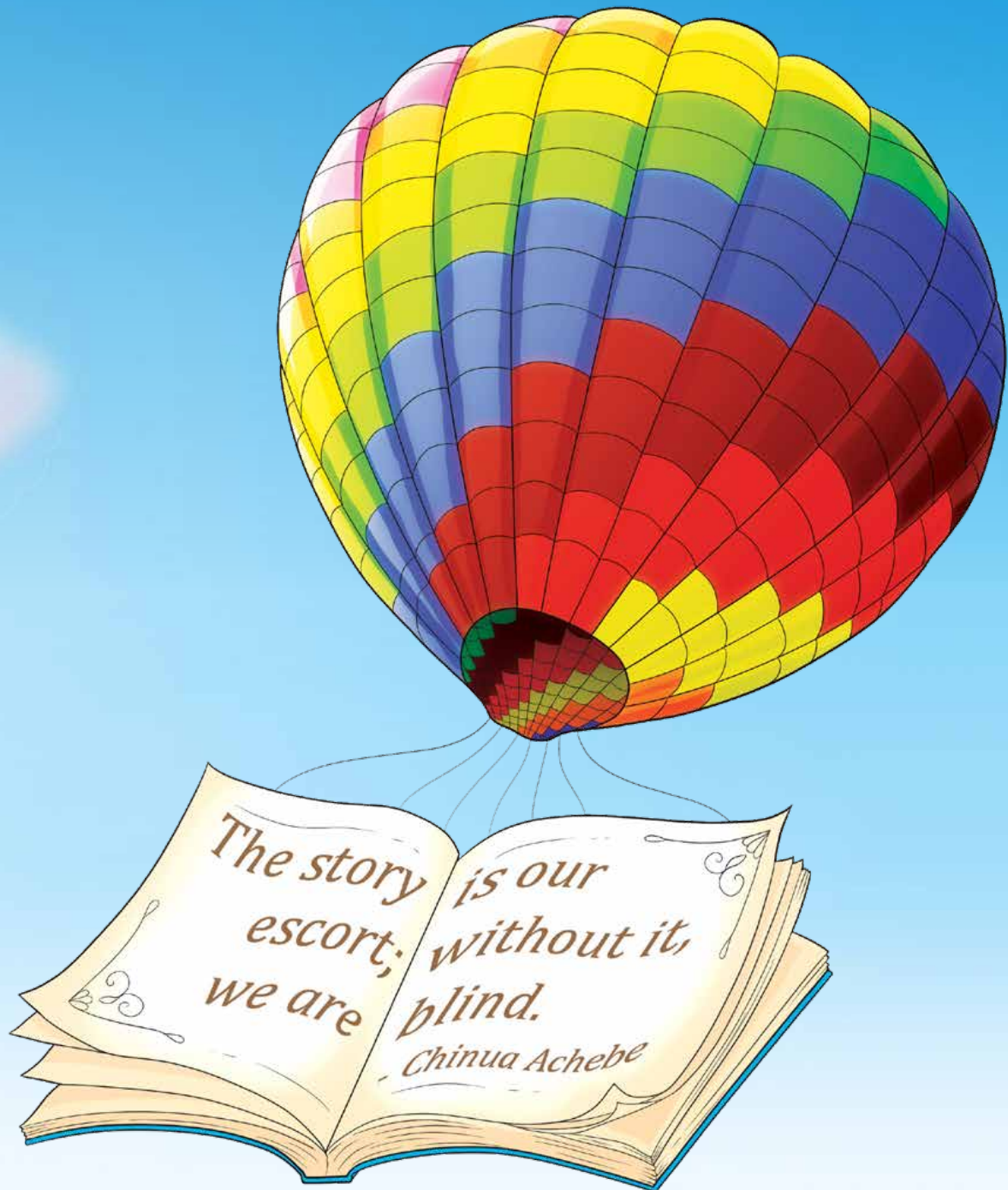


An Africentric approach to teaching social issues in the Life Orientation subject in South African schools

Grade 7



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Note:

Educators can use the story reading technique to introduce Life Orientation topics concerning social issues. In this educator's guide, two stories encapsulate social settings that learners can relate to when teaching about substance abuse. The stories do not replace the grade 7 content. Instead, a comprehensive introduction to the social issue is offered, weaving together various subtopics rather than viewing them as disconnected from one another.

