

LIFE ORIENTATION WORK SCHEDULE: INTERMEDIATE PHASE

GRADE 4: WORK SCHEDULE EXEMPLAR¹

| DURATION | TERM 1 – 10 WEEKS = 20 HOURS | Los & ASs | INTEGRATION WITHIN | INTEGRATION ACROSS | CONTENT IN CONTEXT | RESOURCES | ASS FORM METHODS & TOOLS | TEACHING & LEARNING STRATEGIES |
|------------------------------------|---|--|--|---|---|-------------------------------------|---|--|
| 2.5 WEEKS = 5 HOURS PER TERM | LO 3: AS 1, 3 & 4 POSITIVE SELF – CONCEPT | <p>Learning Outcome 3: Personal Development CLUSTER 1:</p> <p>AS1: Identifies own strengths and those of others, and explains how to convert less successful experiences into positive learning experiences.</p> <p>AS3: Considers and interprets the emotions of others.</p> <p>AS4: Demonstrates the ability to select and apply useful responses in conflict situations.</p> | LO 2: AS 2 - Discrimination & Biases & AS3 – Relationships between elders & children | 2AL LO2 AS6 1AL LO1 AS1.1&1.3 1AL LO2 AS1.1 | <p>Context: Positive self – concept:</p> <p>Strengths examples eg diligence, kindness, forgiving etc</p> <p>Conversion of Less successful experience in social life & learning environment into positive learning experience eg. In sport, home, academically/inside the classroom etc</p> <p>Emotional examples like excitement, anger, joy etc</p> <p>Conflicts around home, school & community by listening both</p> | Posters Magazines Wall-charts | <p><u>Forms</u> Design & make</p> <p>Role - play Brainstorming Case study/scenario</p> <p><u>Methods</u> Teacher Group Self Peer</p> <p><u>Tools</u> Rubric Observation Sheets Checklist Memo</p> | Group work/pairs/individual Pairs/ groupwork Pairs/group work Questions/Answers |

¹ Each Assessment standard can be addressed according to the relevant calendar event

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| | | | | | parties, put interest of other first, avoid biasness & discrimination, respect etc | | | |
| 1.5 WEEKS = 3 HOURS PER TERM | LO 1: AS 4 ROAD SAFETY | Learning Outcome 1: Health Promotion AS4: Lists and explains traffic rules relevant to road users. | LO 1: AS 3 – Children’s health rights & responsibilities | 2AL LO1 AS1 NS LO3 AS1 A&C LO1 AS1 (DANCE) EMS LO2 AS2 SS LO3 AS1 | Context: Road Safety Road users (pedestrians, passengers, drivers, cyclists) Traffic rules like crossing the road, clothing, side walk etc | Models of traffic lights, Pictures/posters from road safety | <u>Forms</u> Concept mapping Case study/scenario Test <u>Methods</u> Teacher Group <u>Tools</u> Memorandum | Group work Group work/ individual |
| 2.5 WEEKS = 5 HOURS PER TERM | LO 2: AS1 & 2 HUMAN RIGHTS | Learning Outcome 2: Social Development AS1: Discusses children’s rights and responsibilities as in the South African Constitution. AS2: Identifies and explains stereotype, discrimination and bias. | LO1 AS3 | EMS LO2 AS3 2AL LO2 AS1,2 | Context: Human Rights: <u>Children’s rights and responsibilities</u> Rights vs. responsibilities e.g.Education vs. Going to school & study etc Understanding concepts: Discrimination, stereotype & bias relating to common examples | SA Constitution – Chapter 2 of the bill of rights Magazines Museums Posters | <u>Forms</u> Case Studies Role-play Debates <u>Methods</u> Teacher Self Peer <u>Tools</u> Memo Observation sheet Checklist/ Observation sheet | Group work Brainstorming |
| 3 WEEKS = 6 HOURS PER TERM | LO 4: AS 3 ATHLETIC TECHNIQUES | | | | | | | |

