

## Module 4: Managing Diversity

Managing Diversity		
Subject Outcomes	Learning Outcomes	Assessment Standards
1. Explain diversity with the aid of examples and with particular reference to the South African society.	<ul style="list-style-type: none"> <li>▪ Define diversity;</li> <li>▪ Provide examples that illustrate the above;</li> <li>▪ Define culture and provide examples;</li> <li>▪ Analyze South African society in the light of understanding of diversity.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The concept of diversity is explained with examples.</li> <li>▪ The diverse nature of South African society is explained with examples.</li> </ul>
2. Explain attitudes and perceptions relating to cultural and gender stereotyping. 3. Outline ways to manage the above.	<ul style="list-style-type: none"> <li>▪ Define gender, attitudes and perceptions and provide examples;</li> <li>▪ Explain how attitudes and perceptions can lead to cultural and gender stereotyping;</li> <li>▪ Identify how perceptions and stereotypes can be managed so as to facilitate progress.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attitudes and perceptions relating to cultural and gender stereotyping is explained together with outlining ways to manage them.</li> </ul>
4. Define constitution; 5. Explain the role of the constitution in terms of legally accepted behaviours; 6. Define Bill of Rights; 7. Explain the role of the Bill of Rights; 8. Explain how the concept of responsible citizenship relates to the constitution and the Bill of Rights.	<ul style="list-style-type: none"> <li>▪ Define concepts with regard to constitution and Bill of Rights;</li> <li>▪ Explain the role of the constitution as required;</li> <li>▪ Explain the role of the Bill of Rights as required;</li> <li>▪ Make clear the link between the above and responsible citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Human rights as outlined in the South African Constitution are explained in terms of principles of responsible citizenship.</li> </ul> <p><b>Range:</b> Reference to the South African Constitution, specifically Chapter 2 - Bill of Rights.</p>
9. Demonstrate understanding of responsible citizenship within the context of a mini project.	<ul style="list-style-type: none"> <li>▪ Clarify the link between above and real life situations within the context of a mini project.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The above is applied within the context of a mini project.</li> </ul> <p><b>Range:</b> The mini project could be around student leadership, Human Rights Day, a critique of existing organisational practices, local community issues. The mini project could be presented within the context of team.</p>

<b>Subject: Life Orientation Level 3</b>				
<b>Module name: Managing Diversity</b>				
<b>Subject Outcome 1:</b>	<b>Module and Unit</b>	<b>Exercises</b>	<b>Assessment methods</b>	<b>Portfolio of Evidence Activity</b>
<b>Explain diversity with the aid of examples and with particular reference to the South African society.</b>	<b>Module 4</b>			
<b>Learning Outcome 1</b>				
Define diversity.	<b>Unit 1:</b> Let's talk about diversity	Discover and Learn 1: Diverse is fun!	Test-based Assessment Activity 1: Diversity in the RSA  <b>Module Assessment:</b> Knowledge Test	<b>Module Assessment:</b> Knowledge Test Assessment Activity 1: Diversity in the RSA
<b>Learning Outcome 2</b>				
Provide examples that illustrate the above.	<b>Unit 1:</b> Let's talk about diversity	Discover and Learn 1: Diverse is fun!	Test-based Task-based Assessment Activity 1: Diversity in the RSA  <b>Module Assessment:</b> Knowledge Test Project –	<b>Module Assessment:</b> Knowledge Test Project – Responsible Citizenship  Assessment Activity 1: Diversity in the RSA

			Responsible Citizenship	
<b>Learning Outcome 3</b>				
Define culture and provide examples.	<b>Unit 1:</b> Let's talk about culture	Discover and Learn 2: Cultural ID!	Test-based Task-based Assessment Activity 1: Diversity in the RSA  <b>Module Assessment:</b> Knowledge Test Project – Responsible Citizenship	<b>Module Assessment:</b> Knowledge Test Project – Responsible Citizenship  Assessment Activity 1: Diversity in the RSA
<b>Learning Outcome 4</b>				
Analyze South African society in the light of understanding of diversity.	<b>Unit 1:</b> Let's talk about diversity in SA	<a href="#">Life@play.learn:</a> Culture Quiz	Test-based Task-based Assessment Activity 1: Diversity in the RSA  <b>Module Assessment:</b> Knowledge Test Project – Responsible Citizenship	<b>Module Assessment:</b> Knowledge Test Project – Responsible Citizenship  Assessment Activity 1: Diversity in the RSA

<b>Subject Outcomes 2 and 3:</b>				
<b>Explain attitudes and perceptions relating to cultural and gender stereotyping. Outline ways to manage the above.</b>	<b>Module 4</b>			
<b>Learning Outcome 1</b>				
Define gender, attitudes and perceptions and provide examples.	<b>Unit 2:</b> Let's talk about attitudes and perceptions	Discover and Learn 3: Attitudes and Perceptions.	Task-based Test-based Assessment Activity 2: The cold within  <b>Module Assessment:</b> Knowledge Test Project – Responsible Citizenship	<b>Module Assessment:</b> Knowledge Test Project – Responsible Citizenship  Assessment Activity 2: The cold within
<b>Learning Outcome 2</b>				
Explain how attitudes and perceptions can lead to cultural and gender stereotyping.	<b>Unit 2:</b> Let's talk about stereotyping and prejudice	Discover and Learn 4: Stereotypes. Discover and Learn 5: Perceptions in the workplace.	Task-based Test-based Assessment Activity 2: The cold within  <b>Module Assessment:</b> Knowledge Test Project – Responsible Citizenship	<b>Module Assessment:</b> Knowledge Test Project – Responsible Citizenship  Assessment Activity 2: The cold within

<b>Learning Outcome 3</b>				
Identify how perceptions and stereotypes can be managed so as to facilitate progress.	<b>Unit 2:</b> Let's deal with diversity	<b>Unit 2:</b> <a href="#">Life@play.learn:</a> Walk in my moccasins	Task-based Test-based Assessment Activity 2: The cold within  <b>Module Assessment:</b> Knowledge Test Project – Responsible Citizenship	<b>Module Assessment:</b> Knowledge Test Project – Responsible Citizenship  Assessment Activity 2: The cold within
<b>Subject Outcomes 4 - 8:</b>				
<b>Define constitution.</b> <b>Explain the role of the constitution in terms of legally accepted behaviours.</b> <b>Define Bill of Rights.</b> <b>Explain the role of the Bill of Rights.</b> <b>Explain how the concept of responsible citizenship relates to the constitution and the Bill of Rights.</b>	<b>Module 4</b>			
<b>Learning Outcome 1</b>				
Define concepts with regard to constitution and Bill of Rights.	<b>Unit 3:</b> Let's talk about the constitution	Discover and Learn 6: Why do we need a constitution?	Test-based Assessment Activity 3: Know your rights.  <b>Module Assessment:</b> Knowledge Test	<b>Module Assessment:</b> Knowledge Test  Assessment Activity 3: Know your rights.