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Educator's guide

Life Orientation: Story reading technique

Introduction

Story reading centres on an account of a true or fictitious incident designed to interest, evoke emotion in, or instruct a reader. This educator's guide consists of two stories and activities related to each story.

Note the following:

- The stories should be read out loud in class by the educator or the learners.
- Be animated, as this enhances the learners' imagination.
- Learners should silently read along with the educators.

In order to convey the intended outcome of the story, please remember to:

- have a clear focus and maintain concentration.
- make gestures that respond to the story.
- create a charismatic presence of the characters.
- use different, exaggerated character voices.
- pace yourself.
- use silence and pauses to add dramatic effect.

Story structure

Each story is subdivided into two parts.

Part 1: The first part of each story ends in a cliff-hanger¹, allowing learners to speculate about a possible ending. The learners, with the assistance of the educator, are then to complete the allocated activities.

Part 2: The second part of the story should be resumed, and the allocated task completed.

¹ Cliff-hanger: A dramatic and exciting ending to an episode of a serial, leaving the audience in suspense and anxious not to miss the next episode.

Story 1: Nolwazi, trust yourself

(Peer Pressure and Substance Abuse)

Week 1 and 2

Objectives

- To illustrate possible circumstances that increase vulnerability to substance use.
- To indicate some of the negative effects of drugs.
- To demonstrate the impact of peer pressure.
- To highlight the awareness of oneself in relation to others.

Remember to

- Emphasise that we should not ridicule each other when we face hardships.
- Emphasise that illegal drugs are not safe.
- Highlight that learners have the right to say no to drugs.

Instructions

- Educator: Read the story out loud in class.
- Recap the story with the learners and read out all the questions.
- Assist learners with the completion of the allocated task:
 - Allow the learners to discuss possible answers in their groups.
 - Discuss possible answers with learners.

This story will be role played by the learners in week 3 but they need to be introduced to this task during week 2.

Preparing for role play

Explain that the learners need to role play this comic.

- Working in groups, the characters in this comic must be allocated to learners (by themselves or by the educator). Each group must role play one part of the story; either part 1 or part 2. The group that is role playing part 1 should perform first, followed by the group that is performing part 2 of the story.
- Learners may improvise.

Story 2: Musa, you are not safe!

(Child Abuse and Substance Abuse)

Week 3 and 4

Objectives

- Illustrate possible circumstances that increase vulnerability² to substance abuse.
- Indicate some of the negative effects³ of alcohol.
- Highlight emotional and physical abuse.

Remember to

- Emphasise that alcohol is not for people under the age of 18 years.
- Emphasise that we should not ridicule each other when we face hardships.
- Highlight that learners can report abuse to a social worker, educator or the police.

Instructions

- Educator: Read the story out loud in class.
- Recap the story with the learners and read out all the questions.
- Assist learners in completing the allocated task:
 - Allow the learners to discuss the questions in their groups.
 - Discuss possible answers with learners.

For your information

(not for teaching purposes):



Substance abuse indicators:

- Dirty/inappropriate clothing
- Unexplained bruises or burns (apparent accidents)
- Recurrent vague somatic complaints
- Fatigue
- Behavioural or emotional problems
- Changes in relationships with peers
- Distractibility or hypervigilance
- Discomfort with issues of substance abuse
- Unusual/sophisticated knowledge of drinking/drug practices

² Vulnerability: The quality or state of being exposed to the possibility of being attacked or harmed, either physically or emotionally.

³ Effect: A change which is a result or consequence of an action or other cause.

Nolwazi, trust yourself

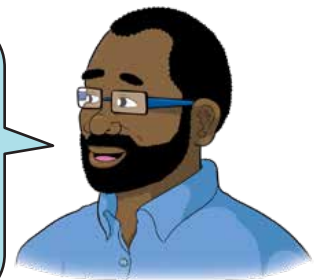
Today Nolwazi was not happy. She has been feeling sad for a few days now because she did not receive an invitation card to attend one of her classmate's birthday parties. She has been feeling like she is the odd one in the class as she only has one friend, named Lerato.

