



Province of the Eastern Cape
DEPARTMENT OF EDUCATION
ISEBE LEZEMFUNDO
DEPARTMENT VAN ONDERWYS

SENIOR PHASE LESSON PLAN EXEMPLARS

GRADE 7-9

TERM 4

2009

INTRODUCTION

The Eastern Cape Department of Education, Curriculum Chief Directorate in collaboration with the District Curriculum Advisors developed this document that seeks to support teachers in planning for teaching, learning and assessment for effective implementation of the National Curriculum Statement in the Senior Phase.

This document serves to assist teachers with daily teaching, learning and assessment in Life Orientation for grades 7-9. These are exemplars of lesson plans and this means that teachers can use, adapt and refine these. The resources that are indicated are a guide teachers are at liberty to use other relevant material. The worksheets that are provided are to be utilised as they are part of assessment.

Life Orientation is allocated two hours per week according to policy. One hour is for Learning Outcomes 1, 2, 3&5 and one hour for Learning Outcome 4, Physical Movement. This time allocation for Life Orientation must be adhered to.

All the lesson plans have been designed to cover learning outcomes and assessment standards for the fourth term according to the work schedule. It is very crucial that the teacher informs the learners of assessment strategies and criteria for each activity so as to promote transparency of assessment. For all activities on religion, the teacher must emphasise the importance of cultural tolerance and the issue of human rights relating to social development. This term we celebrate career dress up day on the 8 October. This day applies to grade 7 but other grades can be involved. On this day learners are expected to wear clothing/ hats or any other symbolic item that would represent the career of their choice. In December we celebrate Aids Day. You might decide to commemorate this day earlier but is important that both days be celebrated. There are activities for learning outcome 5 and learning outcome 1 that deal with both these days.

All activities promote reading and writing and teachers are requested to encourage learners to read the scenarios and write what they have learned. Informal assessment should be written as class work or homework so as to improve and promote literacy. Learners should be encouraged to make use of dictionaries for the meaning of concepts.

An overview of the work schedule for each grade has been included so to assist the teacher with the coverage of work for each term.

Most learning outcomes and assessment standards for this term have been dealt with in the first three terms. Activities have slightly been changed. This term is meant to do revision.

Grade 7 Overview

Term 1	Term 2	Term 3	Term 4
<p>LO 3. The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.</p> <p>AS 1 Reports on the implementation of strategies to enhance own and others' self-image through positive actions.</p> <p>AS 3 Explains and evaluates own coping with emotions and own response to change.</p> <p>AS 4 Shows evidence of respect for others and the ability to disagree in constructive ways.</p> <p>LO 1. The learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p>AS 3. Positive living with diseases including HIV/AIDS</p>	<p>LO 5. Orientation to the world of work. The learner will be able to make informed decisions about further study choices</p> <p>AS 1. Interests and abilities related to career and study opportunities.</p> <p>AS 3. Services and sources for career and study information.</p> <p>AS 4. Reports on initiated career.</p> <p>LO 3. The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world</p> <p>AS 2. Evaluates media and other influences on personal life style and choices.</p> <p>AS 5. Demonstrates and reflects on decision making skills.</p> <p>LO 2. The learner will be able demonstrate to commitment to</p>	<p>LO 3. The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.</p> <p>AS 5. Demonstrates and reflects on decision making skills</p> <p>AS 6. Critically evaluates on own study skills</p> <p>LO 1. The learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p>AS 4. Discusses personal feelings, community norms, values and social pressures with sexuality.</p> <p>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an</p>	<p>LO 5. Orientation to the world of work. The learner will be able to make informed decisions about further study choices</p> <p>AS 1 Interests and abilities related to career and study opportunities.</p> <p>AS 3 Services and sources for career and study information.</p> <p>AS 4 Reports on initiated career.</p> <p>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 3. Significance of volunteer organisation.</p> <p>LO 1 The learner will be able to make informed decisions regarding personal, community and environmental</p> <p>AS 4. Discusses the personal feelings, community norms, values</p>