<b>Learning Outcome 2</b>				
Explain the role of the constitution as required.	<b>Unit 3:</b> Let's talk about the constitution	Discover and Learn 7: What does the Constitution do?	Task-based Test-based Assessment Activity 3: Know your rights.  <b>Module Assessment:</b> Knowledge Test Project – Responsible Citizenship	<b>Module Assessment:</b> Knowledge Test Project – Responsible Citizenship  Assessment Activity 3: Know your rights.
<b>Learning Outcome 3</b>				
Explain the role of the Bill of Rights as required.	<b>Unit 3:</b> Let's talk about the Bill of Rights	<a href="#">Life@play.learn:</a> Rights Charades	Task-based Test-based Assessment Activity 3: Know your rights.  <b>Module Assessment:</b> Knowledge Test Project – Responsible Citizenship	<b>Module Assessment:</b> Knowledge Test Project – Responsible Citizenship  Assessment Activity 3: Know your rights.
<b>Learning Outcome 4</b>				
Make clear the link between the above and responsible citizenship.	<b>Unit 3:</b> Let's talk about rights,	Discover and Learn 8: My Responsibilities.	Task-based Test-based Assessment	<b>Module Assessment:</b> Knowledge Test

	responsibilities and citizenship	Discover and Learn 9: Let's do some Services Shopping! Discover and Learn 10: A right to say! Discover and Learn 11: Call for Help!	Activity 3: Know your rights.  <b>Module Assessment:</b> Knowledge Test Project – Responsible Citizenship	Project – Responsible Citizenship  Assessment Activity 3: Know your rights.
<b>Subject Outcome 9:</b>				
<b>Demonstrate understanding of responsible citizenship within the context of a mini project.</b>	<b>Module 4</b>			
<b>Learning Outcome 1</b>				
Clarify the link between above and real life situations within the context of a mini project.	<b>Module Assessment:</b> Project – Responsible Citizenship	<b>Module Assessment:</b> Project – Responsible Citizenship	<b>Module Assessment:</b> Project – Responsible Citizenship	<b>Module Assessment:</b> Project – Responsible Citizenship

## 1. Tips for You!

Dealing with diversity and good citizenship can be a challenge and the focus should be on respect for differences and to celebrate the uniqueness of all. This is what you should promote and guard against expressing prejudice and opinions. Assist learners not to fall into political discussions and rather to identify and make society aware of where rights are abused and people, who are different, are discriminated against.

It is advisable to do more research regarding the Constitution and the Bill of Rights. A possible website to visit is [www.sahrc.org.za](http://www.sahrc.org.za). You can even order brochures and information booklets from the: **SAHRC**, Private Bag 2700, Houghton, JOHANNESBURG, 2041 (Tel: 011-4848300).

Information pamphlets can also be ordered from **The Public Participation Unit**, Gauteng Legislature, Private Bag X52, JOHANNESBURG, 2000.

The Democracy for all Programme aims to give all South Africans a practical understanding of democracy. It is a national education project of the **Centre for Socio-Legal Studies**. A full version of the **Democracy Challenge Board Game** with learner and teacher support material can be ordered from CSLS.

Should you require further information on democracy, human rights and legal education, and are interested in running training sessions in your school, workplace or community, **phone (031) 260 1291, or Fax (031) 260 1540, e-mail: [degrandprei@mtb.und.ac.za](mailto:degrandprei@mtb.und.ac.za) or visit the website at [www.csls.org.za](http://www.csls.org.za).**



## 2. Guidelines for Activities

### 2.1 Unit 1: Diversity in the RSA

#### **Discover and Learn 1: Diverse is fun!**

This is a group activity and the concepts should be discussed and explored prior to this activity. Remember students must label (name) examples and they explain what is different. Let students try to limit explanations to key words. Suggestion: Let them report back to whole class group and put up all examples on walls.

#### **Media to use:**

Transparencies or presentations, A3 or A4 sheets of paper, photographs, pictures, colour crayons or pencils, different markers and pens or kokies, magazines and newspapers.

#### **Discover and Learn 2: Cultural ID!**

This activity should open their minds that they belong to many cultures or subcultures.

#### **Media to use:**

Transparencies or presentations, worksheet, and dictionary.

#### **Life@play.learn: Culture Quiz**

Divide class into groups of 4 and arrange a quiz session regarding the cultural diversity in South Africa.

**Game Objective:** To gain knowledge and understanding about other cultures and diversity, while competing against the clock and other teams.

#### **What will you do?**

**Step 1:** Students will investigate the following 7 subcultures and will prepare questions about them to ask to the other teams. They should prepare at least 3 about each subculture. Collect and write or type these questions on cards with the answers. You may have to check the answers.

<b>Subculture</b>	<b>Questions about</b>
Race and Nationality	<ul style="list-style-type: none"><li>▪ A symbol of that culture</li><li>▪ A value or belief in that culture</li><li>▪ A way of behaving or custom or tradition in that culture</li></ul>
Gender	<ul style="list-style-type: none"><li>▪ A symbol of that culture</li><li>▪ A value or belief in that culture</li><li>▪ A way of behaving or custom or tradition in that culture</li></ul>
Age	<ul style="list-style-type: none"><li>▪ A symbol of that culture</li><li>▪ A value or belief in that culture</li><li>▪ A way of behaving or custom or tradition in that culture</li></ul>
Demography (where people live – rural areas/ city/ on streets)	<ul style="list-style-type: none"><li>▪ A symbol of that culture</li><li>▪ A value or belief in that culture</li><li>▪ A way of behaving or custom or tradition in that culture</li></ul>

Language	<ul style="list-style-type: none"> <li>▪ A symbol of that culture</li> <li>▪ A value or belief in that culture</li> <li>▪ A way of behaving or custom or tradition in that culture</li> </ul>
Sports	<ul style="list-style-type: none"> <li>▪ A symbol of that culture</li> <li>▪ A value or belief in that culture</li> <li>▪ A way of behaving or custom or tradition in that culture</li> </ul>
Religion	<ul style="list-style-type: none"> <li>▪ A symbol of that culture</li> <li>▪ A value or belief in that culture</li> <li>▪ A way of behaving or custom or tradition in that culture</li> </ul>

**Step 2:** Explain the rules of the quiz to the students. You can decide to host it as a quiz where teams compete against each other. Decide how marks will be awarded, for example 2 for a correct answer and 1 if they answer another team's question. Decide if you want various categories of questions, whether questions will be asked to teams or only a representative or whether some will be asked specifically to teams or there will be a general round when everybody can answer. Teams can be eliminated in rounds until you have a winner. Determine what will be the prize. You can even base your quiz on quiz shows such as 'The Weakest Link' or 'Who wants to be a Millionaire' with you or a student as the quiz master.

**Step 3:** Teams compete against each other in the quiz until you have a winner. Award the winning group with a prize.

**Discussion Points:**

*Note: You can provide students with copies of the Activity and Learning Point Form to record this. (Included as part of the Introduction in this guide.)*

1. What did you learn from this game?
2. Jot down 10 **new** facts you learned about other cultures during the game. You can even include some of these facts in a knowledge test or take in as an assignment.

**Media to use:**

Question and answer cards, dictionary, Activity and Learning Point form, and other resources such as books and webpage information.

**Assessment Activity 1: Diversity in the RSA.**

**Educator Assessment:** Hand students a case study in which they identify examples of diversity as they exist in the South African society. These are included in the portfolios as evidence.