Lerato was invited to the party so Nolwazi thought that there is something wrong with her because she was not invited. She came home sobbing. Her father, with whom she stays, tried to comfort her by talking to her.



Dad, you don't understand. He sat next to me during the English period and he did not invite me!

You are only in grade eight. You are still young. Umlazi is a big place. You are still going to meet a lot of people and make a lot of friends.



Although talking to her father helped, Nolwazi still felt a little sad. The next morning when she got to school, she greeted her friend, Lerato, as usual, and they started walking to class together while chatting.

Hey friend, listen, I heard why you have not been invited to the party.



Hayibo... tell me. I have been asking myself why? Please tell me.



They say that you are boring. You don't drink. You don't smoke. You don't date. You are no fun! All I am saying is come to the party. You can have some ecstasy with me, and you might enjoy yourself. By the way, Thabani will be there.



I would like to see Thabani, but I don't want to use drugs.





Well then. I don't understand why you are upset that you are not invited. Some parents are going to be at the party so we cannot drink. What else can we do for fun besides take some pills? It's harmless fun. Besides, you are not the only one with a crush on Thabani! Some other girl will snatch him from you while you are playing hard to get. At that party, someone will snatch him if you don't come.

Nolwazi thought about what Lerato was saying, and it hurt her. Knowing that there will be drugs at the party made her feel uncomfortable, but she liked Thabani and wanted to see him at the party. She decided that she does not want to be the boring one. So, she will go to the party and show them that she is a fun person.

Friend, I don't want anyone else to take Thabani from me so I'll come to the party with you.



Discussion questions



1. Name the characters in the comic.
2. Where does Nolwazi live?
3. Why is Nolwazi upset?
4. What did her father say to comfort her?
5. Do you think that Lerato is a good friend?
6. What are the characteristics of a good friend?
7. Do you think Nolwazi is boring? Why?
8. What is a crush?
9. Do you think Nolwazi should go to the party? Why?

Reflection activity



Look at the decision chart on the following page and read the options. Consider the option you think is best and provide possible solutions to the questions. Write down the responses to the option that you have chosen.

Decision Chart

Do you think that Nolwazi should go to the party?

Make a choice
and deal with the
consequences...



How can Nolwazi deal with being called "boring"?

Who can Nolwazi talk to if she feels lonely or hurt?

If Lerato does not want to be Nolwazi's friend, how can Nolwazi build new friendships?

What are the advantages of going to the party?

What are the disadvantages of going to the party?

The party is this Saturday. A decision must be made. What is your decision?

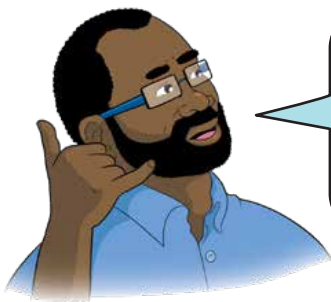
What if nobody wants to be with Nolwazi at the party because they think that she is "boring"?

What can Nolwazi do if she does not enjoy the party?

How can Nolwazi refuse drugs if she goes to the party?

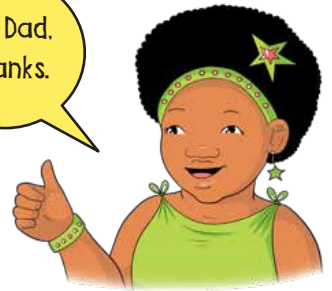
Nolwazi, trust yourself

Nolwazi got home and told her father that she has been invited to the party and plans on going as it is on Saturday. She said she will go with Lerato so her father does not have to worry about transporting her. Her father was pleased to see his daughter looking happy. On the Saturday of the party, her father gave her a hug and had a chat with her.



Sweet-heart, call me if you need anything when you get there. Remember, do not do anything that you are not comfortable with. Nolwazi, trust yourself.

OK, Dad, thanks.



Nolwazi got to the party and felt a little happy to see Thabani, although she ignored him and went to have a chat with Lerato.



Hey friend! You made it. Here... I got ecstasy for you.

No thank you. I don't use drugs.



And there you go being boring again... why are you here if you are not going to have fun?



