



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

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# SENIOR PHASE LESSON PLAN EXEMPLARS

TERM 3

GRADE 7-9

2009

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## **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 and teachers are therefore at liberty to use other relevant material.**

**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 third 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.**

**All activities promote reading and writing and teachers are requested to encourage learners to read the scenarios and write all activities that require written work.**

## **NOTES TO TEACHERS**

- **Each grade starts with a summary of the work schedule.**
- **All activities for term three (3) promote Nation building.**
- **At the end of each activity explain to the learners how the activity promotes nation building.**
- **Some activities build up to the celebration of Heritage in September.**
- **All activities promote reading and writing therefore teachers are urged to let learners read all scenarios and case studies and write all activities that require them to write.**



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

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<b>Time: 22 hrs INCLUDING LO 4</b>		
<b>Selected LOs and ASs</b>	<b>Learning Activities</b>	<b>Details of Assessment</b>
<p><b>LO 3.</b> 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><b>AS 5.</b> Demonstrates and reflects on decision making skills</p> <p><b>AS 6.</b> Critically evaluates on own study skills</p>	<p>Decision making skills</p> <p>Guidelines on decision making</p> <p>Case study</p>	<p>Informal assessment</p> <p>Written work ( letter)</p>
<p><b>Activity 1</b> Teacher reminds learners about decision making skills they have learned in the previous grades. He explains that on a daily basis we make decisions e.g. what to wear, what to eat, etc. We also have to take decisions about our careers where you really have to think before you take a decision. Some writers call these sub conscious and conscious decisions.</p> <p><b>Activity 2</b> In pairs learners talk about sub conscious and conscious decisions. They share their experiences on decision making and whether it is difficult or not to make decisions.</p> <p><b>Activity 3</b> The teacher explains to learners that there are guidelines for making decisions. These may not necessarily follow in a sequence depending on the problem.</p> <p><b>GUIDELINES FOR MAKING DECISIONS</b></p> <ul style="list-style-type: none"> <li>• Identify problem</li> <li>• Explain or describe the problem</li> <li>• List possible choices or options and their consequences</li> <li>• Eliminate choices that are not possible</li> <li>• Choose the best</li> <li>• Apply it</li> <li>• Evaluate</li> </ul>		

## Activity 4

### SCENARIO

Noxolo is writing a test on Monday. She is invited to a birthday bash over the weekend. She knows she will not have time to prepare for the test but does not want to disappoint her friends because everybody will be there. Making use of the guidelines assist Noxolo to make a decision. You may choose to write a letter to Noxolo in trying to assist her with this problem.

### Activity 5

Think about a difficult situation in which you had to take a decision. You made the wrong decision and imagine you were given a second chance to undo that.

Describe the situation

List all the choices and their consequences

Give your final choice

Why did it not work or why was it ineffective?

How will you undo it?

### Activity 6

The teacher reminds learners of what they have learned in grade 6 on how best they learn. Individually learners write a paragraph on how they learn. Some make use of summaries, mind maps, memorizing, etc. Learners exchange notes to see how others learn and discuss the advantages and disadvantages of the different ways in which they learn e.g. summarizing may be time consuming for some.

### Activity 7

Individually learners choose any four Learning Areas and indicate how he learns each of these. Some Learning Areas may need memorization and others application.

Selected LOs and ASs	Learning Activities	Details of Assessment
<p><b>LO 1 The learner will be able to make informed decisions regarding personal, community and environmental health issues.</b></p> <p><b>AS 4</b> Discusses personal feelings, community norms, values and social pressures with sexuality.</p>	<p>Sexuality refers to physical changes caused by hormonal changes e.g. development of breasts in girls, boys' voices changing to deeper voices. Sex education</p> <p>Sex orientation referring to lesbians and gays. Discussion of personal feeling, what the community thinks and expect about these changes.</p>	<p>Informal assessment on written paragraph</p> <p>Observation sheet on discussion and debate</p>



**Activity 1**

In pairs learners talk about physical changes they are under going, preferably pairs of the same sex. The whole class discusses these changes so that both boys and girls understand the changes.