<p>AS 4. Discusses the personal feelings, community norms, values and social pressures associated with sexuality.</p> <p>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 1.Application of human rights.</p> <p>AS 2. How to encounter gender stereotyping and sexism</p> <p>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 2 Rotation, elevation and balancing</p> <p>AS 3 Fitness programme</p>	<p>constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 4. How recognition of diverse cultures can enrich South African society.</p> <p>AS 5. The role of oral traditions and scriptures in a range of religion.</p> <p>LO 1. The learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p>AS 1.Ways to improve the nutritional value.</p> <p>AS 2. Evaluation of actions to address environmental health problem.</p> <p>AS 3. Strategies for living with diseases including HIV/AID</p> <p>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 4.Invasion Games.</p>	<p>understanding of diverse cultures and religions.</p> <p>AS 3. Significance of volunteer organisation.</p> <p>LO 5. Orientation to the world of work.</p> <p>The learner will be able make informed decisions about further study choices</p> <p>AS 2. Explains the value and importance of work in fulfilling personal potential.</p> <p>AS 5. Time management skills and accountability in carrying out responsibilities</p> <p>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 1. Participates in an outdoor adventure programme.</p>	<p>and social pressures associated with sexuality.</p> <p>LO 4 The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 1 Participates in an outdoor adventure programme.</p>
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Grade 7 Lesson Plans

Time: 12HRS INCLUDING LO 4

Selected LOs and ASs	Learning Activities	Details of Assessment
<p>LO 3. The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world</p> <p>AS 1 Reports on the implementation of strategies to enhance own and others' self-image through positive actions.</p> <p>AS 3 Explains and evaluates own coping with emotions and own response to change.</p> <p>AS 4 Shows evidence of respect for others and the ability to disagree in constructive ways.</p>	<p>Learners brainstorm meaning of self image and discuss how they could improve self image.</p> <p>Learners discuss how they cope with stress.</p> <p>Respect</p>	<p>Written task</p> <p>Rubric</p>

Activity 1
Teacher requests learners to brainstorm the meaning of self image in pairs. Learners , individually write this in their books and swap with new partners. Individually learners write a paragraph on:

- How you feel about yourself
- Are you happy with the friends that you have
- How do you feel about your school

Activity 2
Based on the responses from activity 1, learners are requested to improve their self image (how they feel about themselves). The learners have to explain in details how they would go about enhancing your self image.

Activity 3

Learners take their partners' write - up on self image and assist their partners to improve their self image in the following areas:

- Looks and appearance
- Relationship with friends
- Family relationships
- School work and relationship with teachers
- Clothes and other possessions

Activity 4

Learners design and make a poster depicting a positive self image and include the above mentioned areas.

Activity 5

Learners brainstorm situations of change in their lives be it at home, at school and in the family. They discuss how they respond to these situations and how they cope. These changes will include

- Death of a loved one
- Retrenchment
- Starting a new school, etc.

Teacher gives learners a scenario that depicts change using one of the above – mentioned cases. Learners discuss how they respond to change and cope with emotions related to the change.

Activity 6

Teacher simulates a scenario of disagreement and the learners suggest ways to respond. In their response it is important to emphasise respect when dealing with disagreement.

Resources: magazines, newspapers

Extended Opportunities**Teacher Reflection**

SELECTED OUTCOMES	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT
<p>LO 5 ORIENTATION TO THE WORLD OF WORK The learner will be able to make informed decisions about further study opportunities AS1: Discusses interests and abilities related to career and study opportunities.</p>	<p>Discuss interests and abilities</p> <p>List HEIs</p> <p>Simulation</p>	<p>Informal assessment Class work on careers related to abilities and interests Role play or interview</p> <p>Job shadowing (Refer to term 2 for details)</p>

AS 3: Identifies services and sources for career and study information.
AS 4: Reports on an initiated or simulated career related activity

Activity 1
Learners discuss their interests and abilities, i.e. what they like and what they are able to do. These are their interests and abilities. They further talk about different careers and
Relate these to their interests and abilities. Learners have done this in term 2. They could have changed their career choice by now. They are encourage to work with different careers from the previous ones.

Activity 2
Learners list Higher Education Institutions (HEIs) they know and courses each institution offers. Learners investigate institutions that offer funding and the requirements to qualify for funding. They are encouraged to look for more information on this in newspapers and other publications to develop their own resources on HEIs.
Teacher consolidates these activities by supplying learners with information on HEIs, courses offered and availability of funding. **Learners can present this information in the form of a booklet.**

Activity 3
Each group using the chosen career simulates or do a role play of the chosen career demonstrating what the career is all about.
Other groups may do an interview highlighting the interests and abilities related to the career. The group has to prepare the questions before hand in preparation of the interview.
Learners can also go to the real world of work and be part of a day's work (job shadowing) e.g. going to the surgery of a dentist to experience what a day of a dentist looks like. They write a paragraph on their experience. Make use of days like take a girl child to work.