Just then, Thabani joined the conversation.

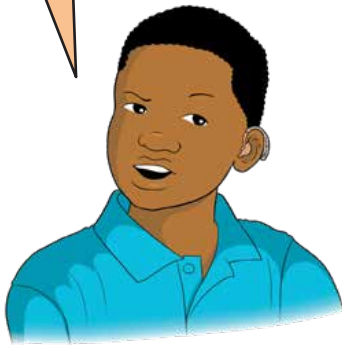


Hi ladies. I hope you are having a good time. Nolwazi, how lovely to see you. I have some ecstasy if you want some.

No. I don't use drugs.



I guess it's true, you are boring and I don't like boring girls.



Tell her Thabani, I have been saying the same thing but she does not want to listen to me. I don't even know why I am still friends with her. She is so boring.

I swear Nolwazi, if you don't take these pills right now, I will no longer be your friend and you know you don't have any other friends.



Well, Nolwazi, what do you say? Are we going to have fun?



Nolwazi did not feel comfortable with what Lerato and Thabani asked her to do. Many thoughts went through her mind.

She thought about how her life might turn out if she starts to use drugs. She thought about the people that she knows who are addicted to drugs and how miserable they are when they don't have money to buy more drugs.

She thought about the happy times she shared with her mother when she was still alive and how using drugs would upset her mother.

She thought about how using drugs might hurt her father who has always been there for her.

She thought her father is right, she will find other friends. Besides, she feels fine. She does not feel like she is boring at all.

Eventually Nolwazi gave a response.

No! I don't use drugs. My body does not need drugs and I don't need friends like you! I'm going home.



Discussion questions



1. Whose party did Nolwazi go to?
2. What is peer pressure?
3. Who is Thabani?
4. What did Thabani ask Nolwazi to do?
5. What are the side effects of ecstasy?
6. Why did Nolwazi refuse the drugs?
7. What do you think about Nolwazi's decision to walk away from her friendship with Lerato?

Role play



The focus of the role play should be on the following:

1. Each person must know their lines.
2. Work together as a group.
3. Use props to help you get into character or set the scene.
4. Be creative/Improvise.



For your information

(not for teaching purposes):

Loss and Bereavement: symptoms of grief

- Bodily complaints (headaches, stomach aches, colds, pains)
- Loss of appetite and energy
- Disruptive behaviour
- Over-dependency: needing constant reassurance
- Crying, sadness, irritability, anxiety, feelings of depression
- Mood changes
- Anger
- Cutting school/class
- Using drugs
- Irritability
- Social withdrawal

Child psychological abuse

A pattern of intentional verbal or behavioural actions or lack of actions that convey to a child the message that s/he is worthless, flawed, unloved, unwanted, endangered, or only of value to meet someone else's needs.

Story 2: Part 1

Musa, you are not safe!

Musa is 13 years old and lives with his grandmother and Aunt in Eziqoleni. He is a fun-loving boy who enjoys reading storybooks, drawing, and playing with clay. Musa can make any form of ornament from the clay around the yard, although he prefers to make animals. When Musa gets home from school, he washes his school uniform and fetches water from the borehole. He also chops vegetables for his grandmother to cook while his aunt is at work. Musa loves his grandmother very much and feels that his grandmother loves him too. He is thrilled to go to school even though he has to walk a long distance to get there. He does not mind the long walk because he gets to walk with his two best friends. He is even happier to come home and tell his grandmother about his time at school and all the new things that he learned there.



While sitting at the kitchen table and drinking a cup of tea together, Musa tells his grandmother: "Gogo, my favourite subject is technology because we get to learn about different types of transport. I like aeroplanes, and I want to be a pilot when I am big!" His grandmother replied, "Oh, my wonderful pilot! Will you have your own private aeroplane?" With a big grin on his face, Musa nodded yes and poured more tea for his grandmother. "Thank you for the tea, Musa, but we need to be very careful

not to waste water" said his grandmother. Musa smiled and replied: "Don't worry Gogo, I will fetch more water from the borehole." When they had finished drinking tea, Musa took an empty bucket of water and washed it so he can fetch more. While he was washing the bucket of water, he heard Aunty Star greeting Gogo at the door. Gogo wanted to talk to her about saving money as Musa is getting older and will one day go to university. Aunty Star is Gogo's eldest daughter and the community leader. Gogo trusts her very much as she takes good care of her and Musa. Musa greeted Aunty Star and poured her a cup of tea so that she can relax as she was coming from work and looked very tired. Musa told his grandmother that he would be back soon and went to the borehole.



