious holidays and events. If you disagree with opinions, do so politely and non-violently.

14. *What is your responsibility for this right? Give an example.*

The right to freedom and security of the person

Never hurt, bully or harm another person. Treat everybody as you would like to be treated.

15. *What is your responsibility for this right? Give an example.*

The right to own property

Respect others property and care for your property. Never vandalise public property.

16. *What is your responsibility for this right? Give an example.*

The right to work

Work hard, be honest, do your best.

17. *What is your responsibility for this right? Give an example.*

The right to family or parental care

Respect your family and listen to your elders.



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE HUMAN RIGHTS?*



ANSWERS

18. What is your responsibility for this right? Give an example.

The right to education

Attend all classes. do all assessment tasks. Work as hard as possible. Pass every course. Put your learning to good use. Be a role model to other students. Follow the college rules.

19. What is your responsibility for this right? Give an example.

The right to life

Never kill or harm another person. Do not take part in gender-based violence. Defend others from harm. Protect lives.

20. What is your responsibility for this right? Give an example.

The right to human dignity

Treat other people with respect. Be kind. Be caring.

2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE HUMAN RIGHTS?*



WORKSHEET *WHAT ARE HUMAN RIGHTS?* REFLECTION

1. Why are human rights important for you?

.....

2. Why does each human right come with a responsibility?

.....

3. How do you feel about having responsibilities with each of your human rights?

.....

4. Which human rights violations do you think are most harmful?

.....

5. Which three rights are the most important for you? Give reasons for your answers.

.....

.....

.....

6. What was the most useful part of the video *WHAT ARE HUMAN RIGHTS?* Why?

.....

.....



(Source: <http://www.civicsacademy.co.za/video/human-rights/>)



2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE HUMAN RIGHTS?*

7. As a college student, which rights and responsibilities do you have to apply on campus? Why?

.....

.....

.....

8. Who do you know who applies human rights and responsibilities in a very good way? What do they do?

.....

.....

.....

9. Have you seen a movie, or TV show about human rights? What was it about?

.....

.....

.....

10. Which singer or performer sings about human rights? What do the songs mean?

.....

.....

.....



(Image source:
[http://www.civicsacademy.co.za/
video/human-rights/](http://www.civicsacademy.co.za/video/human-rights/))

2. A STEP BY STEP GUIDE: USE THE VIDEO *WHAT ARE HUMAN RIGHTS?*



11. Use this page to make a **drawing** of yourself as a human rights practitioner. Show which rights and responsibilities you apply.

12. Also watch the video series on Constitutional Rights. See:
<https://www.civicsacademy.co.za/videos/?category=constitutional-rights>





3. ASSESSMENT TASK

Use this assessment task and marking rubrics.

PRACTICAL TASK LEVEL 2: RADIO SHOW

The Practical Tasks are **comprehensive tasks** with the focus on a practical component.

A Practical Task is **practical**, requiring the students to **apply knowledge and skills**. Practical Tasks should challenge the students on a higher cognitive level, in addition to testing their application skills. Knowledge based aspects should only be a minor part and not form the basis of the task. A student will not be declared competent in a practical task based on answering theory questions, instead of demonstrating practical skills.

Practical Tasks should always include a typed component such as a short report, an analysis, a reflection or a summary of activities and learning.

All Practical Tasks should link with the **computer component** and be typed/use the computer as much as possible. For example, students can make PPTs, present charts in Excel, type Word documents, add clipart to brochures and posters, run social media campaigns, make YouTube videos, use email to advertise their events, and use their phones to take photos as evidence of their participation.

RADIO SHOW PART A

1. Let students work in group of 5-6 max.
2. Each group should prepare to present a panel discussion for a radio show.
3. They need to give their show a name and create a signature tune to introduce their show.
4. Each panel members should participate.
5. Time should be set aside for 'callers' to ask questions or make comments. Students in the audience in the class, should be encouraged to 'call in' and ask questions.
6. Panel members should try to answer the questions.
7. Each group presentation, including question time, should not be longer than 10 minutes.

[60 MARKS]

Topic: Prepare a panel discussion to present for a students' radio station, on human rights and responsibilities. Use the South African Constitution, Chapter 2, Bill of Rights as a basis for your panel discussion. Choose an aspect of the Bill of rights to focus on.

RADIO SHOW PART B

Students have to work as **individuals** for this part. Each student should type a summary of what they did in the radio show, and what they learnt about human rights and responsibilities in their own and others' radio shows.