POA: PROJECT THAT INCORPORATES CASE STUDY INCLUDING ALL THE ABOVE CONTENT + LO4

| DURATION | TERM 2 = 10 weeks | Los & ASs | INTEGRATION WITHIN | INTEGRATION ACROSS | CONTENT IN CONTEXT | RESOURCES | ASS FORM METHODS & TOOLS | TEACHING & LEARNING STRATEGIES |
|------------------------------|---|---|---|---------------------------|--|--|--|--|
| 1.5 WEEKS = 3 HOURS PER TERM | LO 1: AS 1 & 2 HEALTHY LIFESTYLE – CULTURAL MENUS | <p>Learning Outcome 1: Health Promotion AS1: Investigates menus from various cultures and suggests plans for healthy meals.</p> <p>AS2: Explores and reports on links between a healthy environment and personal health.</p> | LO2 AS2 – Stereotype, discrimination & bias | 2AL LO1 AS1 NS LO3 AS1 | <p>Context: Healthy lifestyle – Cultural Menus Own culture & Other cultures: Staple food, indigenous food Healthy Meals: Food Pyramid</p> <p>Personal hygiene: Body, hair, nails, teeth etc. Clothing Healthy environment What constitutes healthy environment: Home, school & community based on physical eg pollution, relationship eg abuse, safety eg crime free</p> | <p>Pictures of various foods from own & other cultures Healthy dishes Food pyramid</p> <p>Toiletry Cleaning utensils e.g. toothbrushes CPF, Social development</p> | <p><u>Forms</u> Investigation / Research Discussion Oral Presentations Test</p> <p><u>Methods</u> Teacher Group</p> <p><u>Tools</u> Memorandum Observation sheet Rubric /Checklist</p> | Group work/pairs/individual Pairs/ groupwork Pairs/group work Questions/Answers |
| 2.5 WEEKS = 5 HOURS PER TERM | LO 2: AS 5 RELIGIOUS PLACES & BUILDING | <p>Learning Outcome 2: Social Development AS5: Discusses significant places and buildings in a variety of religions.</p> | | | Context: Religious places & buildings Various religions: Christianity, Islam, Judaism, Hindu, African, etc | Pictures | <p><u>Forms</u> Investigation / Research Discussion Oral Presentations Test</p> <p><u>Methods</u> Teacher Group</p> | Group work/pairs/individual Pairs/ groupwork Pairs/group work Questions/Answers |

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| | | | | | | | <u>Tools</u> Memorandum Observation sheet Rubric /Checklist | |
| 2.5 WEEKS = 5 HOURS PER TERM | LO 3: AS 5 & 6 TEAMWORK & STUDY SKILLS | Learning Outcome 3: Personal Development AS5: Reflects on and learns fro own personal experience of working in a group. AS6: Applies appropriate study skills. | LO4 AS1 – Participation in invasion games | 2AL LO2 AS6 1AL LO1 AS1.1&1.3 1AL LO2 AS1.1 | Context: Team work & study skills: Abilities & strengths Co-operation Problem-solving Reading Mind map Note taking Summarizing Translation Memorization etc | Posters Magazines Wall-charts Story books/pamphlets | <u>Forms</u> Drawings Demonstrations Discussion Oral responses Scenario/case study <u>Methods</u> Teacher Group Self Peer <u>Tools</u> Rubric Observation Sheets Checklist | Group work Questions/Answers Pairs |
| 3 WEEKS = 6 HOURS PER TERM | LO 4: AS1 INVASION GAMES | | | | | | | |
| POA: TEST: INCORPORATES CASE STUDY & DRAWINGS BASED ON THE ABOVE CONCEPTS + LO4 | | | | | | | | |