Musa took the bucket and left. On his way, he was singing: "One day, oh one day, I say I will fly an aeroplane, not just any plane- my aeroplane. My grandmother and I will be up there in the sky." When he got to the borehole, he continued to smile and sing as he placed the bucket of water on his shoulder to carry it back home so that he and his grandmother could start cooking supper. On his way back, he was greeted by people who could not help but notice how happy Musa looked. They thanked him for being such a wonderful boy who is always ready to help his grandmother.



Musa felt lucky to have a grandmother who loves him and an aunt who looks after him. He always thought that his grandmother would be there for him until he grows old, but life can be very unpredictable. When he got home, he noticed that the door was open, and his neighbours were inside the house. Aunty Star took the bucket from his shoulder and asked him to sit down. Musa could sense that something was wrong, but he sat down anyway and listened to what Aunty Star had to say. In a very shaky voice, Aunty Star said: "Musa, I have some bad news... a few minutes ago, Gogo had a heart attack... she has passed on."

Musa could not believe what he just heard! He could not talk. He could not move. He started to cry. Aunty Star hugged him and said: "Don't worry Musa, I will look after you."

Discussion questions



1. Who is the main character?
2. Where is the story taking place?
3. Who does Musa walk to school with?
4. Do you think Aunty Star will look after Musa? Why?
5. Why do you think the title of the story is: Musa, you are not safe!?

Short answer questions

Answer the questions and write the letter of the picture that corresponds to your answer.

Write the letter:

1. Why was Musa happy?

2. What did Musa make with clay?

3. What did Musa do to help his grandmother?

4. Which subject did Musa like the most? Why?

5. What profession does Musa aspire to be in? What does a person in this profession do?



A



B



C



D



E

Musa, you are not safe!

Gogo had paid monthly instalments for the communal burial scheme. This money was received by Aunty Star and was used to pay for the funeral. Family relatives that lived far came to the funeral, but Musa felt lonely and lost. His mother, who was Gogo's youngest daughter, passed away when he was just a little boy, and he had never met his father. He missed his grandmother very much and often wished that he were dead too. He did not know who to talk to about how he felt.

After the funeral, Musa stayed with Aunty Star. She appeared to have changed and did not like him very much.



Aunty Star commanded Musa to do all the house chores and often accused him of finishing all the food. Aunty Star sometimes said terrible things to Musa, such as that he will never be a pilot as he is a useless boy. All the things that Aunty Star said hurt Musa very much, and he did not think that anybody would believe him if he told the truth. Everyone thought that Aunty Star was a wonderful woman who is genuinely kind and was looking after him. He was afraid to tell anybody about the bad things that Aunty Star says to him because he thought everyone would think that he is an ungrateful child and Aunty Star will throw him out of the house. He felt like he had nowhere else to go.



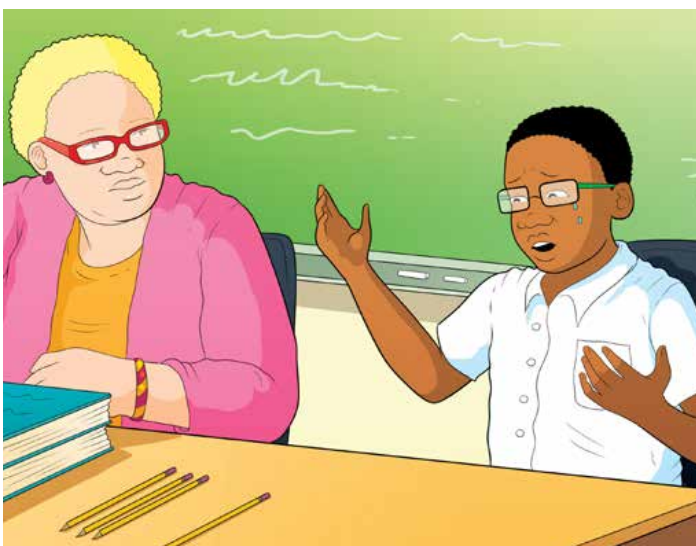
While Musa was having all these thoughts, he remembered that after Gogo's funeral, when the relatives were gone, Aunty Star started keeping alcohol in the house. He made his way to the cupboard where Aunty Star keeps her alcohol, all the while saying to himself: "Maybe the alcohol will make me feel better. When Aunty Star drinks, she looks happy and sleeps easily. Maybe I should drink too, and my pain will go away." He did not like the taste of alcohol, but he thought to himself: "I will drink more, and I will surely feel better."