**Activity 2**

Individually learners write a paragraph on their own changes and how they feel about these changes e.g. are they comfortable with the changes.

**Activity 3**

The learners discuss how these changes affect their relationship with the opposite sex. This is the stage where opposite sexes are attracted to each other. They also discuss community norms and values with regards to sexuality. What are their respective communities expectations regarding issues of sexuality. They can refer to the religions they have learned about and how each religion views sex e.g. Christians believe that sex is sacred and is acceptable only in marriage. The learners discuss other religions' views and their own. Learners can also debate these issues.

The teacher consolidates this activity by emphasizing the importance of sexuality and sex education in trying to prevent teenage pregnancies and sexually transmitted diseases.

**Resources: Text books, posters on physical changes**

**Extended Opportunities**

**Teacher Reflection**

Selected LOs and ASs	Learning Activities	Details of Assessment
<p><b>LO 2.</b> The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p><b>AS 3.</b> Significance of volunteer organisation.</p>	<p>Explain meaning of volunteer Mention volunteer organizations Discuss the significance of volunteer organizations.</p>	<p>Informal assessment Written report</p>

**Activity 1**

Learners using a dictionary look for the meaning of volunteer. They brainstorm different volunteer organizations they know. They also discuss what these organizations do. The teacher consolidates this activity by explaining that people in these organizations volunteer their time, energy and resources in order to assist those who are in need.

**Activity 2**

In groups learners think of volunteer organizations that intervened to improve the lives of others. There are volunteer organizations that look after terminally ill people, children's homes, old age homes, churches, etc.

**Activity 3**

Individually learners think of a situation that prevailed in his community where a volunteer organization helped those in need e.g. floods, shack fires, xenophobic attacks, child headed families, etc. They write a report on this (write about at least two situations).

- Explain the situation
- How did the volunteer organisation help
- What would the situation be without the intervention

Selected LOs and ASs	Learning Activities	Details of Assessment
<p><b>LO5</b> The learner will be able to make informed decision about further study and career choices.</p> <p><b>AS2</b> Explains the value and importance of work in fulfilling personal potential.</p> <p><b>AS5</b> Demonstrates time management skills and accountability in carrying out responsibilities.</p>	<p>Decision about study and careers.</p> <p>Responsibility and accountability</p>	<p>Informal assessment</p>

**Activity 1.**

The teacher facilitates a discussion on the importance and significance of work. Individually learners write a paragraph on why they would love to work one day. They can also think about a role model in the community who has inspired them. The teacher emphasizes the fact that it is important to fulfill your personal potential in whatever you do.

**Activity 2**

Imagine yourself in an employment situation. What are the important things that you have to do in order to be efficient and effective in fulfilling your personal potential? List at least five things.

**Activity 3**

Learners are asked to brainstorm careers they know. Learners are asked to write a paragraph about the type of work they wish to do and why. They must indicate how it fulfills their personal potential. In pairs they exchange books and share ideas.

**Activity 4** The learners discuss the importance of work e.g. sense of independence, cater for basic needs, financial security and comfort (needs and wants.)Work as means of fulfilling ones potential, e .g. developing one’s community, improving the quality of life of your fellow citizen’s etc. The teacher consolidates by mentioning that all human beings have a purpose in life as well a dreams and aspirations.

**Activity 6** The teacher asks learners to explain their understanding of self management and time management, e.g. punctuality, timeous completion of tasks, efficient service delivery, and adherence to the Batho Pele principle. Teacher consolidates by emphasizing good values such as Ubuntu, loyalty, accountability and responsibility when one is at work. The teacher also emphasizes the consequences of acting irresponsibly.

