

Grade 8 Life Orientation Worksheet

The role of work and South Africa's needs

Read the following excerpts from the CSIR and the Human Sciences Research Council (HSRC):

Green Building Handbook for South Africa

Chapter: EcoBuilding and Job Creation

Marinda Kolev

CSIR Built Environment

1. Introduction

When we build, let us think that we build forever. Let it not be for present delight nor for present use alone. Let it be such work that our descendants will thank us for; and let us think, as we lay stone on stone, that a time is to come when those stones will be held sacred because our hands have touched them, and people will say, as they look upon the labour and wrought substance of them, See! This our parents did for us!

John Ruskin (1819-1900)

“Global warming” and “climate change” are no longer inconvenient buzzwords that politicians, on the other side of the globe, use to impress or scare voters. It is a scientific fact and it is a growing threat to the way we live our lives. We need to change the way we travel, build, cook, generate and consume energy, and heat and cool our living and office spaces. We need to change the way we think about our surroundings, our families and our jobs.

We need to change our behaviour.

The current worldwide **economic crisis** needs strong global leaders who are able to breathe new life into the economy in a way that will focus on the need to **create jobs** as well as stabilise the climate change, increase food production using less water and pesticides, and stimulate economic growth with greater equality of incomes.

These leaders will have to address the **economic, environmental and social issues** of today with firm determination and create strong global alliances.

2. Green Economy

One source describes the ‘green economy’ as a “rapidly growing billion-dollar sector that includes renewable energy sources, organic produce and products, green buildings, alternative fuel vehicles, and more”. It is an economy that protects the environment and creates jobs that cannot be outsourced overseas – they would require the local workforce to do the work: retrofitting buildings, installing solar panels and building wind turbines.

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The UN has launched (2008) a 'Green Economy Initiative' with the objective to assist global leaders and policymakers in the economic, financial, trade and environmental sectors to acknowledge the effect that environmental investments have on economic growth, decent job creation and poverty reduction. Policies should focus on the conservation of ecosystems, clean and efficient technology, renewable energy, chemical and waste management, biodiversity-based business as well as sustainable cities, buildings, construction and transport.

Green Technology

'Green technology' is "the application of the environmental sciences to conserve the natural environment and resources, and to limit the negative impacts of human involvement. Sustainable development is the core of environmental technologies. When applying **sustainable development as a solution for environmental issues**, the solutions need to be **socially equitable, economically viable, and environmentally sound.**"

Green Jobs

According to a report by UNEP/ILO/ITUC/IOE (2008) 'green jobs' can be described as "positions in agriculture, manufacturing, construction, installation, and maintenance, as well as scientific and technical, administrative, and service-related activities that contribute substantially to preserving or restoring environmental quality.

Specifically, but not exclusively, this includes jobs that help to protect and restore ecosystems and biodiversity; reduce energy, materials and water consumption through high-efficiency and avoidance strategies; de-carbonize the economy; and minimise or altogether avoid generation of all forms of waste and pollution. But green jobs also need to be good jobs that meet longstanding demands and goals of the labour movement, i.e., adequate wages, safe working conditions, and worker rights, including the right to organise labour unions".

The SA Minister of Labour said the following at the 19th Annual Labour Law Conference in 2006: "As a member of the International Labour Organisation (ILO) and as a signatory to its conventions and practices, South Africa unequivocally supports and is committed to the ILO's Decent Work Agenda. [...] In addition, our commitment to the decent work agenda should be reflected in our attempts to **reduce poverty and to achieve equitable, inclusive and sustainable development.**"

Decent Work has four pillars: the creation of more and better jobs, the extension of social protection, respect for fundamental principles and rights at work, and the promotion of social dialogue.

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Employment scenarios to 2024

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Unemployment and low levels of economic participation are amongst the greatest challenges facing South African society, economy and therefore government. In this light, the South African government has adopted **targets of halving unemployment and poverty by 2014**. This would reduce unemployment from about 26% in 2004 to 13% in 2014.

From an employment creation perspective, there are **five broad sources of job creation**, including:

- Expanded public works programmes
- “Informal sector” including subsistence agriculture, domestic work and the usual notion of the informal sector (such as spaza shops or informal mechanics)
- The public service
- Resource based sectors
- Low productivity industries that tend to be low paying. These tend to be domestic oriented and spin-off of more demand-dynamic goods and services. Retail and construction are examples. However, sectors that had typically been seen as non-traded and undynamic are changing, and their dynamism seems to be more related to the incentive structure than to an inherent characteristic. This opens up new policy domains in locating sources of growth and employment.

Activity 1: Reading and group discussion

The above excerpts address very serious issues in South Africa.

Work in groups of about 8 – 10 learners per group and discuss the issues that are addressed above.

Keep notes of your group discussion.

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Your teacher will assess your participation in the group discussion using the following checklist.