Activity 4
Learners discuss various careers in relation to learning areas done in grade 7.The teacher lists the learning areas and the learners discuss careers related to each learning area.

Activity 5
Learners in pairs choose careers they want to pursue, they discuss their interests and abilities vs the careers they have chosen.

Activity 6
Individually, learners investigate services and study information in relation to the careers they have chosen.

Resources: newspapers, library, internet

Teacher reflection

Expanded opportunities:

Time		
Selected LOs and ASs	Learning Activities	Details of Assessment
<p>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 3. Significance of volunteer organization.</p>	<p>Definition of volunteer</p> <p>Organizations involved in volunteering</p> <p>Significance of volunteering</p>	<p>Informal assessment</p> <p>Written work on activity 2</p>
<p>Activity 1. The learners are requested to look for the meaning of volunteer using a dictionary. They write down the meaning in their books. Learners think of situation or even community based organizations where they can volunteer.</p> <p>Activity 2 Each learner thinks of an organization where he can volunteer. She must indicate why she chooses this organization and what difference would she make in the lives of the people involved. The organization can be a hospice, an old age home, SPCA, etc. The learner submits this as a formal task.</p>		
<p>Resources : textbooks , Dept. of Labour, library, magazines,</p>		
<p>Expanded opportunities :</p>		
<p>Teacher reflection</p>		

Selected LOs and Ass LO 1 The learner will be able to make informed decisions regarding personal, community and environmental AS 4. Discusses the personal feelings, community norms, values and social pressures associated with sexuality.	Learning Activities Definition of sexuality Discuss community norms and values in relation to sexuality	Details of Assessment Informal assessment Debate
LO 4 The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development. AS 1 Participates in an outdoor adventure programme.	Learners participate in an outdoor adventure programme.	Refer to term 2
Activity 1 The teacher requests learners to define sexuality in pairs. This will include things like body changes related to puberty. They change partners and compare responses. The teacher consolidates this activity by explaining what sexuality is. It is about the way we see ourselves as boys and girls. It is about: <ul style="list-style-type: none"> ➤ How we feel and think about changes in our bodies ➤ Our sexual feelings ➤ Our values about life, love and friendship ➤ The way we behave and respond towards the opposite sex 		

Activity 2

The learners are divided into 3 groups. Each group is allocated a topic around sexuality.

Group 1 discusses sexuality in relation to personal feelings (self)

Group 2 discusses sexuality in relation to social pressures (friends)

Group 3 discusses sexuality in relation to community norms and values(society)

Activity 3

Learners debate these issues as a class and the teacher facilitates this session

OUTDOOR ADVENTURE PROGRAMME

Activity 1. Teacher explains the concepts of orienteering and adventurous programme e.g. orienteering is like treasure finding, using maps, obstacle race in different in circumstances like walking on sand, hard walking on logs or stones when crossing a river.

Activity 2. Learners choose their programmers and discuss their games. They plan their programme considering the following: -

- Warm up activities
- Rules
- Duration
- Place
- Number of participants
- Cooling down
- Equipment to be used

In their plan they include

- Rotation
- Balance
- Elevation

All safety measure should be explained.

Activity 3. Learners do the activities according to their plans.

Resources: sand pit, logs, tyres

Extended Opportunities:

Teacher Reflection:

Grade 8 Lesson Plans

Term 1	Term 2	Term 3	Term 4
<p>LO 3 The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world</p> <p>AS 1. Analyses and discusses factors which influence self-concept formation and motivation.</p> <p>AS 3. Coping with depression, crisis or trauma.</p> <p>AS 4. Ways to initiate sustain or end relationship.</p> <p>LO 1 The learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p>AS 3 Healthy life style to</p>	<p>LO 5. Orientation to the world of work. The learner will be able make informed decisions about further study choices</p> <p>AS 1. Career and study choices and their corresponding requirements.</p> <p>AS 2. careers study opportunities</p> <p>AS 3. Evaluates own abilities and interests related to careers</p> <p>LO 3. The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world</p>	<p>LO 3 The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her</p> <p>AS 5. Designs and implements an action plan for preventing and managing stress.</p> <p>AS 6. Draws up an action plan to apply problem solving skills in personal context.</p> <p>LO 1. He learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p>AS 4. Demonstrates</p>	<p>LO 3 The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her</p> <p>AS 1. factors influencing self- concepts formation</p> <p>AS 2. Reflects on kinds if relationship appropriate behaviour in different situations.</p> <p>AS 3. Coping with depression</p> <p>LO 5. Orientation to the world of work. The learner will be able make informed decisions about further study choices</p>

