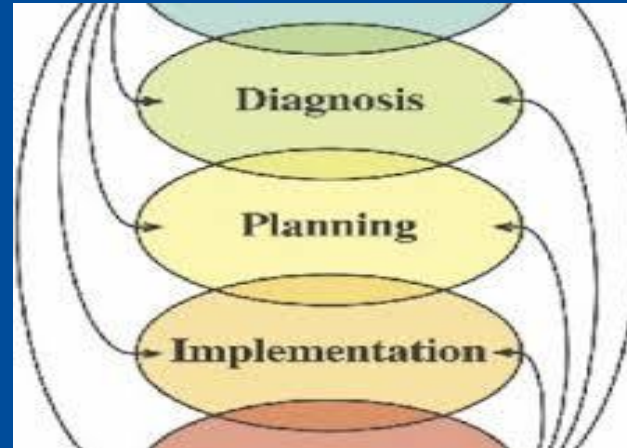
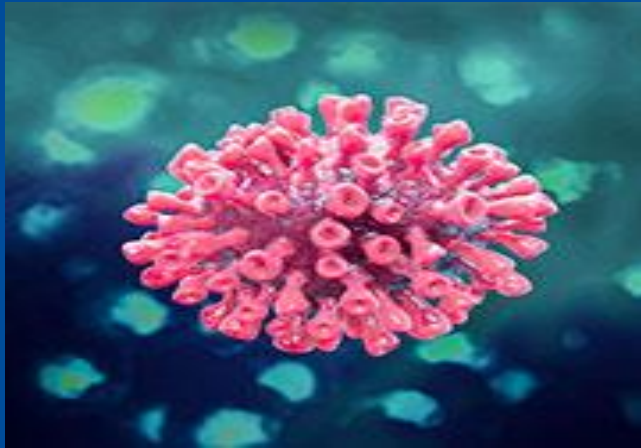


LIFE ORIENTATION - COVID 19

SOCIAL, CONSTRUCTIVE AND CRITICAL THINKING SKILLS NECESSARY TO PARTICIPATE IN CIVIC LIFE



GRADE 10

Term 2: Week 4

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GAUTENG
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

Growing Gauteng Together

SOCIAL AND CONSTRUCTIVE THINKING SKILLS

Social

- See a need or problem
- Want to make a change
- You consider the feelings of others
- The views of others are taken into account

Constructive

- You think in ways of being helpful
- No emotion is applied when making decisions
- Situations are dealt with calm and logic
- Careful thinker knows that to fail is an important learning curve
- Likes a challenge sees the positive in situations
- Encourages others to reflect, evaluate their work, and identify intermediary skills to acquire based on their needs.

CRITICAL SKILLS

- requires knowledge of government, civic institutions, history and other matters.
- it also requires a set of skills (analysis, decision-making, communication)
- requires the willingness to put that knowledge and skill to work.

Areas of strength

- a set of different choices someone could make during the current pandemic (i.e. decisions related to social distancing).
- Evidence of an informed and active citizen at the local, national, and global level who understand and act on issues of local, national, and global significance.
- Social networks, WhatsApp or SMS, ministries of education can communicate effectively with parents and teachers and provide guidelines, instructions and structure to the learning process, using content delivered by radio or TV.
- Remote learning is not only about online learning, but about mixed media learning, with the objective of reaching as many students as possible, today.
- Rethinking education by introducing technology to promote skills needed to ensure sustainability for all in the crisis.

Possible improvements



Possible improvements

- Reduction of the impact of late start of school through remote learning strategies.
- Richer countries are better prepared to move to online learning strategies, although with a lot of effort and challenges for teachers and parents. In middle-income and poorer countries, the situation is very mixed and if we do not act appropriately, the vast inequality of opportunities that exists – glaring and unacceptable to start with – will be amplified.
- Many children do not have a desk, books, internet connectivity, a laptop at home, or supportive parents. Others do. What we need to avoid – or minimize as much as possible – is for those differences in opportunities to expand and cause the crisis to have an even larger negative effect on poor children's

Possible improvements

- Use of online tools to assure that lesson plans, videos, tutorials, and other resources are available for some students and probably, most teachers.
- Working with telecommunication companies to apply zero-rate policies can also facilitate learning material to be downloaded on a smartphone, which more students are likely to have.
- Maintaining the engagement of children, particularly young secondary school students is critical.
- Further increase of dropouts must be avoided.
- Teach learners that going to school is not only about learning math and science, but also about social relationships and peer-to-peer interactions. It is about learning to be a citizen and developing social skills. This is also a time to develop socio-emotional skills and learn more about how to contribute to society as a citizen.
- The role of parents and family, has to be extremely emphasized