**Resources : textbooks , Dept. of Labour, library, magazines,**

**Expanded opportunities :**

**Teacher reflection**

Selected LOs and ASs	Learning Activities	Details of Assessment
<p><b>LO 4.</b> The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical</p> <p><b>AS 2</b> Performs a sequence of physical activities including rotation, elevation and balance movements.</p> <p><b>AS 3.</b> Participates in and reports on a fitness programme</p>	<p>Rotation, elevation and balance movements. Fitness programme</p>	<p><b>Observation using observation sheet</b></p>
<p><b>Activity 1</b> Warm up :Running, sliding, jumping skipping swinging arms clapping above the head, in front and under the legs</p> <p><b>Activity 2.</b> Learners walk on logs/ bricks, hands stretched sideways with weights on the hands. The learner takes three steps and makes a rotation with one leg stretched forward The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical Fitness.</p> <p><b>Activity 3.</b> The teacher marks 4 stations at 10 m apart forming a square.</p> <ul style="list-style-type: none"> <li>• <b>Station 1</b> is rotation, - on one leg, on one hand and alternation both hands and legs.</li> <li>• <b>Station 2</b> is elevation – star jump, standing on hands</li> <li>• <b>Station 3</b> is balancing – walking on both hands, back facing downwards, back elevated walk on both hands and legs.</li> <li>• <b>Station 4</b> is combination of the above exercises</li> </ul> <p>The teacher demonstrates what will happen at each station. The learners perform at all the stations.</p> <p><b>Activity 4.</b> Cooling down: - Stretching the muscles of the legs and arms. Standing astride with arms on the hips, lift one heel and down alternate heels, lift the toes of one foot and alternate, bend knee forward and stretch the other leg, alternate your legs. Stretch one arm and touch the opposite ear alternate the activity. Standing astride stretch one arm and pull the other arm inwards and alternate the arms. Move the arms in circles.</p>		
<p><b>Resources: Safe playing area</b></p>		
<p><b>Extended Opportunities:</b></p>		

## Grade 8 Overview

Term 1	Term 2	Term 3	Term 4
<p><b>LO 3</b> 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><b>AS 1. Analyses and discusses factors which influence self-concept formation and motivation.</b></p> <p><b>AS 3. Coping with depression, crisis or trauma.</b></p> <p><b>AS 4. Ways to initiate sustain or end relationship.</b></p> <p><b>LO 1</b> The learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p><b>AS 3 Healthy life style to prevent disease</b></p> <p><b>AS 4. Demonstrate informed decision making about health and safety.</b></p>	<p><b>LO 5.</b> Orientation to the world of work. The learner will be able make informed decisions about further study choices</p> <p><b>AS 1. Career and study choices and their corresponding requirements.</b></p> <p><b>AS 2. careers study opportunities</b></p> <p><b>AS 3. Evaluates own abilities and interests related to careers</b></p> <p><b>LO 3.</b> 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><b>AS 2 Reflects on appropriate behaviour in different kinds of relationships;</b></p> <p><b>AS 5. Designs and implements personal</b></p>	<p><b>LO 3</b> 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><b>AS 5. Designs and implements an action plan for preventing and managing stress.</b></p> <p><b>AS 6. Draws up an action plan to apply problem solving skills in personal context.</b></p> <p><b>LO 1.</b> He learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p><b>AS 4. Demonstrates informed decision making about health and safety.</b></p> <p><b>AS 5. Examines health and safety issue related to violence and proposes</b></p>	<p><b>LO 3</b> 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><b>AS 1. factors influencing self- concepts formation</b></p> <p><b>AS 2. Reflects o kinds if relationship appropriate behaviour in different</b></p> <p><b>AS 3. Coping with depression</b></p> <p><b>LO 5.</b> Orientation to the world of work. The learner will be able make informed decisions about further study choices</p> <p><b>AS 3. Reflects and reports opportunities in workplace</b></p> <p><b>AS 4. Rights and responsibilities in a</b></p>

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

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Selected LOs and ASs	Learning Activities	Details of Assessment
<p><b>LO 3</b> 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><b>AS 5. Designs and implements a personal plan for preventing and managing stress.</b></p> <p><b>AS 6. Draws up an action plan to apply problem solving skills in personal context.</b></p>	<p>Identifying stressors, causes, prevention strategies and coping skills</p> <p>Action plan to manage and prevent stress using problem solving skills.</p>	<p>Peer Assessment Rubric for action plan</p>
<p><b>Activity 1.</b> In groups learners brainstorm stressing situations in their personal lives. The teacher list these on the board e.g. school work, tensions</p>		



with friends, HIV/AIDS, crime, poverty, unemployment, etc. Learners individually identify own stressors, causes, prevention measures and coping strategies. Identify at least five stressors, causes, prevention strategies and coping strategies. Make use of the table below to complete this task.