<p>prevent disease AS 4. Demonstrate informed decision making about health and safety.</p> <p>LO 2 The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions. AS1. Violation of human rights AS2. democratic processes to address a local problem</p>	<p>AS 2 Reflects on appropriate behaviour in different kinds of relationships; AS 5. Designs and implements personal plans for preventing and managing stress LO 2 The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions. AS 4. Critically evaluates changes in cultural norms and values in relation to community issues AS 5. Contributions of organisations from various religions to social development</p> <p>LO 1. He learner will be able to make informed decisions regarding personal, community and environmental health issues. AS 1 Application of laws and policies to address environmental health issue</p>	<p>informed decision making about health and safety. AS 5. Examines health and safety issue related to violence and proposes alternatives as counter strategies.</p> <p>LO 2 The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions. AS 3. how to promote nation building in different contexts</p> <p>LO 5. Orientation to the world of work. The learner will be able make informed decisions about further study choices AS 4 Discusses the role of work in relation to needs</p>	<p>AS 3. Reflects and reports opportunities in workplace AS 4. Rights and responsibilities in a workplace AS 5. Plan for own lifelong learning.</p> <p>LO 2 The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions. AS 3. How to promote nation building in different contexts</p> <p>LO 1 The learner will be able to make informed decisions regarding personal, community and environmental health issues. AS 4. Demonstrates informed decisions making</p>
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<p>LO 4 The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 2. techniques of rotation, elevation and balancing</p> <p>AS 3. Fitness programme</p> <p>AS 5. Gender equity issues in a variety of athletic and sports activities</p>	<p>AS 2. Analysis of causes of common diseases in relation to socio-economic and environmental factors.</p> <p>AS 3. Healthy living style in own personal situation to prevent disease</p> <p>LO 4 The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 4. Designs and plays target games.</p>	<p>in South Africa</p> <p>AS 5. Critically evaluates a range of Further Education and Training Providers evaluate a range of Further Education and Training providers.</p> <p>LO 4 The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 1.Plans and participates in an adventurous recreational outdoor activities</p>	<p>about health and safety</p> <p>LO 4 The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 1.Plans and participates in an adventurous recreational outdoor activities</p>
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Grade 8 Lesson Plans

Selected Outcomes and Assessment Standards	Learning Activities	Details of Assessment
<p>LO 3 The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.</p> <p>AS 1. factors influencing self-concepts formation</p> <p>AS 2. Reflects on appropriate behaviour in different kinds of relationships.</p> <p>AS 3. Coping with depression</p>	<p>Learners write definition of self concept Factors which influence self concept formation</p> <p>Types of interpersonal relationships</p> <p>Definition of concepts</p>	<p>Informal assessment on written work</p> <p>Role play</p>
<p>Activity 1. Teacher facilitates the discussion of self concept and self motivation. Learners in groups discuss how they feel about themselves. The things they like about themselves. This would include their likes and strengths. They also talk about self motivation. Individually learners write a paragraph on how they feel about themselves. The teacher consolidates this activity by explaining that the way we feel about yourself is self concept and it influences self motivation.</p> <p>Activity 2 Teacher explains that there are factors that influence self concept formation and request learners to talk about these factors in pairs. They talk about how family, school and community influence their self concept. These may include :</p> <ul style="list-style-type: none"> ➤ How you look (how media, financial status at home, etc influences what you wear) ➤ Your successes(motivation at home and at school) ➤ Your progress (how family, school and friends affect your progress) <p>Activity 4 Teacher explains that self concept and self motivation are related. Good self concept will lead to good self motivation. He/she explains intrinsic and extrinsic motivation. In groups they discuss how they are motivated at home, at school and in the community.</p> <p>Activity 5 Learners brainstorm relationships they know e.g. relationships within the family, at school and in the community. Teacher asks learners to look for the meaning of interpersonal relationship.</p>		

Activity 6

- Learners identify interpersonal relationships:
- Staff at the tuck shop
- Your parents
- Your best friend
- Your girlfriend or boyfriend
- Teachers at school, etc

Activity 7

Teacher explains that there are appropriate and inappropriate behaviors in relationships. Learners talk about how they behave when they are with friends, teachers, parents and girlfriend/ boyfriend. Learners role play how they behave in different interpersonal relationships. Learners to be divided into groups representing interpersonal relationships. While one group role plays behaviour the other learners discuss whether the behavior is appropriate or inappropriate. They must recommend an appropriate behavior.