COVID 19: OUR SOCIAL RESPONSIBILITY

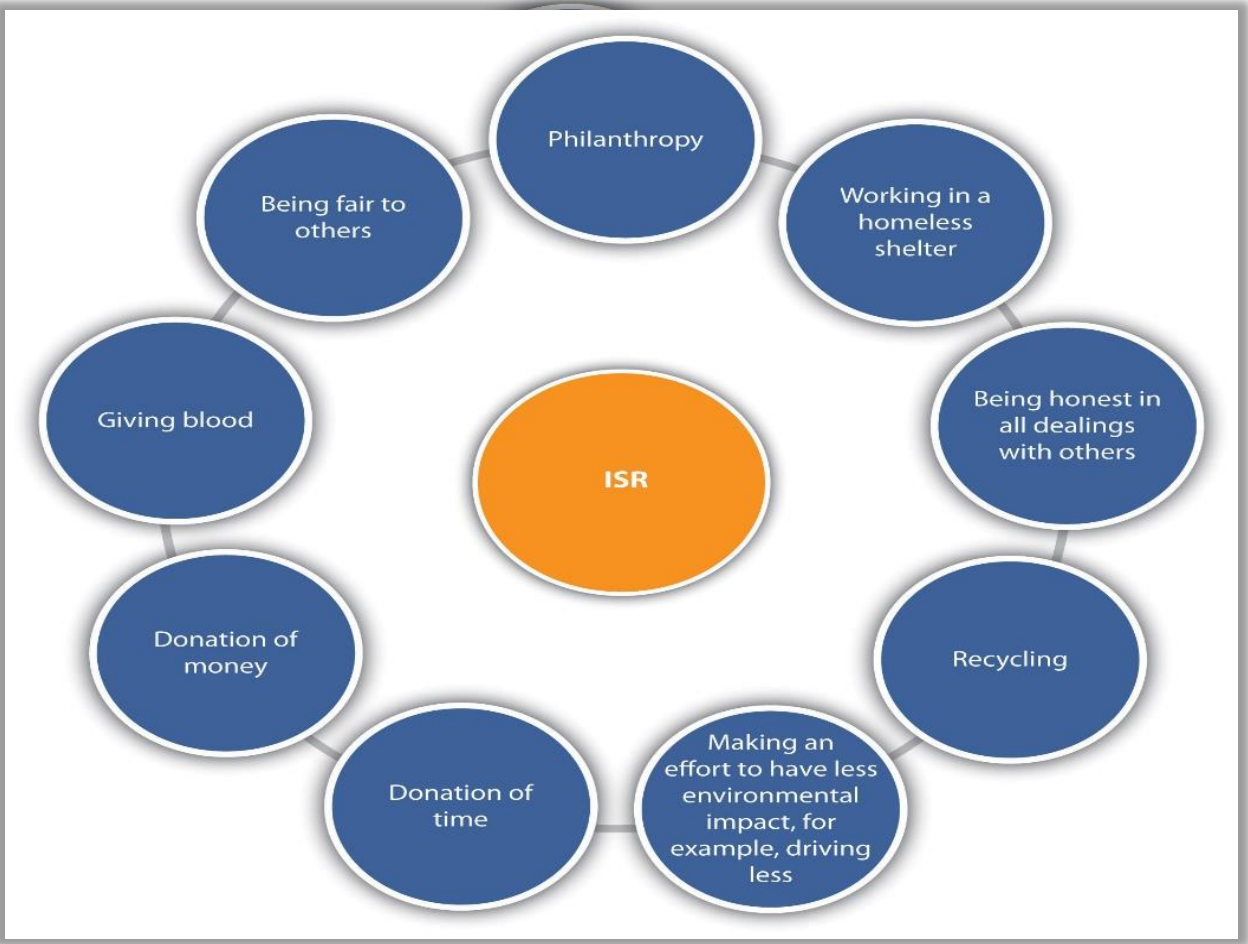
- 1 FOLLOW GOVERNMENT ADVICE
- 2 ACT ON BEHALF OF THOSE MOST VULNERABLE
- 3 DON'T STOCKPILE
- 4 SUPPORT CHARITIES
- 5 MOBILISE IN YOUR COMMUNITY

MOBILISE!