As he was drinking the alcohol, Musa felt dizzy and started to sweat a lot. He also felt like he was going to throw up, but he kept drinking because he thought that the alcohol might help him to forget about his grandmother. When Musa came back from school, he would drink alcohol. When he was drunk, he fell asleep and did not have to think about his problems. He did not do his chores anymore. This angered Aunty Star. He could not focus on his school work and did not walk with friends anymore. Aunty Star thought that Musa was disobedient and stubborn, so she often beat him.

Musa was no longer happy to go to school, and he did not do well in his school work. This worried Musa's teacher, who saw that he had bruises on his arms and looked sad all the time. The teacher asked Musa what was wrong. He started to cry and told the teacher everything that he was going through. The teacher thanked Musa for trusting her.



She also told him that he has a right to feel sad for losing his grandmother because it is a painful experience. The teacher stated that she understands that Musa was in pain, but drinking alcohol will not make him feel better. "I can explain your situation to the school counsellor, and you can talk to him because he might help you to understand your feelings," said the teacher. Musa felt a little better after talking to the teacher. He was relieved to have someone that believes him. He agreed to speak to the school counsellor so that he does not feel lonely anymore.



Discussion questions



1. Who does Musa miss the most?
2. What did Aunty Star accuse Musa of doing?
3. (a) How did this make Musa feel?
(b) How does this make you feel?
4. Why didn't Musa tell anybody about how Aunty Star was treating him?
5. How old must you be in order to be able to buy or drink alcohol?
6. What did you learn from this story?

Writing activity



Listen to the story and fill the blank spaces in the summary below:

Aunty Star commanded Musa to do all the house _____ and often accused him of finishing all the food. All the things that Aunty Star said _____ Musa very much, and he did not think that anybody would believe him if he told the truth. Musa drank alcohol because he thought his _____ will go away when he is drunk. When Musa was drinking he felt _____ and started to _____ a lot. He did not do his _____ anymore which angered Aunty Star. He could not focus on his _____ and did not walk with friends anymore. Musa's teacher at school saw that he had bruises on his arms and looked _____ all the time. The teacher asked Musa what was wrong and he started to _____ and told the truth.

Model answers

Story 1: Part 1

1. Nolwazi, Father, Lerato and Thabani.
2. Nolwazi lives in Umlazi.
3. Nolwazi did not receive an invitation card to attend one of her classmate's birthday parties.
4. Nolwazi's father told her that she is only in grade eight. She is still young. She is still going to meet a lot of people and make a lot of friends.
5. No. Lerato is not a good friend as she is trying to force Nolwazi into taking drugs.
6. Honesty, empathy, kindness, care, respect, and trustworthiness.
7. No. Nolwazi respects her father. She respects her body, and she also respects those around her. She used her right to say no to drugs. This does not mean that she is boring.
8. A desire to be with someone whom you find extremely attractive and extremely special. Crushes can make you feel emotions such as shyness and giddiness.
 - You cannot always choose who you have a crush on, but you can choose how you react once you figure out that you have a crush on someone.
9. Use the decision chart to guide the learners in their conception of possible outcomes.

Story 1: Part 2

Discussion Questions

1. Nolwazi went to one of her classmate's birthday parties.
2. A boy that Nolwazi has a crush on.
3. Peer pressure is a feeling that one must do the same things as other people of one's age and social group to be liked or respected by them.
4. Thabani asked Nolwazi to consume ecstasy.
5. Some of the side effects of ecstasy include muscle tension, involuntary teeth clenching, nausea, blurred vision, faintness, sweating, seizures, and increased body temperature.