<b>Identified Stressor</b>	<b>Causes</b>	<b>Prevention</b>	<b>Coping</b>
e.g. Not coping with a Learning Area	Not understanding the teacher and the content of the Learning Area	Learn more or ask for help from your friends	Join a study group

### **Activity 2.**

Learners individually take ONE stressor and design and implement a personal plan of managing stress. The learner may follow the following steps depending on the type of stressor.

1. Whom to talk to.
2. Personal effort to prevent e.g. positive attitude.
3. Life style as strategy to manage the stress e.g. diet, exercise, leisure time.

### **Activity 3.**

Learners brainstorm problems they encounter on daily basis. Choose one problem and make an action plan for that identified problem as an individual. You may take one stressor and design an action plan. Make use of this template when designing your action plan e.g. weight problem and set target weight

<b>Date</b>	<b>Responsibility</b>	<b>Activity</b>	<b>Time Frame</b>
<b>15 July</b>	<b>Self</b>	<b>Joining gym</b>	<b>15-31 July</b>
		<b>Joining a support group</b>	<b>15 July until you regain confidence</b>
<b>01 August</b>	<b>Self</b>	<b>Changing eating habits</b>	<b>15 July-December</b>
	<b>Self</b>	<b>Maintaining weight</b>	<b>2009 and forever</b>

**Activity 4.**

Learners in groups talk about their problems. This will assist other learners who find themselves in the same situation. These problems are discussed by the whole class. Individually learners think of a personal problem and draw an action plan to apply problem solving skills. Learners have learned the steps in problem solving and now they have to apply these.

**Activity 5**

The teacher revises problem solving steps with the learners' e.g.

- Identify the problem/Define the problem
- List possible solutions and consequences
- Decide on the best solution
- Apply the solution
- Evaluate

The plan will include the following:

- Defining the problem ( What)
- Applying problem solving skills (How)
- Time frames (When)

The following criteria can be used to design a rubric:

**The learner is able to define the problem**

**The learner is able to apply problem solving skills**

**The learner is able to set realistic time frames**

**Resources:** Books, people, magazines

**Extended Opportunities:**

**Teacher Reflection:**

Selected LOs and ASs	Learning Activities	Details of Assessment
<p><b>LO 2</b> The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p><b>AS 3.</b>Discusses how the learner would promote nation building in different contexts.</p> <p><b>AS 4.</b> Critically evaluates changes in cultural norms and values in relation to personal and community issues.</p>	<p>Peace making and nation building</p> <p>What are cultural norms and values in different contexts</p> <p>Changes in cultural norms and values.</p> <p>How these affect personal and community values</p>	<p>Peer assessment</p> <p>Teacher assessment(Assignment)</p>
<p><b>Activity 1.</b> Making use of spider web, learners brainstorm the meaning of nation building. This was done in Grade 7 through the discussion of the significance of “volunteer organisations” where ubuntu was promoted as a nation building aspect. The teacher gives examples on how education, sport, health, and religion has contributed towards nation building.</p> <p><b>Activity 2.</b> Learners in groups identify someone in their communities who has promoted nation building by making a difference in the lives of the community or even improving the life of an individual. They explain why they think this person has made a difference.</p> <p><b>Activity 3</b> Individually learners identify their strengths, abilities and contexts to choose an area of promoting nation- building. Each learner identifies an area in the school contexts where he/she can promote nation building.</p> <p><b>Activity 4</b> Each group is allocated one of the nation building contributors and explains how it contributes to nation- building. After discussions, each learner has to write on one of the topics .e.g. how sport contributes towards nation- building, healing the nation. <b>This could be a long term project where the best project would be awarded a Nation Building Award.</b></p> <p><b>Activity 5</b> Individually learners use a dictionary to get the meaning of norms and values. The learners brainstorm their understanding of cultural norms and values in their contexts. The learners read the scenario below and answer questions that follow: <b>SCENARIO</b> Natalie is excited her boyfriend has proposed marriage. The challenge is that they are from different racial groups and she is not sure</p>		

of her parents' response to this. She tells one of her friends who feel that she will not marry a man unless they have stayed together for some time. She wants to learn to know him better. She believes in "vat en sit". Another friend feels that she will never get married she wants children only. An elderly couple listening to this conversation was so shocked saying things have changed. They would not do these thing in their times.