*Competency is achieved with at least a rating of 5.*

**The assessment case study and memo are included in the 'Handouts' section.**

## 2.2 Unit 2: Managing Attitudes and Perceptions

### Discover and Learn 3: Attitudes and Perceptions.

**Group Activity:** Students do a survey in their communities as to determine the attitudes and perceptions people have towards the following:

- Government and its values (**Warning! Do not let students engage in political discussions and debates!** Let them rather determine which values are communicated by for example corrupt officials.)
- Languages (Pick one or two. Suggest to choose English as one.)
- Racial cultures (Pick one or two.)
- Sports (Pick one or two.)
- Male and female roles and status in different cultures (Pick one or two.)

They conduct these interviews as a group and record the information, which can be used for their mini-projects later on. They should interview at least **10** people within the group. Groups should have at least 3 members and be no more than 5/6 members.

#### Tips:

Possible questions to ask:

1. Attitude: What do think about .....
2. Perception: What is your view on .....
3. How do you feel about.....?
4. How would you behave if.....?
5. Honesty is not a value we treasure anymore, do you agree?
6. As people's opinions about incidents in the news that relate to what you have to ask, for example the corruption among government officials.

#### **Remind students to:**

1. Not to get into debates and discussions about politics,
2. Be friendly and polite,
3. Request rather than order people to offer an opinion and
4. Not to express their own opinions and views.

#### Media to use:

Transparencies or presentations, worksheet or assignment sheet with questions, magazine and newspaper articles.

### Discover and Learn 4: Stereotypes.

**Group activity:** Using newspapers and magazines students collect **5** examples of stereotyping, cut them out and paste them on an A4 paper. They label them. Students report back in class and discuss the examples.

#### Media to use:

Transparencies or presentations, A3 or A4 sheets of paper, photographs, pictures, colour crayons or pencils, different markers and pens or kokies, magazines and newspapers.

### Discover and Learn 5: Perceptions in the workplace.

Students evaluate the following perceptions that exist in the workplace and say whether they are indeed true. Then they discuss what they believe (their views).

*The answers provided are suggested, but by no means definitive. Students may differ, but with motivation and proof.*

<b>Perception</b>	<b>True or False</b>	<b>What do you believe?</b>
In Western cultures, material things like an expensive car, a big home and expensive jewellery are very often valued. People are judged by what they own.	True	Let students express their views.
Family is regarded as the extended family unit: consisting of a mother, father, their children, grandparents, uncles, aunts, cousins, adopted children, or any person closely involved with the family, like a neighbour, etc. This family type is characteristic of many traditional African families.	True	
Traditional African decision making is largely based on participation and reaching <i>consensus</i> . You decide for the people with the people.	True	
“Time is money.” Punctuality, making and keeping appointments, and not wasting time are important in a Western business environment.	True	
Businessmen from the Middle East like to stand closer than usual for the Westerner in a conversation.	True	
African tradition is to always fill your plate with a little bit of everything so as-not to insult the host.	True	
Traditional African cultures dictate that superiors (elders) should greet first.	True	
One should always lower oneself physically in the presence of a superior or elder person - so grab a seat and sit down as soon as possible to show respect! This is a traditional African belief.	True	
A man should always enter through a door first to make sure that everything is safe before the lady enters. This belief is adhered to by African and Eastern cultures.	True	

**Media to use:**

Transparencies or presentations, worksheet, resources regarding cultural diversity such as books and web pages.

**Life@play.learn:**     **Walk in my Moccasins!**

**Game Objective:**     To gain knowledge and understanding about other people's backgrounds and why they react the way they do.

**What will you do?**

Students swap shoes with other students and walk with them as instructed. You can direct them to run, jump, dance or any other activity that they will find uncomfortable with shoes that are not meant for that purpose or that are too big or too small.

**Tip:** The day before this activity instruct students to bring stockings or socks as to prevent diseases or any objections, like for example shoes they have to wear that are sweaty.

**Discussion Points:**

**Note:** *You can provide students with copies of the Activity and Learning Point Form to record this. (Included as part of the Introduction in this guide.)*

1. Did you feel comfortable walking around in somebody else's shoes?
2. What emotions did you experience?
3. What objections did you raise when the lecturer or facilitator instructed you?
4. What did you learn from this experience?

**Media to use:**

Activity and Learning Point form.

**Alternative Activity:**

Find pieces of glass with different colours – blue, red, green, yellow, etc. Divide class into groups according to the number of colours and prepare a box of objects for each group. Each colour group is allowed to look at the objects in such a way the rest of the class does not see them. They must describe what they see in terms of the colour and without mentioning the object. The rest of the class must guess the name of the object. Some objects will be the same and some different.

The idea is to discover that we often have different perspectives on the same things and that the view with which we look, colours our perspective.

**Assessment Activity 2: The Cold Within.**

**Educator Assessment:**     Give students the poem "The Cold Within". They identify the attitudes, perceptions and stereotypes in the poem and suggest ways to address or change these for the better.

**Competency is achieved with at least a rating of 5.**

**The assessment (poem) and memo are included in the 'Handouts' section.**

## 2.3 Unit 3: Human Rights and Citizenship

### Discover and Learn 6: Where do we need a constitution?

Students give a few examples of where a constitution is used in business and everyday life.

**Suggestions:** For controlling/regulating procedures and activities in a business, like meetings, for controlling/regulating procedures and activities of sport clubs, to run organisations like the SAHRC, to govern a country, churches, etc.

#### Media to use:

Transparencies or presentations and worksheet.

### Discover and Learn 7: What does the Constitution do?

Students complete the worksheet by referring to the chapters in the Constitution.

#### **Suggested Answers:**

- Gives you important or fundamental human rights in the chapter on the Bill of Rights, and protects these rights.
- Has rules about when elections must happen and makes sure that elections happen regularly so that one government cannot decide to stay in power for ever.
- Has rules which make sure that power is separated between different parts of government so that no part has too much power. This is also called the Separation of Powers. It ensures that there is a clear balance of power and that each part of government knows what powers it has.
- Sets up national, provincial and local government. These are also called spheres of government, and they work in different places and help to ensure that the country is run properly and that government is close to the people it serves (Batho Pele principle).
- Sets up a Constitutional Court, which has the final say about what the Constitution means, and which can scrap laws made by the government if they go against the Constitution;
- Sets up independent institutions to educate you about your rights, to help you protect your rights and to monitor (check) government to make sure that it is doing its work properly.
- Makes sure that the police, army and intelligence services protect South Africa and its people.

#### Media to use:

Transparencies or presentations and worksheet.

### Life@play.learn: Rights Charades

**Game Objective:** To gain knowledge and understanding about the human rights as they are described in the Bill of Rights.

#### **What will you do?**

Divide group into teams of 4. Students choose at least 4 rights in the Bill or you allocate 4 to them. Students practise to mime and/or act out these in a scenario that will demonstrate what the applicable right is. Compete against the other teams to establish which group know their rights best. Once again facilitate a class discussion, based on democratic principles, to determine the rules of the game and how a winner will be determined.