| DURATION | TERM 3 – 10 weeks | LOs & ASs | INTEGRATION WITHIN | INTEGRATION ACROSS | CONTENT IN CONTEXT | RESOURCES | ASS FORM METHODS & TOOLS | TEACHING & LEARNING STRATEGIES |
|------------------------------|--------------------------------------|--|--|---|--|---|---|--|
| 2.5 WEEKS = 5 HOURS PER TERM | LO 3: AS 2 SELF - KNOWLEDGE | Learning Outcome 3: Personal Development AS2: Explains why other persons' bodies should be respected. | LO2 AS1 – Children's rights & responsibilities | 2AL LO2 AS6 1AL LO1 AS1.1&1.3 1AL LO2 AS1.1 | Context: Self – knowledge: Right in respect of the body dignity eg physical appearance, physical abuse, inflicting pain, sexual abuse, avoid discrimination etc | Videos, Magazines Posters Child protection unity etc | <u>Form</u> Role play showing assertiveness when to say no Scenario Discussion Written task <u>Method</u> Teacher, Peer, Group <u>Tools</u> Observation sheet Memo | Group work/pairs/individual Pairs/ groupwork Pairs/group work Questions/Answers |
| 2.5 WEEKS = 5 HOURS PER TERM | LO 2: AS3 & 4 CULTURAL RELATIONSHIPS | Learning Outcome 2: Social Development AS3: Compares the relationship between elders and children in a variety of situations in different cultural contexts. AS4: Comments on moral lessons selected from the narratives of a range of cultural groups in South Africa. | LO3 AS2&3 LO1 AS1 | 2AL LO2 AS5 1AL LO1 AS3 | Context: Cultural Relationships: At home, school & community- Constitutional rights & responsibilities inputs bases on elders & children: Our culture & other cultures' behavior in different contexts (intimacy, openness, sexuality education, language etc) Value of Moral lessons from a range of cultures like iintsomi, folklores(narrative stories), | Library Gcina Mhlophe & Nandi Nyembe folklores – SABC educational programme, etc | <u>Form</u> Role play showing assertiveness when to say no Scenario Discussion Written task <u>Method</u> Teacher, Peer, Group <u>Tools</u> Observation sheet Memo | Group work/pairs/individual Pairs/ groupwork Pairs/group work Questions/Answers |

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| 1.5 WEEKS = 3 HOURS PER TERM | LO 1: AS 3 CHILDREN'S HEALTH RIGHTS | Learning Outcome 1: Health Promotion AS3: Explains children's health rights & responsibilities, & suggests ways in which to apply these in familiar situations. | LO2 AS1 | | Context: Children's health rights: Shelter Access to health care treatment Clean environment Nutrition | SA Constitution Magazines Posters | <u>Form</u> Role play showing denied right Scenario Discussion Written task <u>Method</u> Teacher, Peer, Group <u>Tools</u> Observation sheet Memo | Group work Questions/Answers Pairs |
| 3 WEEKS = 6 HOURS PER TERM | LO 4: AS 2 & 4 BODY MOVEMENT | | | | | | | |
| POA: ACTION RESEARCH THAT INCORPORATES DESIGN & MAKING & SCENARIO + LO4 | | | | | | | | |

| DURATION | TERM 4 – 6 weeks ² = 12 hours | LOs & ASs | INTEGRATION WITHIN | INTEGRATION ACROSS | CONTENT IN CONTEXT | RESOURCES | ASS FORM METHODS & TOOLS | TEACHING & LEARNING STRATEGIES |
|----------|---|---|---|---|---|---|---|---|
| 4 hours | LO 4: AS5 WATER SAFETY | | | | | | | |
| 3 hours | LO 3: AS 1, 3 & 4 POSITIVE SELF – CONCEPT = 3 hours | REVISION & CONSOLIDATION | REVISION & CONSOLIDATION | REVISION & CONSOLIDATION | REVISION & CONSOLIDATION | REVISION & CONSOLIDATION | REVISION & CONSOLIDATION | REVISION & CONSOLIDATION |
| 3 hours | LO 3: AS 5 & 6 TEAMWORK & STUDY SKILLS = 3 hours | REVISION & CONSOLIDATION | REVISION & CONSOLIDATION | REVISION & CONSOLIDATION | REVISION & CONSOLIDATION | REVISION & CONSOLIDATION | REVISION & CONSOLIDATION | REVISION & CONSOLIDATION |
| 2 hours | LO 2: AS3 & 4 CULTURAL RELATIONSHIPS = 2 hours | REVISION & CONSOLIDATION | REVISION & CONSOLIDATION | REVISION & CONSOLIDATION | REVISION & CONSOLIDATION | REVISION & CONSOLIDATION | REVISION & CONSOLIDATION | REVISION & CONSOLIDATION |

POA: INVESTIGATION THAT INCORPORATES TRANSLATION TASK & WRITTEN TASK + LO4

² Out of the 40 weeks for the year 4 weeks is allocated for extra – curricular activities and administrative work