1. Identify the cultural norms in the story that has changed.
2. Why have they changed? Relate this to rights and responsibilities.
3. Do you think they have changed for the better or not?
4. Learners identify and discuss other norms and values that have changed. They evaluate these changes and suggest how they would restore some of these.

**Activity 6**

As homework learners are requested to find out about cultural norms and values from their parents and community members. They discuss these in the classroom. They also discuss how these have changed and whether they have changed for the good or bad. They discuss these changes in relation to personal and community issues and present it as an assignment

Cultural Norms	Values	
	Positive	Negative
Virginity testing	Makes one to have <ul style="list-style-type: none"> <li>• self respect</li> <li>• Responsibility</li> </ul>	Violation of human rights

**Activity 7**

The teacher facilitates a debate on how democracy has affected cultural norms and values.

**Activity 8**

Individually learners look how these changes affect them and communities. Learners give personal opinion on the changes in cultural norms and values.

**Resources:** Books, people,

**Extended Opportunities:****Teacher Reflection:**

Selected LOs and ASs	Learning Activities	Details of Assessment
<p><b>LO 1.</b> He learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p><b>AS 4.</b> Demonstrates informed, responsible decision- making about health and safety.</p> <p><b>AS 5.</b> Examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter strategies.</p>	<p>Learners identify health and safety issues</p> <p>Decision making and safety issues related to violence</p> <p>Alternatives to violence</p>	<p>Oral Presentation</p> <p>Rubric to assess poster</p>
<p><b>Activity 1.</b> In pairs learners talk about health and safety issues. Under health issues learners talk about diseases that emanate from environment of overcrowding in informal settlements –spread of T.B. and other communicable diseases especially HIV/ AIDS &amp; STDs. Safety issues that are related to risk behavior e.g. taking drugs and how this makes one vulnerable to crime and diseases.</p> <p><b>Activity 2.</b> Learners bring newspaper articles on the prevalence of health and safety issues. These articles could include issues of prevalence of health issues like cholera, TB, HIV/AIDS, etc. Issues on safety would include rape, assault, and domestic violence. Learners discuss how they can prevent or avoid these. They can discuss one health and safety issue and look at the causes and how each one of them can prevent it by making informed and responsible decision. Each group makes an oral presentation on a health and safety issue demonstrating decision making skills on how to prevent these.</p> <p><b>Activity 3.</b> Learners identify a health and safety issue related to violence e.g. rape. They propose alternatives to violence i.e. what can you do to counter violence. How can you counter rape? What are the DO NOTs to avoid rape e.g. do not walk alone at night; do not drink alcohol as it exposes you to rape once very drunk. They design and make a poster on health and safety issues related to violence and show counter strategies and alternatives to violence.</p> <p><b>These posters can be put up in the notice board of the school for all learners to see. The school can invite experts in the field of abuse and preventative measures to come and address the entire school community. This could be the beginning of an awareness programme on abuse at school and in the community.</b></p>		

<b>Resources:</b> Books, TV, posters, SAPS, Dept. of Health etc.
<b>Extended Opportunities:</b>
<b>Teacher Reflection:</b>

<b>Selected LOs and ASs</b>	<b>Learning Activities</b>	<b>Details of Assessment</b>
<p><b>LO 5.</b> Orientation to the world of work. The learner will be able make informed decisions about further study choices</p> <p><b>AS 4</b> Discusses the role of work in relation to needs in South Africa</p> <p><b>AS 5.</b> Critically evaluates a range of Further Education and Training Providers.</p>	<p>Evaluation of FET colleges as providers and looking at role of work in relation to the needs of the country.</p>	<p>Oral and written presentation Design and make a booklet assessed by a rubric</p>

**Activity 1**  
In grade 7 learners learned about the role of work in relation to fulfilling personal potential. Now learners discuss the role of work in relation to meeting the needs of South Africa. Learners are asked to identify the needs of South Africa. The responses could be unemployment, crime, poverty, diseases etc. How can your chosen career respond to the needs of South Africa? The learners write a paragraph on his or her chosen career and explain how it can respond to the needs of South Africa. Learners can also do an oral presentation on this for the purposes of sharing knowledge.