#### **Discussion Points:**

*Note: You can provide students with copies of the Activity and Learning Point Form to record this. (Included as part of the Introduction in this guide.)*

1. What new did you learn about human rights?

2. Are all rights equally important or do you find that you favour some more?
3. Were all rights equally easy to demonstrate? Why do you think?

**Media to use:**

Bill of Rights and Activity and Learning Point form.

**Discover and Learn 8: My Responsibilities?**

**Group Activity:** Students discuss what their responsibilities are toward identified groups.

**Media to use:**

Transparencies or presentations and worksheet.

**Discover and Learn 9: Let's do some Services Shopping!**

Students talk to parents or guardians, business owners and other adults in their community about their ideas on community services and the rights in communities. They identify **5 rights and the accompanying services** currently found in the community and explain what individual responsibilities are to be more responsible for where they live. They give feedback to or in the group.

Have an in-depth discussion of what services are needed in the specific communities of the students. The students should be able to come up with possible contributions to ensure that these services are provided and specify the responsibility of community members towards these rights and services.

***For Example:***

**Right:** Healthy environment and water

**Service:** Clean, running and safe water

**Responsibility:** Pay for water (pay municipal account) and do not use more than quota

**Right:** Freedom of speech

**Service:** Local newspapers where opinions can be expressed or a service department at local government where complaints can be lodged

**Responsibility:** Voice complaints in a dignified and respectful manner. Do not engage in hate speech.

**Media to use:**

Transparencies or presentations, Bill of Rights and worksheet.

**Discover and Learn 10: A Right to Say!**

**1. Campaigns**

Make them aware of campaigns that were or are being run in the media (locally and nationally). Some happen before the celebration of public holidays, e.g. Campaign against Child Abuse, Campaign against Woman Abuse, Celebrating 10 years of Democracy, HIV AIDS Campaign (Sarafina Road Show), etc.

Provide learners with criteria for the collage.

**2. Why is freedom of press important?**

- Powerful tool to make societies aware of injustices, to educate and to enlighten.
- Was instrumental in the past to bring about change – can refer to the role the media played to propagate the 'Struggle' during the Apartheid years.

- Freedom of speech a right, but also responsibility not to make ‘hate speeches’ or to encourage people to violence.

*Can add more.*

**Media to use:**

Transparencies or presentations, Bill of Rights and worksheet.

**Discover and Learn 11: Call for Help!**

Students identify to which organisation or structure/body they can report abuse to. If possible they should provide contact details.

**Suggested Answers:**

<b>Right Abused or Abuse by Government</b>	<b>Contact For Help (Body Or Organisation)</b>	<b>Contact Details</b>
1. Election fraud during municipal elections.	The Electoral Commission	
2. Children are sold as prostitutes.	Human Rights Commission Police NGOs such as Child Line	
3. A programme with explicit sex scenes that is broadcasted during family time, without any warning or rating.	The Independent Authority to Regulate Broadcasting	
4. Street names that are changed without consultation.	Constitutional Court Possibly: Commission for the Promotion and Protection of the Rights of Cultural, Religious and Linguistic Communities	
5. A policeman or government official who accepts a bribe.	The Public Protector Police Independent Complaints Directorate (ICD)	
6. Government money is spent to buy luxury cars.	The Public Protector	
7. A court case and dispute about land claim that is not settled.	Commission on Restitution of Land Rights Constitutional Court	
8. An unfair dismissal of a worker.	Commission for Conciliation, Mediation and Arbitration (CCMA)	
9. You have no money and must appear in court.	Legal Aid Board NGOs	
10. Women are excluded from certain jobs.	Commission for Gender Equality Commission for Conciliation, Mediation and Arbitration (CCMA)	

**Media to use:**

Transparencies or presentations, Bill of Rights and worksheet.



**Assessment Activity 3: Know your rights.**

**Educator Assessment:** A test on human rights and how they are protected in the Bill and Constitution. Students are to identify responsibilities towards these rights.

*Competency is achieved with at least a rating of 5.*

**The assessment (test) and memo are included in the 'Handouts' section.**

### 3. Handouts

#### Module 4, Unit 1: Assessment Activity 1: Diversity in the RSA.

Name: \_\_\_\_\_ : \_\_\_\_\_

Read the case study and identify examples of diversity as they exist in the South African society. This should be included in your portfolio as evidence.

*Competency is achieved with at least a rating of 5.*

#### **Thembi's day out!**

*Thembi wakes up that morning in her flat in Durban, feeling very excited. She was invited to go to a soccer match with her boyfriend, Gunther. She needs at least two hours to get ready, something men do not seem to understand. Her cell phone rings and she talks to her friend Thandi for an hour, discussing and planning the day. They plan to 'hook up' later.*

*Her parents will be visiting the next day and will be staying over. Thembi is a bit worried about her parents, because they find the city a frightening place since they come from a rural area. Thembi, on the other hand enjoys life in the city. She is also at times irritated with their traditional way of doing things. Her father, for example, will sometimes not make the eye-contact that people expect and then they get a wrong impression.*

*Gunther has not met or spoken to her parents yet. He cannot speak Zulu at all (the only language her parents feel comfortable with) as he is a German exchange student, studying at the college where Thembi is. He often tells her, "Ich liebe dich." That she understands - no matter the language being a foreign one.*

*On the way to the match in Gunther's car (and not the taxi Thembi usually takes), she thinks how much safer he is driving than those reckless taxi drivers. On the way they buy a vuvusela and she notices that the street vendor is wearing a Protea t-shirt.*

1. Give a definition of 'diversity'.

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(2)

2. Which racial cultural grouping does Thembi belong to? What tells you that?

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(3)

3. Culture can be described as .....

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(5)

4. Complete the following table by identifying in the case study either the symbol or way of behaviour of the specific culture or subculture.

<b>Culture or Subculture</b>	<b>Symbol</b>	<b>Typical Behaviour</b>
1. Gender - Women		
2. Sport - soccer		
3. Sport - cricket		
4. Nationality		
5. Profession or occupation		

(5)

5. Give ONE example of a cultural difference between Thembi and her parents. Give a reason for your answer by referring to the case study.

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(3)

6. What popular opinion is Thembi expressing about taxi drivers in the case study that reflects a perception and prejudice people in South Africa have?

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(2)

**Total: /20**  
.....%

**Rating scale for competency and achievement:**

<b>RATING CODE</b>	<b>RATING</b>	<b>MARKS %</b>
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

**Module 4, Unit 1: Assessment Activity 1: Diversity in the RSA. Memo**

1. Diversity implies different varieties of something. There are differences. (2)
2. Zulu. (1) She and her parents speak Zulu and her father follows traditional African beliefs, like not always making eye-contact when speaking. (2) (3)
3. Culture can be defined as the particular rules of behaviour (1), values (1), customs, traditions (1) and beliefs (1) that members of a group share (1); they usually share the same language as well. (5)
4. 1 mark for each culture correctly identified

Culture or Subculture	Symbol	Typical Behaviour
1. Gender - Women		Speaking on phone for a long time Take hours to dress and get ready
2. Sport - soccer	Vuvusela	
3. Sport - cricket	Protea t-shirt – symbol of national team	
4. Nationality	German language	
5. Profession		Reckless driving by taxi drivers

5. Age. (1) Father following traditional ways vs Thembi showing little understanding for that. (2) OR  
Demography. (1) Thembi enjoys the city and its life while parents are frightened by it. (2) (3)
6. They are bad and reckless drivers. (2)

**Total :20**

**Rating scale for competency and achievement:**

RATING CODE	RATING	MARKS %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

**Unit 2, Assessment Activity 2: The Cold Within**

Name: \_\_\_\_\_

Group: \_\_\_\_\_

In the poem “The Cold Within” identify the attitudes, perceptions and stereotypes in the poem and suggest ways to address or change these for the better. Include this as evidence in your portfolio.

