

# Grade 8 Life Orientation Worksheet

## Health law and Human Rights in South Africa

### **Activity 1: Reading and discussion**

Read the following extract from the document 'A background to health law and human rights in South Africa'.

Divide into groups and discuss the passage.

#### **Social conditions that caused ill health**

During the years of apartheid and before, the migrant labour system deliberately drew African men to the cities as workers for industry and the mines. But, under the Pass Laws, the very same black men were not allowed to reside in 'white' urban residential areas without permission. As a result, millions of people were forced to live in townships where there was a lack of clean water, electricity, and access to health care services such as clinics and hospitals. The migrant labour system also led to millions of men leaving their homes and families to live in single-sex hostels in urban areas. This affected mental health and contributed to problems such as alcoholism. In addition, it led to epidemics of illnesses such as TB that spread rapidly due to overcrowded living conditions and a lack of ventilation in gold mines and the hostels.

#### **Health and democracy**

The dependence of women and men on sex work was due to a combination of migrant labour and poverty. It contributed to epidemics of sexually transmitted infections (STIs) – and later HIV. In 1990, for example, some researchers warned in a medical journal that:

*"It appears that the migrant labour system has institutionalised a geographic network of relationships for spreading sexually transmitted diseases. This network suggests that once HIV enters the heterosexual mining community it will spread into the immediate urban area, to surrounding urban areas, from urban to rural areas, within the rural areas and across national boundaries."*

Therefore the overall effect of apartheid policies was to make black people more at risk of illness, but also less able to get health care.

#### *Examples: Apartheid and health*

In 1971, deaths from diarrhoea were 100 times more common among black children than among white children.

In 1978, typhoid fever was 48 times more common among black people than among white people.

#### **Key point: A culture of ill health**

For over 40 years, an environment that encouraged disease was created. The lack of health

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services, or medicine, helped to create a culture of ill health – one where people did not seek early diagnosis or treatment of illness – simply because they could not get it.

Your teacher will use the following rubric to assess your participation in the discussion.

<b>Checklist for observation of group discussion</b>			
<b>Name:</b>		<b>Date:</b>	
<b>Criteria: Does the learner:</b>		<b>Yes</b>	<b>No</b>
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 the social conditions that cause ill health?		
4	Keep to the topic under discussion?		
5	Disagree with points politely and constructively?		
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?		
<b>2 marks for every 'yes' answer: 20 total</b>			

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### Activity 2: Research and mind map

Research the various causes of TB. Present your information in the form of a mind map. Your research can be done at the library, on the Internet, and at local health clinics, hospitals or doctors rooms. Your teacher will give you time to conduct the research and to present your mind maps. Your teacher will use a rubric to assess your mind maps.

Category	4 marks	3 marks	2 marks	1 mark
<b>Participation</b>	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.
<b>Required elements</b>	The mind map contains much information about the causes of TB.	The mind map contains some information about the causes of TB..	The mind map contains a little information about the causes of TB.	The mind map is off the topic.
<b>Relevance</b>	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.
<b>Flow</b>	The concepts flow very well.	There is a fair amount of flow.	The concepts flow a little.	There is no concept flow.
<b>Attractiveness</b>	Very attractive, colours used, very neat.	Fairly attractive in terms of design, layout and neatness.	Acceptably attractive.	Messy and poorly designed.
<b>Total marks: 20</b>				

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## Suggested Solutions

Question number	Possible marks	Solution
1	20	<p>See checklist in Appendix of Assessment Tools.</p> <p>During this activity, learners are required to demonstrate the following skills/knowledge/actions:</p> <ul style="list-style-type: none"> <li>• Display knowledge of what environmental health issues are.</li> <li>• Participate in a group discussion regarding the topic.</li> <li>• Understanding for how environmental issues affect humans.</li> <li>• Research the causes of TB.</li> </ul>
2	20	See rubric in Appendix of Assessment Tools.

## 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 the social conditions that cause ill health?		
4	Keep to the topic under discussion?		
5	Disagree with points politely and constructively?		
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?		
<b>2 marks for every 'yes' answer: 20 total</b>			

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### 2. Rubric to assess the mind map

Category	4 marks	3 marks	2 marks	1 mark
<b>Participation</b>	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.
<b>Required elements</b>	The mind map contains much information about the causes of TB.	The mind map contains some information about the causes of TB..	The mind map contains a little information about the causes of TB.	The mind map is off the topic.
<b>Relevance</b>	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.
<b>Flow</b>	The concepts flow very well.	There is a fair amount of flow.	The concepts flow a little.	There is no concept flow.
<b>Attractiveness</b>	Very attractive, colours used, very neat.	Fairly attractive in terms of design, layout and neatness.	Acceptably attractive.	Messy and poorly designed.
<b>Total marks: 20</b>				