**Activity 2**  
Learners are requested to bring newspaper cuttings with different careers. The different careers that appear in the newspapers will show the latest trends of job opportunities. They are requested to identify the South African Labour by listing latest job trends and job demands.

**Activity 3**  
Teacher consolidates this activity by showing the learners how their choice of careers must be in line with the latest job trends. This activity will give learners another opportunity of revisiting their choice of career. He also emphasizes the importance of choosing a career in relation to the needs of South Africa and its economy.

**Activity 4**  
The teacher facilitates this activity by asking learners what they intend doing after passing grade 9. Most of them would like to complete grade 12. He reminds them that they have options either than completing grade 12. He mentions Further Education and Training Colleges. Learners are requested to go and find out about FET Providers and what they offer. Some of these would include full time, part time and distance learning. These include technical colleges (old speak) or FET Colleges. They offer technical/ vocational

training. Technical colleges issue National Technical Certificates. Learners can also discuss reasons for opting for FET Colleges instead of completing grade 12. They can also discuss careers from these colleges. Learners can link these careers to the role of work in relation to the needs of South Africa.

**Activity 5**

The teacher consolidates this activity by mentioning that some of these providers are not authentic (fly by night institutions). Learners are therefore advised to make sure that these providers are authentic and registered.

**Activity 6**

Learners design and make a booklet on FET Providers. The booklet must include the following:

- A list of FET Providers
- Courses offered
- Duration of each course
- Bursaries available

The above bullets can be used as criteria to design a rubric

**Resources: Newspapers, libraries and internet**

**Extended Opportunities:**

**Teacher Reflection:**

Selected LOs and ASs	Learning Activities	Details of Assessment
<p><b>LO 4</b> The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p><b>AS 1.</b>Plans and participates in an adventurous recreational outdoor activity.</p> <p><b>AS 2.</b> 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><b>Activity 1.</b> The class discusses adventurous outdoor recreational activities. provided by the teacher. The learners present their activities to the whole class</p> <p><b>Activity 2</b></p>		

The teacher assigns activities to groups of learners.. The activities should be played outdoor, adventurous and recreational. The learners plan their own activities using guidelines given by the teacher and should follow these tips:-

- Warm up activities,
- rules,
- duration,
- place,
- number of participants,
- cooling down activities
- Equipment required.

In their plans the learners should include activities that will show techniques of:-

- rotation,
- balance
- And elevation.

All safety measures should be explained before the game is played.

**Activity 3.**

The learners present their games to the class and explain rules place and equipment to be used

**Activity 4.**

The learners participate in the activities according to their plans.

**NB.**

All the activities should be started with arm ups and e3nded with cool downs.

**Resources:** To be determined by the activities chosen

**Extended Opportunities:** The teacher exposes the learners to more complex activities.

**Teacher Reflection:**



## Grade 9 Overview

Term 1	Term 2	Term 3	Term 4
<p><b>LO 3</b> 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><b>AS 1</b> Analyses and reflects on positive personal qualities in a range of contexts  <b>AS 3</b> Responds appropriately to emotions  <b>AS 4.</b> Reflecting on own behaviour in a challenging interaction</p> <p><b>LO 1</b> The learner will be able to make informed decisions regarding personal, community and environmental health issues.</p>	<p><b>LO 5.</b> Orientation to the world of work.  The learner will be able make informed decisions about further study choices</p> <p><b>AS 1</b> Researches study and career funding providers  <b>AS 2</b> Motivates own career and study choices</p>	<p><b>LO 3</b> 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><b>AS 6</b> Critically evaluates own application of problem solving skills in a challenging situation</p>	<p><b>LO 3</b> 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><b>AS 6</b> Critically evaluates own application of problem solving skills in a challenging situation</p>