**Competency is achieved with at least a rating of 5.**

The following poem tells the sad tale of what happens when people prejudge one another.

**The Cold Within**

*Six humans trapped by happenstance, in bleak and bitter cold,  
Each one possessed a stick of wood, or so the story’s told.*

*Their dying fire in need of logs, the first man held his back,  
For of the faces ‘round the fire, he noticed one was black.*

*The next man looking ‘cross the way saw one not of his church,  
And couldn’t bring himself to give his stick of birch.*

*The third one sat in tattered clothes; he gave his coat a hitch,  
Why should his log be put to use to warm the idle rich?*

*The rich man just sat back and thought of the wealth he had in store,  
And how to keep what he had earned from the lazy, shiftless poor.*

*The black man’s face bespoke revenge as the fire passed from sight,  
For all he saw in his stick of wood was a chance to spite the white.*

*The last man of this forlorn group did naught except for gain,  
Giving only to those who gave was how he played the game.*

*Their logs held tight in death’s still hand was proof of human sin,  
They didn’t die from the cold without – they died from the cold within.*

1. List the 4 differences that made these people in the poem prejudiced and biased.

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(4)

2. What should their attitude have been?

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(2)

3. What was the result of their attitude and biased perceptions?

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(1)

4. Explain what stereotyping (prejudice, labelling) means.

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(2)

5. List 6 stereotypes or perceptions that can cause conflict and misunderstanding amongst the people of South Africa.

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(6)

6. Think about yourself and then tick which way you identify is best to deal with diversity.

The Avoider

The Tolerator

The Celebrator

Explain why.

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(3)

7. Suggest 2 other ways to deal with diversity in the RSA.

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(2)

**Total :**            /20  
.....%

**Rating scale for competency and achievement:**

<b>RATING CODE</b>	<b>RATING</b>	<b>MARKS</b> <b>%</b>
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29



**Unit 2, Assessment Activity 2: The Cold Within - Memo**

1. Money, social class, race and religion (4x1 = 4)
2. Look past the differences and help each other. Tolerance  
*Any suitable answer.* (2)
3. They died. (1)
4. A stereotype is created when characteristics and qualities are given to a person (1)  
according to how you think that person is or is supposed to behave (1)/ before getting to  
know the person (1). (2)
5. *Any belief, stereotype or perception about the different races, gender, or subcultures  
dealt with in the material.*  
For example: It is still the belief in many cultures that women are the weaker sex and  
have no rights. Some men do not see women as their equals or that they can contribute  
anything to society. Ambitious woman are seen as aggressive and out of place, but male  
ambition is to be admired. Traditionally men and woman have different roles in society -  
the man is the breadwinner and the woman cooks and looks after babies. (6x1 = 6)
6. The celebrator. (1)  
The celebrator values differences. They see them as advantages and not as weaknesses.  
(2) (3)
7. *Any TWO of the following.*
  - Get rid of external barriers such as race or skin colour and focus on humanity you share.
  - Improve your knowledge of other cultures
  - Communicate effectively and do use hate speech.
  - Have a positive attitude and realise that your culture is different from, and not  
superior to, other cultures - that other cultures are interesting, not strange!
  - Pay attention to language and use clear and understandable language
  - Listen – be an attentive and appreciative listener
  - Good conduct – for example to greet the person in his/her mother tongue and to avoid  
body language or signs which might be offensive to that person.
  - Show empathy – put yourself in another’s situation.(2)

**Total: 20**

**Rating for competency and achievement:**

RATING CODE	RATING	MARKS %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

**Module 4, Unit 3: Assessment Activity 3: Know your rights.**

Name: \_\_\_\_\_

Group: \_\_\_\_\_

1. Give a definition for or explain what a constitution is.

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(2)

2. Give TWO reasons for having a constitution.

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(2)

3. Say whether the following statements are **TRUE or FALSE**. Then provide a reason or example to prove or motivate your answer.

3.1 The Constitution is the highest law in the country and replaces all other laws.

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3.2 50% of the Members of Parliament must support a change to the Constitution.

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3.3 Human rights are protected in the Constitution.

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(3x2 = 6)

4. Refer to **FOUR chapters** in the Constitution and describe how the Constitution protects democracy and prevents abuse by government.

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(4x2 = 8)

5. Read the following extract. Then explain the responsibility of
  - 5.1 the local government
  - 5.2 the individual community member in this scenario.

**Streetlights vandalised!**

**A spokesperson for the municipality said recently that more than R25 000 would be needed to repair streetlights in the surrounding suburbs.**

**Hundreds of streetlights have been vandalised over the last year. “There have been many instances in which people have been throwing stones at the lights. This activity leaves our streets dark and unsafe at night. It is the municipality’s responsibility to fix the lights. But it is also the community’s responsibility to make sure this kind of vandalism does not continue,” said the spokesperson. He urged members of the community to be on the lookout for streetlight vandals, and to report these activities to the Police.**

5.1 \_\_\_\_\_

\_\_\_\_\_

5.2 \_\_\_\_\_

\_\_\_\_\_

(2x2 = 4)

6. Say who is responsible for the provision of the following services?

1. We need more soccer fields.

2. Our local library needs new books.

3. Vandals damaged my husband’s car.

4. Rubbish isn’t collected in my suburb.

6.1 \_\_\_\_\_

6.2 \_\_\_\_\_

6.3 \_\_\_\_\_

6.4 \_\_\_\_\_

(4x1 = 4)

7. Reflect on your learning by answering the questions about the situation. Explain for each situation

a) What human right is abused/violated?

b) How can you deal with the violation/abuse of the right as a responsible citizen?

**7.1 Situation 1**

Four pupils are expelled from their high school because the Headmaster has been told that they are devil worshippers.

a)

b)

**7.2 Situation 2**

Simon works as a newspaper vendor. He sells papers from 6:45 to 17:45 and gets paid R300 per month. This is not enough money to buy food and support his mother (who is unable to work) and to rent reasonable accommodation. He decides that he has to eat, and he has to support his mother, so in order to do so, he lives under a staircase in the city centre.

a)

b)

**7.3 Situation 3**

Raymond works in a factory in a big town. Work is scarce, and he is happy to have his job. He works from 8:00 to 17:00. One day his boss comes to him, and says that he wants him to work the evening shift as well, which is from 17:30 to 23:45. He also wants Raymond to work these hours on a Saturday and a Sunday. He tells Raymond that if he is not prepared to work these new hours, then he can not keep his job.

a)

b)

(3x4 = 12)

8. Explain what is meant by ‘**citizenship?**’ Provide **TWO examples** of your individual responsibilities as a responsible citizen.