[40 MARKS]

3. ASSESSMENT TASK



Assessment Part A

Criteria	Maximum Mark	Mark
1. All group members participated in the radio show.	5	
2. The group created an innovative name for their show.	5	
3. The group created a relevant signature tune.	5	
4. The panel discussion was relevant and information accurate.	5	
5. The panel encouraged listeners to call in.	5	
6. The panel members were able to answer questions.	5	
7. Teamwork skills were evident.	5	
8. Leadership skills were evident.	5	
9. The group showed in-depth knowledge of rights and responsibilities.	5	
10. The group were able to present in a way that kept the audiences' attention and interest.	5	
11. The panel kept to the topic of human rights and responsibilities throughout their discussion.	5	
12. The panel managed their time well and did not go over-time.	5	

[60]

Assessment Part B

Criteria	Maximum Mark	Mark
1. The student submitted a typed reflection. This is the original work of the student and is not copied.	10	
2. The student described that she/he did in the show. The description of her/his role is accurate.	10	
3. The student indicated what she/he learnt about human rights and responsibilities during her/his own show.	10	
4. The student indicated what she/he learnt about human rights and responsibilities from other students' radio shows.	10	

[40]

TOTAL MARK: 100

NOTES



4. LSS LESSON PLAN TEMPLATES



Lesson Plan 1 What are Human Rights? Human Rights and Responsibilities Rap

Level: 2	Date:			Lesson Duration: 1 hour
Topic	4	SO	4.1 Explain human rights and responsibilities	LO
Year plan				4.1.1 Identify appropriate responsibilities for each human right as stated in the South African Bill of Rights.
Lesson Topic & Aims	What are human rights? <ul style="list-style-type: none"> Students learn more about the meaning of human rights and responsibilities 			
Computer	Students use the Computer to work in small groups to compile a PPT presentation on 6 human rights and responsibilities, and present this to the class. They do this in the Computer lesson, not during this Life Skills lesson.			
Preparation: What you need	<ul style="list-style-type: none"> Download the video from: http://www.civicsacademy.co.za/video/human-rights/ Use tape to paste strips of four sheets of flipchart together. Make two of these chart combinations. Place these charts on classroom wall or the floor, at a distance from one another, so that students can easily gather round each of the combined charts. Tape or Prestik to put flipcharts on wall Crayons or marker pens Fast-paced music 		Advance preparation: what you need to do before the lesson <ol style="list-style-type: none"> Photocopy the Handout with Voiceover text to hand out after watching the video, if needed. Photocopy the handout A Bill of Responsibilities for the youth of South Africa for all students. Write the <i>African Wisdom</i> in big letters on flipchart or the board. Please read the full lesson plan in the Guide before you teach the lesson. Answers to questions are in the Guide. 	
Lesson summary (<i>Please read the rest of the lesson plan for the details</i>)				
1.1 Ice-breaker: #Hashtags (5 min)				
1.2. Introduce the video, check on prior knowledge, ask questions and 1.3 African Wisdom (5 min)				
2. Play the video, pause, ask questions (15 min)				
3. Group work: Human Rights and Responsibility Rap (30 min)				
4. Reflection and consolidation: sign commitments (5 min)				



4. LSS LESSON PLAN TEMPLATES

Teaching activities: What will you, the lecturer do?	Questions you will ask	Learning activities: What will your students do?	Time per activity
<p>1.1 Do this quick ice-breaker: #Hashtag (5 min)</p> <ol style="list-style-type: none"> 1. Give each student a crayon. 2. Tell students they must <u>quickly</u>, all at the same time, come up to the flipchart strips and write a #hashtag that best describes how they feel about their human rights. 3. Play fast paced music while the students are writing their #hashtags 	<p>-----</p>	<p>Creating #Hashtags on flipchart</p> <p>-----</p>	<p>5 min</p>
<p>1.2 Introduce the lesson by asking students. (5 min)</p> <p>Tell students they will be watching a video about human rights. Point out that respect for human rights is a central feature of democracy.</p> <p>Ask students the questions 1-2 in the next column. Example answers are provided in the Guide.</p>	<ol style="list-style-type: none"> 1. Why are human rights important? 2. What did you observe when looking at the #Hashtags the class created? 	<p>Answer questions</p>	<p>5 min</p>
<p>1.3 African Wisdom</p> <p>Display one of the African Wisdom quotes on the board or flipchart and ask question 3 in the next column:</p> <p>“Our hopes for a more just, safe, and peaceful world can only be achieved when there is universal respect for the inherent dignity and equal rights of all members of the human family.” Phumzile Mlambo-Ngcuka</p> <p>Or</p> <p>“To deny people their human rights is to challenge their very humanity.” – Nelson Mandela</p> <p>Example answers are provided in the Guide.</p>	<ol style="list-style-type: none"> 3. What does this quote mean in terms of human rights? 	<p>Analyse quote</p>	