<p><b>AS 3.</b> Investigates personal and social factors that contribute to drug abuse and suggests appropriate responses and rehabilitation options.</p> <p><b>AS 4.</b> Evaluate resources on health information, services and a range of treatment options.</p> <p><b>LO 2</b> The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p><b>AS 1.</b> Debates issues on citizens' rights</p> <p><b>AS 2.</b> Reports on participation in or planning of the local celebrations of a national day</p>	<p><b>LO 3</b> 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><b>AS 2</b> Critically discusses own rights and responsibilities in interpersonal relationships</p> <p><b>AS 5</b> Applies goal setting and decision making strategies</p> <p><b>LO 2</b> The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p><b>AS 4</b> 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><b>LO 1.</b> He learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p><b>AS 4</b> Critically evaluates resources on health information, health services and a range of treatment options, including HIV/AIDS</p> <p><b>AS 5</b> Discusses ways to apply insights gained from participating in an activity related to national health or a safety promotion programme</p> <p><b>LO 2</b> The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p><b>AS 3</b> Critically discusses social relationships in a variety of situations</p>	<p><b>LO 5.</b> Orientation to the world of work. The learner will be able make informed decisions about further study choices</p> <p><b>AS 1.</b> Researches study and career funding providers</p> <p>AS2 Motivates own career and study choices</p>
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<p><b>LO 4</b> The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p><b>AS 2</b> Refines and evaluates own and peer movement performance including rotation, balance and elevation</p> <p><b>AS 3</b> Assesses own physical wellness level and sets personal goals for improvement</p>	<p><b>LO 1.</b> He learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p><b>AS 1</b> Illustrates and evaluates the influence of ecological, social , economic, cultural and political factors on own personal choice of diet</p> <p><b>AS 2.</b> Analyses causes of common diseases in relation to socio- economic and environmental factors.</p> <p><b>LO 4</b> The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p><b>AS 4.</b> Critically evaluates and executes a game plan for individual or team sport</p>	<p><b>LO 5.</b> Orientation to the world of work. The learner will be able make informed decisions</p> <p><b>AS 3</b> Critically reflects and reports on opportunities in the workplace</p> <p><b>AS 4</b> Discusses rights and responsibilities in the workplace</p> <p><b>AS 5</b> Outlines a plan for own lifelong learning</p> <p><b>LO 4</b> The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p><b>AS 1</b> 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><b>LO 3</b> 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><b>AS 6</b> Critically evaluates own application of problem solving skills in a challenging situation.</p>	<p>Problem- solving skills/ steps</p>	<p>Informal assessment Rubric</p>
<p><b>Activity 1.</b> 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 as revision.</p> <ul style="list-style-type: none"> <li>• Identify the problem</li> <li>• list possible solutions</li> <li>• evaluate possible solutions</li> <li>• Apply the solution</li> <li>• choose the best</li> <li>• evaluate the outcome</li> </ul> <p><b>Activity 2.</b> The learners brainstorm problems that affect them as adolescents e.g. substance abuse, dating, crime, etc. Individually the learners identify a challenging situation and apply the problem solving skills.</p> <p><b>Activity 4.</b> 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><b>Resources:</b></p>		
<p><b>Extended Opportunities:</b></p>		
<p><b>Teacher Reflections:</b></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><b>LO 1.</b> He learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p><b>AS 4</b> Critically evaluates resources on health information, health services and a range of treatment options, including HIV/AIDS.</p> <p><b>AS 5</b> 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>Informal assessment Rubric to assess the investigation on HIV/AIDS.</p>
<p><b>Activity 1.</b> The teacher reminds the learners that in previous grades learnt about different diseases their causes, symptoms, cures and preventative measures as well living positively with them. The learners brainstorm some of these diseases e.g. TB, cancer, malaria, mumps, HIV/AIDS, etc. They discuss the causes, symptoms and cures of these diseases</p> <p><b>Activity 2.</b> Learners brainstorm resources on health information e.g.</p> <ul style="list-style-type: none"> <li>• health centres - clinics, hospitals</li> <li>• availability/ accessibility of health services e.g. medication</li> <li>• medical assessment (availability of doctors)</li> <li>• treatment options e.g. diabetic cases can be treated by change of diet, pills, insulin or hospitalisation.</li> </ul> <p><b>Activity 3:</b> Learners take HIV/AIDS as a disease and investigates the following:</p> <ul style="list-style-type: none"> <li>• resources on health information</li> <li>• accessibility to health services and</li> <li>• treatment options</li> <li>• the learners critically evaluate each aspect of their investigation</li> </ul>		