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(3x2 = 6)

9. Match the term or concept in Column A with the explanation or function in Column B. Write only a letter next to the number, e.g. 9.1 A

COLUMN A	COLUMN B
9.1 SAHRC	A Checks how all sections of government spend their money.
9.2 Public hearing	B Helps anyone who is a victim of an unfair labour practice.
9.3 Public Protector	C Monitors what government and people outside government do, to make sure they do not go against the Bill of Rights.
9.4 Auditor -General	D The complaint to the SAHRC will be investigated and dealt with this way.
9.5 CCMA	E The introduction to the South Africa Constitution.
9.6 Preamble	F Investigates complaints about government officials.

9.1 \_\_\_\_\_

9.2 \_\_\_\_\_

9.3 \_\_\_\_\_

9.4 \_\_\_\_\_

9.5 \_\_\_\_\_

9.6 \_\_\_\_\_

(6x1 = 6)

**Total:** /50 = %

**Rating scale for competency and achievement:**

RATING CODE	RATING	MARKS %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

### Module 4, Unit 3: Assessment Activity 3: Know your rights - Memo

1. A set or list of rules to control the activities of an organisation or a body or a government structure.

(2)

*Any appropriate explanation or definition*

2. The South African Constitution is the **supreme or highest law of South Africa**.

It says what the structures of government are and what powers they have.

It makes sure that your rights are protected and sets up institutions to check that government does not abuse your rights.

Because the rules in the Constitution are hard to change, it means that future governments have to follow these rules too. The rules stay the same even if the government changes.

In this way, the Constitution helps to make sure there will always be democracy in South Africa.

*Other reasons that are valid can be accepted. See list of how Constitution prevents abuse of power and protects democracy as well. (Student Guide)* (any 2)

(2)

3.

3.1 False. (1)

Constitution sets out the standards, which they must follow. It is like the foundations of a house. The walls, windows, doors and roof of the house are like the other laws. When you build a house, what the house looks like will depend on what the foundations are. So too, all the other laws in the country depend on what the Constitution says. (1)

3.2 False (1)

The Constitution needs a much higher percentage vote to change it. To do so, at least two-thirds (66 %) of the Members of Parliament must agree to the changes. (1)

3.3 True (1)

Human rights are protected in the Constitution – Bill of Rights (Chapter 2)

(3x2 = 6)

4. **Suggested Answers:**

- Gives you important or fundamental human rights in the chapter on the Bill of Rights, and protects these rights.
- Has rules about when elections must happen and makes sure that elections happen regularly so that one government cannot decide to stay in power for ever.
- Has rules which make sure that power is separated between different parts of government so that no part has too much power. This is also called the Separation of Powers. It ensures that there is a clear balance of power and that each part of government knows what powers it has.
- Sets up national, provincial and local government. These are also called spheres of government and they work in different places and help to ensure that the country is run properly and that government is close to the people it serves (Batho Pele principle).
- Sets up a Constitutional Court, which has the final say about what the Constitution means, and which can scrap laws made by the government if they go against the Constitution;
- Sets up independent institutions to educate you about your rights, to help you protect your rights and to monitor (check) government to make sure that it is doing its work properly.
- Makes sure that the police, army and intelligence services protect South Africa and its people.

(any 4 x 2 = 8)

5.

5.1 To repair the streetlights and to ensure streets are safe. (2)

5.2 To report street vandalism to the police and not to vandalise government property. (2)

6.  
 6.1 Local government/ municipality  
 6.2 Local government/ municipality  
 6.3 Local government and police  
 6.4 Local government/ municipality (4)

- 7.1  
 a) Right to education and freedom of religion, belief and opinion. (2)  
 b) Complaint lodged with School Governing Body, Provincial and National Departments of Education. (2)

- 7.2  
 a) Right to housing (2)  
 b) Simon cannot just stay where he wants to as the city centre is public domain and he can be evicted. Must apply for proper housing – local government. (2)

- 7.3  
 a) Right to fair labour practice. (2)  
 b) Can contact Union, should he belong to one. Can lodge complaint with CCMA. (2) (12)

8. Belonging to a country and acting with a responsibility towards its government. A citizen is a person who by birth or residence has a right to be called as such. (2)

*Any TWO examples.* (4)

For example, although you have a right to freedom of speech, you may not place or support child pornography on the Internet as it clashes with the rights of children.

In a democracy no one is above the law, not even a king or an elected president. This is called the rule of law. Everyone has to obey the law and is to be held accountable if they break it.

A citizen has a duty to participate in the government of the country. A citizen can do this by voting in elections, standing for election, attending community meetings, paying taxes, debating issues of importance to the government of the country and even by protesting when necessary. (6)

9.  
 9.1 C  
 9.2 D  
 9.3 F  
 9.4 A  
 9.5 B  
 9.6 E

(6)  
**Total: 50**

**Rating for competency and achievement:**

RATING CODE	RATING	MARKS %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

## Module Assessment

### Mini Group Project – Responsible Citizenship

1. Form groups of no larger than 4.
2. Investigate or research an issue and demonstrate what responsible citizenship will be in this case.
3. Compile a written report and/or poster that you will use during feedback to the bigger group.

You have to report on:

- The rights people have as to what you are investigating and possibly how rights are violated or abused;
- Diverse attitudes and perceptions that people have towards this issue. (Use the information you gathered in **Discover and Learn 1: Attitudes and Perceptions [Unit 2]**);
- The responsibilities you have as a citizen and how to get involved (exercise good citizenship);
- How to deal with diversity in this case.

#### Range of issues to be investigated and/or researched:

- Student leadership and SRC elections
- The celebration and importance of Human Rights Day
- Organisational practices
- Local community issues, like clinics, fights against crime, child abuse, etc.

*Please remember this range is not excluding any other options you may have.*

**Note!!:** Part of this assessment is the assessment of you teamwork as well. Refer to Module 2 for notes on teamwork.

#### The marks will be allocated as follows:

- Teamwork and activities for research and investigation (20)
  - The report and/or poster on the findings (20)
  - The feedback and presentation (10)
- Total: 50**

Use this Assessment Sheet to assess the project.

Competency is achieved by meeting all the requirements.

Performance Assessment Sheet	Mark Allocation	Comments
<b><u>Team work and activities for research and investigation (20)</u></b>		
<i>Did the students</i>		
1. form a group? (1)		
2. assign tasks and responsibilities to each member of the group? (2)		
3. assign group roles to each member of the group? (2)		
4. decide on an issue to investigate and/or research?		