Activity 8

Teacher requests learners to look up the meaning of depression, crisis or trauma and write these in their workbooks. Learners brainstorm causes and symptoms of depression. These symptoms will include:

- Always feeling tired
- Crying for no reason
- Being suicidal
- Feeling worthless

Activity 9

Teacher facilitates this session by telling the learners that depression, crisis and trauma are situations that are not acceptable. It is important to think of coping skills because life is such that at any stage of your life you would experience these emotions. Learners suggest coping skills in their groups. The teacher consolidates this session by mentioning the following :

- Talk to someone friend, teacher, close relative or even church leader)
- Be a good listener
- Phone child line

Resources: Books, people, magazines

Extended Opportunities:

Teacher Reflection:

Selected LOs and Ass	Learning Activities	Details of Assessment
<p>LO 5. Orientation to the world of work. The learner will be able make informed decisions about further study choices</p> <p>AS 3. Reflects and reports opportunities in workplace</p> <p>AS 4. Rights and responsibilities in a workplace</p> <p>AS 5. Plan for own lifelong learning.</p>	<p>Brainstorm abilities and interests i.r.t. careers and study choices.</p> <p>Identify the needs of South Africa in relation to the role of work.</p> <p>Identify FET Providers</p>	<p>Informal assessment</p> <p>Design a booklet on FET Providers</p>
<p>Activity 1. Teacher reminds learners of what they learned about abilities and aptitudes. Each learner writes a paragraph on his abilities and interests. The learner lists four careers that he is interested in. He matches his interests to each career e.g the learner's interests would be working with animals, doing farming and enjoys maths but is not good with sciences. The learner has to match his abilities to his career choice. Study choices</p> <p>Activity 2 The teacher facilitates a discussion of the world of work in South Africa. He highlights the state of the economy, unemployment and poverty. Learners, in groups discuss the needs of SA e.g. scarce skills vs economy. Doctors are invited from Cuba because of the lack of medical doctors.</p> <p>Activity 3 Individually learners imagine themselves in the world of work and write down why they work e.g. to care for your basic needs, to support your family to contribute towards the development of the community, etc.</p> <p>Activity 4 Teacher gives learners information on FET Providers/ Institutions. The learners will investigate two FET Providers/ SETAs, NGOs and evaluate courses offered, duration of courses and financial implications in relation to the needs of South Africa. The learner presents this in a form of a booklet. The booklet should include a cover page with few personal details and a picture of the learner. Also include an index of contents.</p>		
<p>Resources: Books, people,</p>		
<p>Extended Opportunities:</p>		
<p>Teacher Reflection:</p>		

Selected LOs and Ass LO 2 The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions. AS 3. How to promote nation building in different contexts	Learning Activities Meaning of nation building Activities of nation building	Details of Assessment
<p>Activity 1 Teacher asks learners to discuss the meaning of nation building e.g. bringing communities together for the good, improve the quality of life of South Africans and ubuntu.</p> <p>Activity 2 The teacher provides a scenario depicting the following:</p> <ul style="list-style-type: none"> ➤ A disaster e.g. floods, shack fires, etc ➤ An outbreak of a viral flu in an informal settlement ➤ Child headed families ➤ Orphanages ➤ High crime rate <p>Learners discuss what they would do to promote nation building through a projects.</p>		

<p>LO 1 The learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p>AS 4. Demonstrates informed decisions making about health and safety.</p>	<p>Brainstorm health and safety issues</p>	<p>Rubric Informal assessment</p>
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Activity 1
Teacher shows learners pictures that depict informed and irresponsible decisions e.g.

- Learners crossing a busy road without road safety signs
- Young learners swimming in a river unattended
- Washing hands before eating and after going to the loo
- Locking up medicines in a cupboard
- Playing football on a very hot day
- Leaving a stove unattended

Learners identify responsible and irresponsible decisions and recommend informed and responsible decisions

Activity 2
Learners in groups discuss health and safety issues that affect them at school and in their communities. Learners choose a context and design a poster informing the respective community about making the correct decision e.g. ladies walking alone at night thus exposing themselves to crime (rape, assault).