4. LSS LESSON PLAN TEMPLATES



<p>2. Play the video, pause and ask questions (15 min) Play the video. Pause at 0:51 and ask question 1 in next column. Play the video. Pause at 2:37 and ask question 2 in next column. Play the video to the end and then ask questions 3-4 in next column.</p>	<p>1. What does this statement mean: <i>We are all entitled to fundamental human rights</i>? 2. What is the significance of the three core principles? 3. Why are human rights so important? 4. Why is respect for human rights so important?</p>	<p>Watch the video. Answer questions when the video is paused.</p>	<p>15 min</p>
<p>3. Group work: Human rights and responsibilities rap (30 min) 1. Get students to form small groups of 3–4. 2. Distribute the Handout A Bill of Responsibilities for the youth of South Africa, so each student has a copy. 3. Allocate each group a different number as per the responsibilities in the Handout. This means that each group will have a different responsibility. 4. Give the class these instructions:</p> <ul style="list-style-type: none"> • Read the Preamble and briefly discuss what it means. • Quickly read the document and look at the 12 responsibilities. • Then focus on your group’s given responsibility. • Carefully read this responsibility and discuss your understanding with each other. Give practical, real examples and check if all group members agree on your common understanding. • Then create a short rap, for presentation to the class. Your rap must explain this responsibility and its accompanying right, in a clear, creative and interesting way. Include your own examples. • Ensure that the rap presentations are short –no longer than 1–2minutes per group. • Allow for brief questions and comments after each rap. 		<p>Read the Handout Work in a group to create a rap on their assigned right and responsibility Present the rap to the class in 2 min or less time. Comment on other groups’ presentations.</p>	<p>30 min</p>



4. LSS LESSON PLAN TEMPLATES

<p>4. Reflection, consolidation and ending (5 min)</p> <ol style="list-style-type: none">1. Ask students if they agree to comply with and promote these rights and responsibilities. If they do, ask them to sign in the space indicated on the Handout, and to get to other students to sign as witnesses.2. Encourage students to remind each other of the powerful commitment they have made to uphold their and others' rights and responsibilities.3. Thank students for their hard work and co-operation! Point to the <i>African Wisdom</i> again.		Sign their commitment on the worksheet	5 min
<p>Sequencing and Follow-on: <i>(what you will do in the next lesson, adjustments in lesson plan, revision, aspects not completed to deal with)</i> Lesson 2 Human Rights Quiz</p>			
<p>Lecturer's reflection on current lesson:</p>			

4. LSS LESSON PLAN TEMPLATES



Lesson Plan 2 What are Human Rights? Quiz

Level: 2	Date:		Lesson Duration: 1 hour	
Topic	SO	4.1 Explain human rights and responsibilities	LO	4.1.1 Identify appropriate responsibilities for each human right as stated in the South African Bill of Rights.
Year plan				
Lesson Topic & Aims	What are human rights? <ul style="list-style-type: none"> Students learn more about the meaning of human rights and responsibilities 			
Computer	Students use the Computer to create a Word doc and retype the Handout A Bill of Responsibilities for the youth of South Africa . They apply basic functions of MS Word as per curriculum They do this in the Computer lesson, not during this Life Skills lesson.			
Preparation: What you need	Advance preparation: what you need to do before the lesson <ul style="list-style-type: none"> Download the video from: http://www.civicsacademy.co.za/video/human-rights/ Crayons Gentle soft background music 			
Lesson summary	<i>(Please read the rest of the lesson plan for the details)</i>			
1. Play the video	What are human rights? again (10 min)			
2. Group work:	class quiz (35 min)			
3. Reflection and consolidation:	Complete Worksheet (15 min)			



4. LSS LESSON PLAN TEMPLATES

Teaching activities: What will you, the lecturer do?	Questions you will ask	Learning activities: What will your students do?	Time per activity
<p>1. Play the video What are human rights? again (10 min) Play the video. Encourage students to ask question and pause as needed.</p>		Watch the video.	10 min
<p>2. Group work: Class quiz (35 min)</p> <ol style="list-style-type: none"> 1. Divide the class into 4 groups. 2. Let each group choose a group name based on human rights. 3. Make four columns on the board and write each group name at the top of one column. Allocate points for correct answers to the groups and write these under the correct group name. 4. Tell the students they will be competing against each other in a class quiz. 5. Give each group a turn to answer a question. If the group cannot answer in one minute, open it up to the other groups and the first group to answer CORRECTLY wins a point. 6. Allocate one point for each correct answer. The group with the most points, wins. 7. Quiz questions are in the Guide. Example answers are provided. 	See Guide for Quiz questions.	Work in a group to answer Quiz Questions	(35 min)
<p>3. Reflection, consolidation and ending (15 min)</p> <ol style="list-style-type: none"> 1. Let students complete the Reflection Worksheet after the quiz. 2. Give students crayons to use to draw. For question 11 they must make a drawing. 3. Play gentle soft music in the background while they complete the Worksheet. 4. Get students to share their completed worksheets in pairs or threes. 5. Thank the students for their co-operation and remind them of the importance of them applying their human rights and responsibilities. 		Complete the reflection worksheet and make a drawing Share worksheets in pairs or threes.	15 min
<p>Sequencing and Follow-on: <i>(what you will do in the next lesson, adjustments in lesson plan, revision, aspects not completed to deal with)</i></p>			
<p>Lecturer's reflection on current lesson:</p>			

THANK YOU, LIFE ORIENTATION LECTURER
FOR TEACHING LIFE ORIENTATION
LEVELS 2-4 CITIZENSHIP EDUCATION
IN THE BEST WAY BY USING CIVICS ACADEMY
VIDEOS AND INTERACTIVE ACTIVITIES.

YOUR COMMITMENT IS APPRECIATED.



NOTES



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