(1)		
5. indicate what is to be done and delivered (an action plan)? (10)		
6. decide how they are going to do the research and/or investigation? (1)		
7. indicate how much time is allowed for the actions (action plan)? (2)		
8. decide on the target dates (action plan)? (1)		
<b><u>The report on the findings</u></b> <b>(20)</b>		
<i>Does the report include findings about</i>		
9. the rights people have as to what they are investigating and possibly how rights are violated or abused? (5)	<i>Give an impression mark out of 5</i>	
10. diverse attitudes and perceptions that people have towards this issue? (5)	<i>Give an impression mark out of 5</i>	
11. the responsibilities they have as a citizen and how to get involved? (5)	<i>Give an impression mark out of 5</i>	
12. how to deal with diversity is this case? (5)	<i>Give an impression mark out of 5</i>	
<b><u>The feedback and presentation</u></b> (10)		
<i>For the presentation did the students</i>		
13. prepare a written report and/or poster to use during feedback? (3)	<i>Give an impression mark out of 3 for the report and/or poster</i>	
14. give feedback regarding their report? (They may do this as team as well.) (4)	<i>Give an impression mark out of 4 for the feedback as presented (content)</i>	
15. prepare well for a professional presentation? (3)	<i>Give an impression mark out of 3 for the professionalism of the presentation</i>	

## Summative Knowledge Test

Name: \_\_\_\_\_

Group: \_\_\_\_\_

1. Read the case study and answer the questions that follow.

### Case study: Collectivism

**SETTING:** Thabo and two other men are standing at the door of Gert's office.

**Thabo:** Sir, we would like to talk to you.

**Gert:** Now? You don't have an appointment. OK. What is it?

**Thabo:** Sir, we as workers are unhappy because our brother Mbongeni was fired yesterday.

**Gert:** Mbongeni was fired because he, despite several warnings, continued to be either late or absent from work.

**Thabo:** Our brother had many problems recently. You never bothered to find out the reason why he was late or absent from work. You and the other managers are fat cats concerned only with lining your own pockets! You have a total disregard for the miserable circumstances we have to contend with, mainly because you pay us such poor wages!

**Gert (becoming angry):** You earn poor wages because on the whole you are lazy and untrustworthy. That's why you will remain poor and backward all your lives- you don't deserve better. Why do you not pull yourselves up by your bootstraps and ensure that you adhere to proper organisational principles such as punctuality, diligence, devotion to the job, trustworthiness and productivity?

**Thabo:** Our people told us to go on strike tomorrow.

**Gert:** What! I'm sure that you won't be so stupid so as to join the strike?

**Thabo:** Sir, we have no choice. If the Union says we must strike, then we all have to strike.

**Gert:** But that is ridiculous! You will lose not only your pay, but also your job. There are many other people who are looking for work. I'll easily find others to do your jobs. You will be here tomorrow, and that is an order! Do you understand?

**Thabo:** Yes, Sir.

**Next day:** Gert paces up and down in his office, talking to himself.

**Gert:** Now where are those people? Why didn't they report for work? No productivity,

abut always demanding more and more. They have everything they could wish for in life and now they sacrifice it all. They should stand up against those intimidators and teach them a lesson.

1.1 Explain in your own words the term 'diversity' as demonstrated in this case study. (2)

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1.2 Identify THREE barriers in this case study that prevent dealing with diversity effectively. Quote or provide as proof THREE cultural perceptions and attitudes that exist as a result of these barriers. (3x2 = 6)

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1.3 Say whether the statements are TRUE or FALSE. Quote from the case study or give a reason to prove your point. (5x2 = 10)

1.3.1 Gert has a right to fire Mbongeni as he did everything in his power to address the problem.

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1.3.2 'Managers are fat cats' is an example of a stereotype that workers have of managers.

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1.3.3 Gert is expressing cultural prejudices against his workers.

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1.3.4 Mbongeni is called 'brother' by Thabo as he is related to him.

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1.3.5 The workers have a human right to strike if the union says they must.

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1.4 Gert is, in dealing with diversity a

1.4.1 tolerator

1.4.2 celebrator

1.4.3 avoider.

(2)

Encircle your choice.

1.5 List and explain FIVE tips you can give Gert to deal with the differences here effectively. (10)

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2. Name THREE elements of culture and give an example of each. (6)

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3. Complete the following. (10)

3.1 The **Constitution** of South Africa is

.....

.....

3.2 It informs you about the important or fundamental ..... and protects these rights.

3.3 It has rules about when ..... so that one government cannot decide to stay in power for ever.

3.4 It has rules which make sure that power is separated between different parts of government so that no part has too much power. This is also called the

.....

3.5 It sets up national, provincial and local government. These are also called ..... and they work in different places and help to ensure that the country is governed properly and that government

3.6 ..... (Batho Pele principle).

3.7 It sets up a Constitutional Court, which has the final say about .....

3.8 It sets up independent institutions to ..... you about how to

3.9 ..... your rights and to ensure your rights are not violated.

3.10 It makes sure that the ....., ..... and intelligence services protect South Africa and its people.

4. Explain what the following rights mean and what your responsibilities are as a South African citizen. (5x2 = 10)

4.1 Right: Freedom and security of the person.	
Responsibility:	
4.2 Right: Political rights	
Responsibility:	
4.3 Right: Freedom of expression	
Responsibility:	
4.4 Environmental rights	
Responsibility:	
4.5 Any of the rights of children	
Responsibility:	

5. On which day is Human Rights Day celebrated? (1)

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6. What does the SAHRC do? (2)

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7. Name one way to lodge a complaint with the SAHRC. (1)

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**Total: 60**

...../60

.....%

**Rating scale for competency and achievement:**

<b>RATING CODE</b>	<b>RATING</b>	<b>MARKS</b> %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

## Summative Knowledge Test Memo

1.1 Diversity implies different varieties of something (1) like the racial or cultural differences in the case study – Western culture vs traditional African culture. (1)

1.2 **Ignorance** – Gert not understanding Mbongeni’s circumstances or reasons for absence OR not understanding the pressure workers experience to strike even as they do not want to.  
**Stereotyping, prejudice and labelling** – any of Gert’s comments about his workers, e.g. ‘You earn poor wages because on the whole you are lazy and untrustworthy’ OR his workers perceptions about management ,e.g. ‘You and the other managers are fat cats concerned only with lining your own pockets! You have a total disregard for the miserable circumstances we have to contend with, mainly because you pay us such poor wages!’  
**Lack of trust and empathy** - Gert not understanding Mbongeni’s circumstances or reasons for absence OR not understanding the pressure workers experience to strike even as they do not want to. (3x2 = 6)

1.3.1 **False.** “Our brother had many problems recently. You never bothered to find out the reason why he was late or absent from work.”

1.3.2 **True.** Often stereotype workers have of managers and a generalisation of how management is perceived.

1.3.3 **True.** “You earn poor wages because on the whole you are lazy and untrustworthy.”  
OR

“Now where are those people? Why didn’t they report for work? No productivity, abut always demanding more and more.”

1.3.4 **False.** In African societies relations with close friends, colleagues, neighbours and a sense of unity and association are expressed with terms such as ‘brother’, not necessarily indicating blood relations.

1.3.5 **False.** Can only strike (right) in a case of unfair labour practice and the certain legal requirements must be met. (5x2 = 10)

1.4.3 avoider. (2)

1.5

- **Get rid of external barriers**

Getting rid of external barriers means that Gert should not focus on differences like skin colour, accent, body language, social behaviour and manners, but should rather focus on those things which all human beings have in common, like the need to be respected, to be successful, to be loved and to be accepted.

- **Improve your knowledge of other cultures**

The more you know about other cultures around you, the more you will understand the way they behave and think and the less tension and anxiety there will be in the relationship and the workplace.