6. She thought about the impact of drugs in her life and realised that drugs are not good. Any of the following reasons:
- Nolwazi thought about how her life might turn out if she starts using drugs.
 - She thought about the people that she knows who are addicted to drugs and how miserable they are when they do not have money to buy more drugs.
 - She thought about the happy times she shared with her mother when she was still alive and how using drugs would upset her mother.
 - She thought about how using drugs might hurt her father who has always been there for her.
 - She thought about how her father is right, she will find other friends. Besides, she feels fine.
 - She does not feel like she is boring at all.
7. It is a good decision. *Guide the learners in their conception of possible outcomes.*

Story 1 Role play

Understanding of topic	0 – 1 No clear understanding demonstrated.	2 – 3 Presented the story as written with no deviation.	4 – 5 Drew from other sources to enhance the story.
Co-operation	0 – 1 No co-operation. Lines were not memorised.	2 – 3 Improvisation where necessary but lines were memorised.	4 – 5 Lines were well memorised. Each member knew their cue.
Props	0 – 1 No props or one prop which was not effectively used.	2 – 3 Two props. Moderate use of props	4 – 5 Three or more props. Good use of the props.
Creativity	0 – 1 Lack of enthusiasm and no creativity displayed.	2 – 3 Enthusiastic and introduced new ideas	4 – 5 Commanded attention and excellent execution.
TOTAL (20)			

Story 2: Part 1

Discussion questions

1. Musa is the main character.
2. Ezingoleni
3. Musa walks with his two best friends to school.

Question 4 and 5: Guide the learners in their conception of possible outcomes.

Story 2: Part 1

Answer the questions and write the letter of the picture that corresponds to your answer.

Write the letter:

1. Why was Musa happy?

He was happy to go to school with his two best friends. He is even happier to come home and tell his grandmother about his time at school and all the new things that he learned

B

2. What did Musa make with clay?

He can make any form of ornament he wishes from the clay he finds around the yard, but he prefers to make animals.

A

3. What did Musa do to help his grandmother?

Musa used to fetch water from the borehole. He also chopped vegetables in preparation for cooking; and helped her to wash the dishes.

C

4. Which subject did Musa like the most? Why?

Technology. Musa learned about different types of transport.

E

5. What profession does Musa aspire to be in? What does a person in this profession do?

Musa wants to be a pilot. A pilot operates the flying controls of an aircraft.

D

Story 2: Part 2

Discussion questions

1. Musa missed his grandmother very much. Aunty Star accused him of finishing all the food.
2. (a) Musa felt hurt and afraid. *Remind learners that fear is a normal response when we do not know what to do.*

(b) Guide the learners in reflecting their feelings. *Remind learners to be sensitive and empathetic with other people.*
3. He was afraid to tell anybody about the bad things that Aunty Star says to him because he thought that everyone will think that he is an ungrateful child and Aunty Star will throw him out of the house.
4. Guide the learners in their responses. *Reflect on the importance of supporting/helping those who have lost loved ones.*
5. You must be eighteen years to be to be able to buy or drink alcohol.
6. It is important to speak to someone if you are feeling lonely.
It is important to tell a trusted adult if you are being abused.
Using substances does not solve problems.