Rubric to be designed by teacher after learners have made their choices on a project.

Resources: Books, human resource, TV, posters, community SAPS , Dept. of Health etc.

Extended Opportunities:

Teacher Reflection:

Selected LOs and ASs	Learning Activities	Details of Assessment
<p>LO 4 The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 1.Plans and participates in an adventurous recreational outdoor activity.</p> <p>AS 2 Plans and implements a programme to improve techniques of rotation, balance and elevation.</p>	<p>Planning and participation in an outdoor adventurous recreational game including techniques of rotation, elevation and balancing.</p>	<p>Observation</p>
<p>Activity 1 The teacher and the class discuss different adventurous recreational outdoor activities giving examples. In groups, learners choose activities they will plan and play from those discussed.</p> <p>Activity 2. Learners plan their outdoor games in groups. When planning the groups have to consider the following: -</p> <ul style="list-style-type: none"> ➤ Warm up activities ➤ Rules ➤ Duration ➤ Place ➤ Number of participants ➤ Equipment ➤ Cooling down activities. <p>Their plans should include</p> <ul style="list-style-type: none"> ➤ Rotation ➤ Elevation ➤ Balance <p>Activity 3. Groups present their activities to the class and these are discussed and refined. All safety measures should be considered and discussed.</p> <p>Activity 4. Learners participate in the activities according to the plans.</p>		
<p>Resources: To be determined by the activities chosen</p>		
<p>Extended Opportunities: The teacher exposes the learners to more complex activities.</p>		
<p>Teacher Reflection:</p>		

RUBRIC TO ASSESS BOOKLET AND ORAL PRESENTATION

Criteria	Level 1	Level 2	Level 3	Level 4
Cover page with personal details and a picture/photo/drawing of the owner	Only cover page and the name of the owner	Cover page with incomplete personal details and crude picture of the owner.	Cover page with personal details and a picture/photo/drawing of the owner	Cover page decorated with personal details and has a photo of the owner
Evaluation of the courses considering duration and financial implications.	No evaluation done.	Scanty evaluation of the course, some information not written	Evaluation of the courses considering duration and financial implications.	Evaluation of the courses considering duration and financial implications well detailed (tuition and accommodation.
Presentation of the booklet to the class considering information given, presentation skills and control of the audience.	Poor presentation, scanty information and poor presentation skills, lost control of the audience.	Poor presentation and scanty information given	Presentation of the booklet to the class considering information given, presentation skills and control of the audience	Presentation of the booklet to the class considering information given, presentation skills and control of the audience using support material and keeping good eye contact

Grade 9 Overview

Term 1	Term 2	Term 3	Term 4
<p>LO 3 The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world</p> <p>AS 1 Analyses and reflects on positive personal qualities in a range of contexts</p> <p>AS 3 Responds appropriately to emotions</p> <p>AS 4. Reflecting on own behaviour in a challenging interaction</p> <p>LO 1 The learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p>AS 3. Investigates personal and social factors that contribute to drug abuse and suggests appropriate responses and rehabilitation options.</p> <p>AS 4. Evaluate resources on health information, services and</p>	<p>LO 5. Orientation to the world of work. The learner will be able make informed decisions about further study choices</p> <p>AS 1 Researches study and career funding providers</p> <p>AS 2 Motivates own career and study choices</p> <p>LO 3 The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world</p> <p>AS 2 Critically discusses own rights and responsibilities in interpersonal relationships</p> <p>AS 5 Applies goal setting</p>	<p>LO 3 The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world</p> <p>AS 6 Critically evaluates own application of problem solving skills in a challenging situation</p> <p>LO 1. He learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p>AS 4 Critically evaluates resources on health information, health services and a range of treatment options, including HIV/AIDS</p>	<p>LO 3 The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world</p> <p>AS 6 Critically evaluates own application of problem solving skills in a challenging situation</p> <p>LO 5. Orientation to the world of work. The learner will be able make informed decisions about further study choices</p> <p>AS 1 Researches study and career funding providers</p> <p>AS2 Motivates own career and study choices</p>