**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.

**Resources : Books, posters, health centres , TV , magazines etc.**

**Extended Opportunities**

**Teacher reflection**

Selected LOs and ASs	Learning Activities	Details of Assessment
<p><b>LO 2</b> The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p><b>AS 3</b> Critically discusses social relationships in a variety of situations.</p>	<p>Social relationships within the community</p>	<p>Rubric</p>
<p><b>Activity 1.</b> Learners identify social relationships in different situations e.g.</p> <ul style="list-style-type: none"> <li>• At home with parents and siblings</li> <li>• at school with teachers and schoolmates</li> <li>• in the community with friends and youth organizations</li> </ul> <p>Learners also consider the different cultural contexts within these relationships. What effect does culture have on a relationship?</p> <p><b>Activity 2</b> Learners discuss social relationships making use of three different cultures. This is an individual task. They look at a</p> <ul style="list-style-type: none"> <li>• parental relationship within a family</li> <li>• relationship with siblings and</li> <li>• relationship with the elderly</li> </ul>		
<p><b>Resources:</b> Human resource, books, magazines etc.</p>		
<p><b>Extended Opportunities:</b></p>		
<p><b>Teacher Reflection:</b></p>		



Selected LOs and ASs	Learning Activities	Details of Assessment
<p><b>LO 5.</b> Orientation to the world of work. The learner will be able make informed decisions about further study and career choices.</p> <p><b>AS 3</b> Critically reflects and reports on opportunities in the workplace.  <b>AS 4</b> Discusses rights and responsibilities in the workplace.  <b>AS 5</b> Outlines a plan for own lifelong learning.</p>	<p>Opportunities in workplace  Rights and responsibilities in work place.</p>	<p>Informal assessment</p>
<p><b>Activity 1.</b> In pairs learners talk about opportunities in the workplace. e.g.</p> <ul style="list-style-type: none"> <li>• service awards</li> <li>• allowances</li> <li>• study opportunities</li> <li>• skill development</li> <li>• promotions</li> <li>• salary increase, etc.</li> </ul> <p>Who and how do you qualify for these opportunities? The teacher consolidates this activity by emphasizing the importance of self and time management in the work place. Responsibility is also very important to qualify for these opportunities.</p> <p><b>Activity 2.</b>  Individually learners think of his/her intended career and consider opportunities in the workplace.</p> <p><b>Activity 3.</b>  Learners are requested to go and read the Basic conditions of Employment Act, 1997. This document informs employees about their rights and responsibilities in the work place. They must read about:</p>		

- deductions made from salaries
- leave benefits
- strike actions, etc

Learners write about rights and responsibilities in the workplace related to their intended career during a strike action.

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

**Extended Opportunities:**

**Teacher reflection:**

Selected LOs and ASs	Learning Activities	Details of Assessment
<p><b>LO 4</b> The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p><b>AS 1</b> Participates in and evaluates own performance in an adventurous recreational outdoor activity.</p> <p><b>AS 2.</b> 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><b>Activity 1.</b>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"> <li>• Absailing</li> <li>• Paragliding</li> <li>• Bungee jumping</li> <li>• Tree top canopy ride</li> <li>• Bi- athlon</li> <li>• Tri-athlon</li> </ul> <p><b>Activity 2.</b> The learners can use criteria to evaluate their performance. Learners can do the following:-</p> <ul style="list-style-type: none"> <li>• Warming up</li> <li>• Rope skipping-</li> <li>• Crawl through tyres</li> </ul>		

- 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:**