A MOBILISED CHURCH MAY LOOK LIKE...
WORKING WITH OTHERS TO ADDRESS NEED
BEING AT THE CENTRE OF COMMUNITY INITIATIVES
HELPING WITH IMPORTANT MESSAGES
BABYSITTING
PROVIDING ACCOMMODATION
SUPPORTING HEALTH CARE WORKERS
HELPING THE FINANCIALLY CHALLENGED
AND MUCH MORE

DEALING WITH THE EFFECTS

SOCIAL RESPONSIBILITY



basic steps to contribute responsibly

- One can work for the community, such as volunteering, giving blood donations, and working at a food bank or animal shelter.
- Supporting issues that affect society, such as advocating political or **social** issues that can help others—for **example**, advocating for child labour laws, educating elderly people about COVID 19 and also seeking funds to ensure their needs are taken care of .
- Volunteer in leadership roles to have good prospects of education and employment
- It is a promise everyone should make for the society while working for the social, cultural and, ecological causes.
- These responsibilities are ethically binding and propose that each person acts in such a way that minimizes the adverse effect to those immediately around them.
- For instance, most of the times you must have seen if two vehicles collide, the drivers blame each other for the mishap.
- By this act, they not only fail to take responsibility but are demonstrating a character trait which is very common in people who fail to succeed in anything.
- Therefore, in accepting your faults, you are accepting a willingness to develop your character. It's a little effort that brings a big difference around.
- Participate in programmes to promote our culture, heritage and the Constitution.
- Volunteer in the many projects launched by government and NGOs to support different social causes like creating awareness for the importance of education, finding shelter for the homeless, looking after the sick people, spending time with old age people.

THE EFFECTS OF COVID 19

- Some parents are concerned about other relatives. It's not just a matter of taking children to their grandparents, because in a lot of cases grandparents may be part of a vulnerable group.
- some parents are just as concerned about their own parents as they are about their children
- There is also an element of gender imbalance which should be addressed, because traditionally women are the ones expected to see to childcare.
- Parents were also left dumbfounded by employers' expectations to report physically to work when their children have to stay at home.
- Parents left relatively in the dark about what measures will be put into place at summer schools, leaving them unable to make informed decisions about whether or not to allow their children to attend. social distancing measures.
- Learning to adjust to a new reality and way of work boundary is diminished with online meetings with colleagues.

INFORMED DECISIONS ON SOCIAL RESPONSIBILITY

- the national state of disaster declared in March to fight the COVID-19 pandemic, an informed decision by the President, had the country to be under lockdown since 27 March to maintain the spread of the virus.
- creation of more national coherence and allowance of protecting the nation was facilitated through consultative decision making by the President.
- responsibilities which were conducted daily in monitoring of the lockdown dynamics and drafting of plans to be approved by the National Command Council.
- Reliable intelligence for the police and even health institutions is an indispensable requirement for managing such a disaster situation. It serves as a second source of information alongside the line-function departments.
- Decision-making reached a critical stage when the risk level of the disaster regulations had to be reviewed to reopen large parts of the economy, and to allow for some schooling, this needed all the stakeholders to be informed.

INFORMED DECISIONS ON SOCIAL RESPONSIBILITY CONTINUE

- Decision-making now takes into account many of the societal pressures. At the same time the government has to find a compromise between competing interests, ensuring informed decision making.
- In essence, the more complex and diverse the decision process has become in South Africa, the more the public debate challenges aspects of it.
- The more evidence shows that the way the government takes its decisions does not point to a democratic regression, but rather adherence to a democratic sentiment and social responsibility.
- The president emphasized inclusive decision-making informed by scientific evidence. Such an approach would serve to show that informed decisions must be consultative.

ASSESSMENT

1. Distinguish between critical and constructive thinking.

(4)

2. Decision-making in South Africa now takes into account many of the societal pressures since the outbreak of COVID 19. Write an essay in which you reflect on the following:

- The national state of disaster On the 27th of March 2020
- The social responsibilities taken by the various organizations.

3. Show how the health and the police collaborated to maintain the regulations of COVID 19.

(6)

4. Explain the impact of COVID 19 on the lives of people.

(6)

5. Suggest practical contributions you can make to show your social

responsibilities to your community during this disaster.

(6)

6. Critically evaluate how volunteerism can benefit all of us during this time of the pandemic.