- **Communicate effectively**

Gert should not insult, belittle or threaten, his workers.

- **Have a positive attitude**

In a multi-cultural communication situation, Gert should realise that his culture is **different** from, and not **superior** to, other cultures - that other cultures are **interesting**, not **strange**!

- **Listen**

Gert should try appreciative and attentive listening as to what his workers’ problems really are. Appreciative listening means that you listen with an open mind, and without prejudice and having stereotypes in mind.

▪ **Show empathy**

Empathy implies to imagine you in that other person's shoes and situation as to understand why people act the way they do.

*Any appropriate answer.*

(5x2 = 10)

2.

**Symbols** – A certain object, colour, gesture, sound or image that has special meaning, e.g. flag, national anthem, dress, Ndebele patterns for houses, etc.

**Beliefs** – Beliefs like those of traditional healers, values punctuality in the work place.

**Values** – What is regarded as important and good by a group of people, e.g. freedom, honesty, one wife, equality, etc.

**Language** - Afrikaans, Xhosa, English

**Behaviour, customs and traditions** – A common shared way of doing, e.g. greeting by kissing cheek, opening with prayer, man walking before woman through door.

*Any 3.*

(6)

- Makes sure that and intelligence services protect South Africa and its people.

3.

3.1 The **Constitution** of South Africa is a set or list of rules to control the activities and governance of the country.

3.2 It informs you about the important or fundamental human rights in the chapter on the Bill of Rights and protects these rights.

3.3 It has rules about when elections must happen and makes sure that elections happen regularly so that one government cannot decide to stay in power for ever.

3.4 It has rules which make sure that power is separated between different parts of government so that no part has too much power. This is also called the Separation of Powers.

3.5 It sets up national, provincial and local government. These are also called spheres of government and they work in different places and help to ensure that the country is governed properly and that government

3.6 is close to the people it serves. (Batho Pele principle).

3.7 It sets up a Constitutional Court, which has the final say about what the Constitution means, and which can scrap laws made by the government if they go against the Constitution.

3.8 It sets up independent institutions to educate you about how to

3.9 protect your rights and to ensure your rights are not violated.

3.10 It makes sure that the police, army and intelligence services protect South Africa and its people.

(10)

4.

<p>4.1 Right: Freedom and security of the person.</p>	<ul style="list-style-type: none"> <li>▪ You can only be imprisoned if there is a good reason.</li> <li>▪ You cannot be detained without trial.</li> <li>▪ Torture is not allowed.</li> <li>▪ You cannot be treated or punished in a cruel, inhuman or degrading way.</li> <li>▪ You have the right to be free from all form all forms of violence,</li> </ul>
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	<p>even in your own home. This is to stop people abusing their wives, husbands and children.</p> <ul style="list-style-type: none"> <li>▪ You have the right to make decisions about whether you want to have children.</li> <li>▪ You have control over your body.</li> <li>▪ You cannot be forced to undergo medical or scientific experiments against your will.</li> </ul> <p><b><i>Any substantial explanation</i></b></p>
Responsibility:	<p>Exercise the same respect and treatment of others. Report any violation and abuse that you are aware of to the relevant authorities, e.g. The Human Rights Commission, NGOs for the abuse against women for example, the police, etc.</p>
4.2 Right: Political rights	<p>You can:</p> <ul style="list-style-type: none"> <li>▪ Join political party;</li> <li>▪ Encourage other people to join a political party;</li> <li>▪ Start your own political party;</li> <li>▪ Vote in secret in elections;</li> <li>▪ Stand for election yourself.</li> </ul> <p><b><i>Any substantial explanation</i></b></p>
Responsibility:	<p>Elections must be free and fair – report any misconduct to the Electoral Commission. If you are a citizen, and at least <b>18</b>, you can and SHOULD vote!</p>
4.3 Right: Freedom of expression	<p>You can say whatever you want, and the press too can say whatever they want. But Parliament may prevent people from spreading propaganda for war, or encouraging people to use violence. Hate speech may also be banned.</p>
Responsibility:	<p>Do not use the press to express or promote hate speech and prejudices. Report violations and such instances to the relevant authorities, like The Independent Authority to Regulate Broadcasting.</p>
4.4 Environmental rights	<p>You have the right to a healthy environment. The government must do things (such as passing laws) to protect the environment.</p>
Responsibility:	<p>Do not litter or perform any action that may cause damage to the environment. Pay your taxes so that municipalities can remove litter and garbage. Report any violations, pollution or spills immediately to relevant authorities.</p>
4.5 Any of the rights of children	<p>The new Constitution gives children under the age of 18 special rights. These include the right:</p> <ul style="list-style-type: none"> <li>▪ To family care or other care if the child is removed from its family;</li> <li>▪ To food, shelter and health care;</li> <li>▪ Not to be abused or neglected;</li> <li>▪ Not to be forced to work or given work which is not suitable for a child;</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Not to be <i>detained</i> unless it is necessary;</li> <li>▪ Not to be used during a war;</li> <li>▪ To be given a lawyer, should the need be in case of legal action.</li> </ul>
Responsibility:	Exercise the same respect and treatment of children. Report any violation and abuse that you ware aware of to the relevant authorities, e.g. NGO's for the abuse against children, the police, etc.

(5x2 = 10)

5. 21 March (1)

6. Educate people about human rights and investigate complaints of human rights abuses. (2)

7. Phone. Fax, in witing like a letter, visit. *Any one.* (1)

**Total: 60**

**Rating for competency and achievement:**

RATING CODE	RATING	MARKS %
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

#### **4. Bibliography and Websites**

These books and publications were used or can be used as resources:

1. Du Preez H, 1997. *Meet the Rainbow Nation*, Pretoria: Kagiso.
2. Erasmus – Kritzinger L, Swart M, Mona V, 2000. *Advanced Communication*. Cape Town: Nasou via Africa
3. Newstrom J, Scannell E, 1998. *The Big Book Of Team Building Games*. USA: McGraw-Hill

#### **Other Publications:**

*You and the Constitution*. Moran G, Typeface Media

*Life Lessons – Principles for good living*. Calitz L, Kotton R, Swart P, 2004

#### **Websites to Visit:**

*Use the key words “constitution”, “South African citizenship”, and “ SA Bill of Human Rights” and you will find websites such as these. Explore them.*

- [www.saweb.co.za](http://www.saweb.co.za)
- [www.rebirth.co.za/constitution](http://www.rebirth.co.za/constitution)
- [www.worklaw.co.za](http://www.worklaw.co.za)
- [www.legal-portal.co.za](http://www.legal-portal.co.za)
- [www.peacecourier.com/HumanRightsBillSA](http://www.peacecourier.com/HumanRightsBillSA)
- [www.polity.org.za](http://www.polity.org.za)
- [www.sahrc.org.za](http://www.sahrc.org.za)
- [womensnet.org.za](http://womensnet.org.za)
- [www.info.gov.za](http://www.info.gov.za)
- [sahistory.org.za](http://sahistory.org.za)

## **5. Presentations**

**See PowerPoint presentation “Managing Diversity” in PowerPoint Presentation folder.**