Checklist for observation of group discussion			
Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker?		
2	Interrupt a speaker politely?		
3	Show evidence of having understood the concept of eco-building and job creation?		
4	Keep to the topic under discussion?		
5	Cover all the points listed above?		
6	Give reasons to support alternative points of view?		
7	Make points clearly using appropriate vocal volume?		
8	Make eye contact when speaking?		
9	Use body language appropriately?		
10	Make notes when applicable to remember points made by others?		
2 marks for every 'yes' answer: 20 total			

Activity 2: Draw a mind map showing work needs in SA

Based on the group discussion in Activity 1, draw up a mind map illustrating the following:

- Work needs in South Africa
- Unemployment figures
- Job creation in South Africa
- Sustainable development

Your teacher will assess your mind map using the following rubric.

Category	4 marks	3 marks	2 marks	1 mark
<i>Participation</i>	The learner put great effort into the work.	A good effort made.	Some effort made.	The learner did very little work on the mind map.
Required elements	The mind map contains much information that was discussed.	The mind map contains some of the information that was discussed.	The mind map contains a little of the information that was discussed.	The mind map is off the topic.

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Relevance	All the concepts are relevant.	Most of the ideas are relevant.	Some of the ideas are relevant.	The concepts do not relate to the topic.
Flow	The concepts flow very well.	There is a fair amount of flow.	The concepts flow a little.	There is no concept flow.
Attractiveness	Very attractive, colours used, very neat.	Fairly attractive in terms of design, layout and neatness.	Acceptably attractive.	Messy and poorly designed.
Total marks: 20				

ACTIVITY 3: Brainstorm topics and prepare group speech

Work in small groups of about 4 – 6 learners per group and brainstorm the following:

- How large a role do you think education plays in developing a strong labour force?
- How large a role do you think education plays in encouraging sustainable development?
- Do you think we have a larger unqualified labour force in South Africa than qualified labour?
- As the youth in South Africa, do you feel encouraged and supported in growing your education?
- As young learners, are you encouraged to think of careers that are relevant to the needs of South Africa?
- Do you agree that the economy, the environment and our society are all linked and that we should not be concerned with one alone, but with the three as a whole?

Present your group's conclusions to the rest of the class in the form of a speech. Allow each person in the group to present different parts of the speech.

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Your teacher will assess your group using the following checklist.

Checklist for observation of group discussion and speech			
Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker?		
2	Interrupt a speaker politely?		
3	Show evidence of having understood the concepts discussed?		
4	Keep to the topic under discussion?		
5	Accept others' points of view?		
6	Give reasons to support alternative points of view?		
7	Make points clearly using appropriate vocal volume?		
8	Make eye contact when speaking?		
9	Use body language appropriately?		
10	Make notes of important points?		
11	Present group's conclusion to the rest of the class?		
12	Speak clearly and audibly?		
13	Use body language when speaking?		
14	Put the points across effectively?		
15	Speak with confidence?		
2 points per yes answer: 30 marks available			

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Suggested Solutions

Task number	Possible marks	Solution
1	20	See checklist 1 in Appendix of Assessment Tools.
2	20	See rubric 2 in Appendix of Assessment Tools.
3	30	See checklist 3 in Appendix of Assessment Tools.

1. Checklist to assess participation in the group discussion

Checklist for observation of group discussion			
Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker?		
2	Interrupt a speaker politely?		
3	Show evidence of having understood the concept of eco-building and job creation?		
4	Keep to the topic under discussion?		
5	Cover all the points listed above?		
6	Give reasons to support alternative points of view?		
7	Make points clearly using appropriate vocal volume?		
8	Make eye contact when speaking?		
9	Use body language appropriately?		
10	Make notes when applicable to remember points made by others?		
2 marks for every 'yes' answer: 20 total			

2. Rubric to assess mind map

Category	4 marks	3 marks	2 marks	1 mark
<i>Participation</i>	The learner put great effort into the work.	A good effort made.	Some effort made.	The learner did very little work on the mind map.
Required elements	The mind map contains much information that was discussed.	The mind map contains some of the information that was discussed.	The mind map contains a little of the information that was discussed.	The mind map is off the topic.
Relevance	All the concepts are	Most of the ideas are	Some of the ideas are	The concepts do not relate to

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	relevant.	relevant.	relevant.	the topic.
Flow	The concepts flow very well.	There is a fair amount of flow.	The concepts flow a little.	There is no concept flow.
Attractiveness	Very attractive, colours used, very neat.	Fairly attractive in terms of design, layout and neatness.	Acceptably attractive.	Messy and poorly designed.
Total marks: 20				

3. Checklist to assess task

Checklist for observation of group discussion and speech			
Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker?		
2	Interrupt a speaker politely?		
3	Show evidence of having understood the concepts discussed?		
4	Keep to the topic under discussion?		
5	Accept others' points of view?		
6	Give reasons to support alternative points of view?		
7	Make points clearly using appropriate vocal volume?		
8	Make eye contact when speaking?		
9	Use body language appropriately?		
10	Make notes of important points?		
11	Present group's conclusion to the rest of the class?		
12	Speak clearly and audibly?		
13	Use body language when speaking?		
14	Put the points across effectively?		
15	Speak with confidence?		
2 points per yes answer: 30 marks available			