<p>a range of treatment options.</p> <p>LO 2 The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 1. Debates issues on citizens' rights</p> <p>AS 2. Reports on participation in or planning of the local celebrations of a national day</p>	<p>and decision making strategies</p> <p>LO 2 The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 4 Critically investigates issues of diversity in South Arica and ways in which to promote understanding of diverse cultures</p> <p>AS 5 Reflects on and discusses the contribution of various religion in promoting peace</p> <p>LO 1. He learner will be able to make informed decisions regarding personal, community and environmental health issues.</p>	<p>AS 5 Discusses ways to apply insights gained from participating in an activity related to national health or a safety promotion programme</p> <p>LO 2 The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 3 Critically discusses social relationships in a variety of situations</p> <p>LO 5. Orientation to the world of work. The learner will be able make informed decisions</p> <p>AS 3 Critically reflects</p>	
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<p>LO 4 The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 2 Refines and evaluates own and peer movement performance including rotation, balance and elevation</p> <p>AS 3 Assesses own physical wellness level and sets personal goals for improvement</p>	<p>AS 1 Illustrates and evaluates the influence of ecological, social , economic, cultural and political factors on own personal choice of diet</p> <p>AS 2. Analyses causes of common diseases in relation to socio-economic and environmental factors.</p> <p>LO 4 The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 4. Critically evaluates and executes a game plan for individual or team sport</p>	<p>and reports on opportunities in the workplace</p> <p>AS 4 Discusses rights and responsibilities in the workplace</p> <p>AS 5 Outlines a plan for own lifelong learning</p> <p>LO 4 The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 1 Participates in and evaluates own performance in an adventurous recreational outdoor activity</p>	
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Grade 9 Lesson Plans

Selected LOs and ASs	Learning Activities	Details of Assessment
<p>LO 3 The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world</p> <p>AS 6 Critically evaluates own application of problem solving skills in a challenging situation.</p>	<p>Problem- solving skills</p>	<p>Informal Rubric</p>
<p>Activity 1. REVISION (Learners must choose a different problem as this has been done in term 3)</p> <p>Learners are reminded about problem solving skills they have learned from Intermediate Phase. They are requested to list the different steps of problem solving skills with the assistance of an adult e.g.</p> <ol style="list-style-type: none"> 1. Identify the problem 2. list possible solutions 3. evaluate possible solutions 4. Apply the solution 5. choose the best 6. evaluate the outcome <p>Activity 2. The learners brainstorm problems that affect them.</p> <p>Activity 3. Individually the learners identify a challenging situation and apply the problem solving skills.</p> <p>Activity 4. The learners are given time e.g. two months to apply the skills in a real life situation and evaluate whether it was the best choice not.</p>		
<p>Resources:</p>		
<p>Extended Opportunities:</p>		
<p>Teacher Reflections:</p>		

Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Identify and isolate the problem	The learner is unable to identify the problem	The learner has identified part of the problem	The learner has identified and isolated the problem	The learner has identified isolated the problem and has indicated the cause of the problem
List possible solutions	Only one possible solution is given	Only two or few possible solutions have been given.	The learner has given enough possible solutions	The learner has listed enough possible solutions and has attached each solution and has explained the expected results
Evaluate possible solutions	No evaluation has been done	The learner has evaluated only one solution	The learner has evaluated all possible solutions	The learner has evaluated all possible solutions and has predicted expected results
Apply the solution	No application / application of the solution not relevant to the problem	Application of the solution is not clear and cannot solve the problem.	Application is done and brings solution to the problem	Application is tested and implemented to solve the problem.
Evaluate the outcome	The learner did not evaluate the outcome	Evaluation of the outcome is not clear	The outcome is clearly evaluated	The outcome is clearly evaluated and further recommendations are made

Selected LOs and ASs	Learning Activities	Details of Assessment
<p>LO 1. The learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p>AS 4 Critically evaluates resources on health information, health services and a range of treatment options, including HIV/AIDS.</p> <p>AS 5 Discusses ways to apply insights gained from participating in an activity related to national health or a safety promotion programme.</p>	<p>Evaluation of resources of health information and apply insights gained in participating in an activity related to national health or safety promotion programme.</p>	<p>Questions. Rubric</p>
<p>Activity 1. The teacher reminds the learners that in previous grades they learnt about different diseases their causes, symptoms, cures and preventative measures as well as living positively with them.</p> <p>Activity 2. Learners brainstorm resources on health information e.g.</p> <ul style="list-style-type: none"> • health centres - clinics, hospitals • availability/ accessibility of health services e.g. medication • medical assessment (availability of doctors) • treatment options e.g. diabetic cases can be treated by change of diet, pills, insulin or hospitalisation. <p>Activity 3: Learners take HIV/AIDS as a disease and investigate about</p> <ul style="list-style-type: none"> • resources on health information • accessibility to health services and • treatment options • the learners critically evaluate each aspect of their investigation <p>Activity 4. The learners discuss how they can apply and use the knowledge gained from the above investigation in a programme related to a national HIV/AIDS day.</p>		
<p>Resources : Books, posters, health centres , TV , magazines etc.</p>		
<p>Extended Opportunities</p>		
<p>Teacher reflection:</p>		