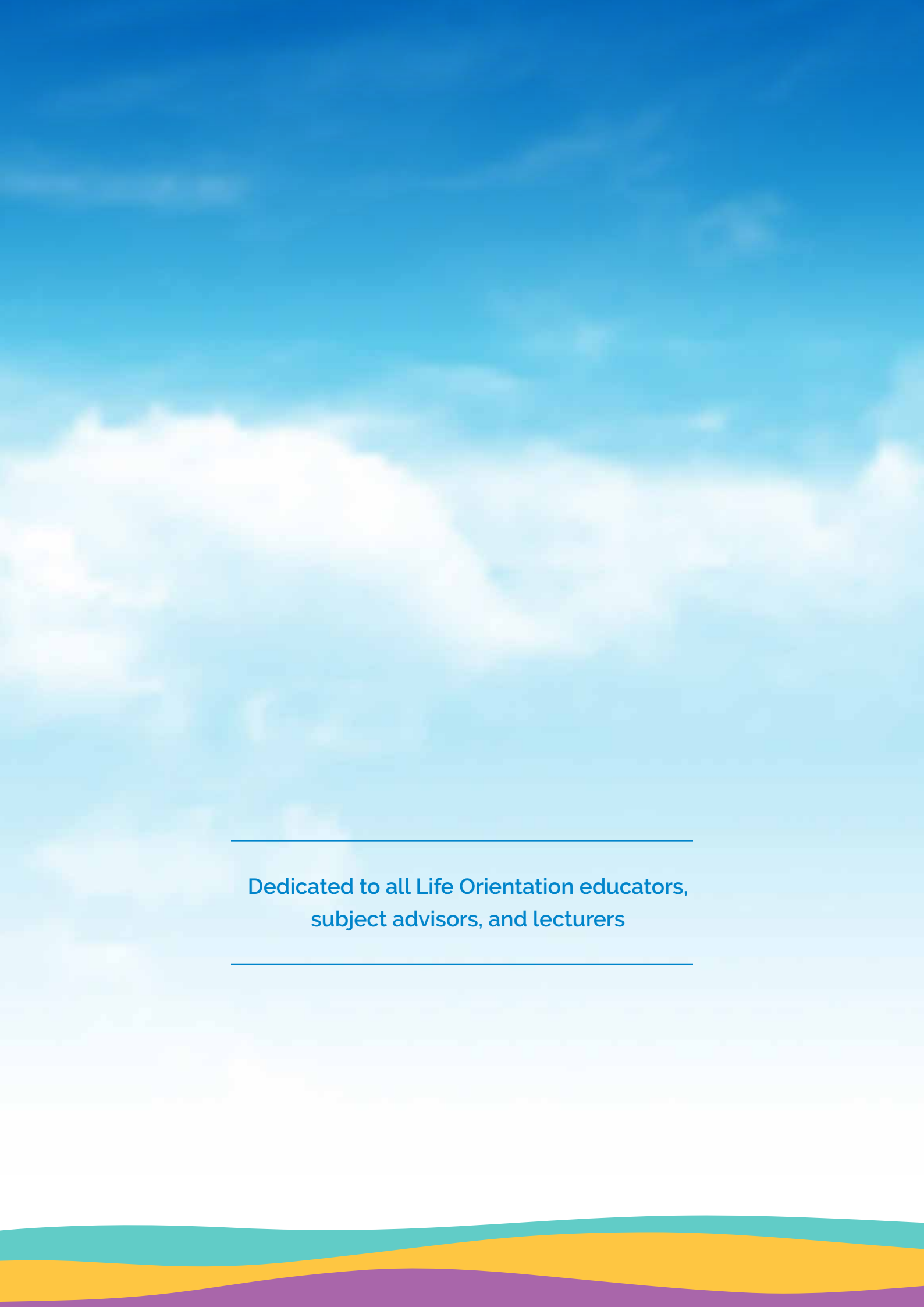
Story 2: Part 2

Listen to the story and fill the blank spaces in the summary below:

Aunty Star commanded Musa to do all the house **chores** and often accused him of finishing all the food. All the things that Aunty Star said **hurt** Musa very much, and he did not think that anybody would **believe** him if he told the truth. Musa drank alcohol because he thought his **pain** will go away when he is drunk. When Musa was drinking he felt **dizzy** and started to **sweat** a lot. He did not do his **chores** anymore, which angered Aunty Star. He could not focus on his **schoolwork** and did not walk with friends anymore. Musa's teacher at school saw that he had bruises on his arms and looked **sad** all the time. The teacher asked Musa what was wrong, and he started to **cry** and told the truth.

[10 marks]

This study was sponsored by the National Institute for the Humanities and Social Sciences in collaboration with the South African Humanities Deans' Association (NIHSS-SAHUDA). The views expressed in this study and conclusions reached are of the author and are not necessarily to be attributed to the NIHSS or SAHUDA.



Dedicated to all Life Orientation educators,
subject advisors, and lecturers