Selected LOs and ASs	Learning Activities	Details of Assessment
<p>LO 2 The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 3 Critically discusses social relationships in a variety of situations.</p>	<p>Social relationships within the community</p>	<p>Rubric</p>
<p>Activity 1. Learners identify social relationships in different situations e.g.</p> <ul style="list-style-type: none"> • in the community, • youth based organisations, • faith based organisations, • volunteer organisations • political organisations <p>Activity 2. Individually learners critically discuss their roles in each of the above organisations considering following aspects:-</p> <ul style="list-style-type: none"> • positive role • negative role • how to improve the organisation in a context of nation building. <p>Activity 3 The learners designs and make a life long learning plan in his/her chosen career. They can start by making a time line and there after write a few sentences about each stage in the time line.</p>		
<p>Resources: Human resource, books, magazines etc.</p>		
<p>Extended Opportunities:</p>		
<p>Teacher Reflection:</p>		

Selected LOs and ASs	Learning Activities	Details of Assessment
<p>LO 5. Orientation to the world of work. The learner will be able make informed decisions about further study and career choices.</p> <p>AS 3 Critically reflects and reports on opportunities in the workplace . AS 4 Discusses rights and responsibilities in the workplace. AS 5 Outlines a plan for own lifelong learning.</p>	<p>Opportunities in workplace Rights and responsibilities in work place.</p>	<p>Questions Rubric</p>
<p>Activity 1. In pairs learners talk about opportunities in the workplace. e.g.</p> <ul style="list-style-type: none"> • service awards • allowances • study opportunities • skill development • promotions etc. <p>The teacher consolidates by mentioning that different workplaces (careers) offer different opportunities.</p> <p>Activity 2. Individually learners think of his/her intended career and consider opportunities in the workplace</p> <p>Activity 3. Learners look at all the opportunities at the work place and reflect on them e.g. further study opportunities, promotion, contribution to the community, salary satisfaction, etc. The teacher may use resources like employment act and other acts to gain insight on rights and responsibilities in the workplace.</p> <p>Activity 4 The learners reflect on these opportunities on availability, vertical and horizontal development.</p> <p>Activity 5 The learners discuss their rights in the work place. For each right they attach responsibilities e.g. the right to safety in</p>		

the work place vs wearing safety clothes(helmets) and not exposing yourself to danger.

Activity 6

Learners consider their rights and write opportunities for life long learning to improve their knowledge and or skills.

Resource: Books, TV, magazines, newspapers etc. employment act.

Extended Opportunities:

Teacher reflection:

Selected LOs and ASs	Learning Activities	Details of Assessment
<p>LO 4 The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 1 Participates in and evaluates own performance in an adventurous recreational outdoor activity.</p> <p>AS 2. Refines and evaluates own and peer movement performance including rotation, balance and elevation.</p>	<p>Evaluate own participation in an adventurous recreational outdoor activity.</p>	<p>Observation sheet Rubric</p>
<p>Activity 1. Learners chooses an activity they will do. The teacher lists criteria that they will use to evaluate their own performance. The learners plan their activities as in grade 8.. Examples of adventurous outdoor activities:</p> <ul style="list-style-type: none">• Absailing• Paragliding• Bungee jumping• Tree top canopy ride• Bi- athlon• Tri-athlon <p>Activity 2. The learners can use criteria to evaluate their performance. It may look like this, depending on the activity. One can</p>		

do the following: -

- Warming up
- Rope skipping-
- Crawl through tyres
- Run in between blocks
- Jump over benches
- Do forward roll
- Do backward roll
- Jog to rhythm
- Perform sequence of steps
- Stretching exercises
- Assess my heart rate every
- Did I do full rotation
- Did I keep balance throughout
- Cooling down exercises

Learners do the same exercises and evaluate each other in pairs.

Activity 3.

Learners report as individuals and in partners

Activity 4.

The learners do cooling down activities.

Resources: tyres, ropes, different environments e.g. water, sand,

Expanded Opportunities:

Teacher: