

LIFE ORIENTATION WORK SCHEDULE: INTERMEDIATE PHASE

GRADE 6: WORK SCHEDULE EXEMPLAR¹

TERM 1 – 10 WEEKS = 20 HOURS	Los & ASs	INTERGRATION		CONTENT IN CONTEXT	RESOURCES	ASS FORM METHODS & TOOLS	TEACHING & LEARNING STRATEGIES
		INTEGRATION WITHIN	INTEGRATION ACROSS				
LO 3: AS 1, 3 POSITIVE SELF – CONCEPT 2.5 WEEKS = 5 HOURS PER TERM	Learning Outcome 3: Personal Development CLUSTER 1: AS1: Reflects on own abilities, aptitudes, interests and strengths as well as body image AS3: Demonstrates compassion by caring for people and animals.	LO 4 AS3 – Participates in a fitness programme		Context: Positive self – concept: Definition of concepts Understanding of individual’s uniqueness Understanding of the word compassion How to take care of people & animals	Dictionary Posters Magazines Wall-charts SPCA Social Development	<u>Forms</u> Design & make Role - play Brainstorming Case study/scenario <u>Methods</u> Teacher Group Self Peer <u>Tools</u> Rubric Observation Sheets Checklist Memo	Group work/pairs/individual Pairs/ groupwork Pairs/group work Questions/Answers
LO 1: AS 4 FORMS OF ABUSE 1.5 WEEKS = 3	Learning Outcome 1: Health Promotion AS4: Identifies different forms of	LO2: AS1- Application of children’s rights	SS(GEOG) LO3 AS1	Context: Forms of Abuse Sexual, physical, emotional, verbal, socio – economic	Posters TADA- Teenagers Against DRUG abuse-	<u>Forms</u> Concept mapping Case study/scenario Test Design & Make	Group work Group work/ individual

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

HOURS PER TERM	abuse and suggests strategies to deal with them.			Strategies for dealing with abuse	Association for drug abuse Human resource Media Chidline, FAMSA etc	<u>Methods</u> Teacher Group <u>Tools</u> Memorandum Rubric	
LO 2: AS1 & 2 HUMAN RIGHTS 2.5 WEEKS = 5 HOURS PER TERM	Learning Outcome 2: Social Development AS1: Reflects on own application of children's rights as stated in the South African Constitution. AS2: Discusses and evaluates the significance of a nation-building programme associated with a national day.	LO1 AS4 – Forms of abuse	EMS LO1AS2 SS(GEOG.) LO3 AS1	Context: Human Rights: <u>Children's rights and responsibilities</u> Rights vs. responsibilities e.g. Education vs. Going to school & study etc Reflect on own application of human rights – self evaluation Identify national days Significance of the national days & the programme for that day	SA Constitution – Chapter 2 of the bill of rights Magazines Museums Posters Media Library	<u>Forms</u> Translation task Case Studies Role-play Debates <u>Methods</u> Teacher Self Peer <u>Tools</u> Memo Observation sheet Checklist/ Observation sheet	Group work/individual Brainstorming
LO 4: AS 3 ATHLETIC TECHNIQUE 3 WEEKS = 6 HOURS PER TERM							

TERM 2 = 10 weeks	Los & ASs	INTEGRATION WITHIN	INTEGRATION ACROSS	CONTENT IN CONTEXT	RESOURCES	ASS FORM METHODS & TOOLS	TEACHING & LEARNING STRATEGIES
LO 1: AS 1 & 2 HEALTHY LIFESTYLE 1.5 WEEKS = 3 HOURS PER TERM	Learning Outcome 1: Health Promotion AS1: Interprets food labels and critically discusses health effects of listed ingredients. AS2: Participates in a problem-solving activity to address an environmental health issue to formulate environmentally sound choices and/or actions.	LO2 AS1 – Application of children’s rights LO3 AS6 – Problem solving skills in different context LO3 AS5 – Self management skills LO3 AS1 – Reflects on own abilities.....as well as body image	A&C LO3 AS1 (VISUAL ARTS)	Context: Healthy lifestyle Contents in food labels Interpret meaning in terms of nutritional value, RDA, expiry date & ingredients. Health effects of the listed ingredients Identify an environmental health issues around Action plan to address the problem	Human resource Community Health centre Library Media	<u>Forms</u> Investigation / Action Research Discussion Oral Presentations Test <u>Methods</u> Teacher Group <u>Tools</u> Memorandum Observation sheet Rubric /Checklist	Group work/pairs/individual Pairs/ groupwork Pairs/group work Questions/Answers
LO 2: AS 3 & AS 5 RELIGIOUS VIEWS ON PERSONAL DIGNITY 2.5 WEEKS = 5 HOURS PER TERM	Learning Outcome 2: Social Development AS3: Discusses effects of gender stereotyping, sexism and abuse on personal and social relationships AS5: Discusses the dignity of the person in a variety of religions in South Africa	LO1 AS4 – Strategies to deal with abuse		Context: Religious views on personal dignity: Understanding of notion of dignity from ones religion & in others – value of a person in relation to equality for all	Calendars Diaries Posters Literature on religion	<u>Forms</u> Investigation / Research Case study Project Discussion Oral Presentations Test <u>Methods</u> Teacher Group <u>Tools</u> Memorandum Observation sheet Rubric /Checklist	Group work/pairs/individual Pairs/ groupwork Pairs/group work Questions/Answers
LO 3: AS 5 & 6	Learning			Context: Self	Posters	<u>Forms</u>	Group work

SELF MANAGEMENT & PROBLEM SOLVING SKILLS 2.5 WEEKS = 5 HOURS PER TERM	Outcome 3: Personal Development AS5: Explains what has been learned by reflecting on an experience related to self-management skills AS6: Describes and selects a range of problem-solving skills for different contexts			management & problem solving skills: Identify experience where a learner has practiced self-management skills	Magazines Wall-charts Story books/pamphlets	Drawings Demonstrations Discussion Oral responses Scenario/case study <u>Methods</u> Teacher Group Self Peer <u>Tools</u> Rubric Observation Sheets Checklist	Questions/Answers Pairs
LO 4: ASI TARGET GAMES 3 WEEKS = 6 HOURS PER TERM							

DURATION	TERM 3 – 10 weeks	LOs & ASs	INTEGRATION WITHIN	INTEGRATION ACROSS	CONTENT IN CONTEXT	RESOURCES	ASS FORM METHODS & TOOLS	TEACHING & LEARNING STRATEGIES
	LO 3: AS 2 & AS4 SELF –	Learning Outcome 3:			Context: Self – knowledge:	Videos, Magazines	<u>Form</u> Role play	Group work/pairs/individual

	<p>KNOWLEDGE</p> <p>2.5 WEEKS = 5 HOURS PER TERM</p>	<p>Personal Development</p> <p>AS2: Explains how to respond to peer pressure in different situations</p> <p>AS4: Demonstrate peace keeping & mediation skills in different conflict situations</p>			<p>Meaning of peer pressure</p> <p>Instances of peer pressure eg mix- it, entertainment activities, gang starism, etc</p> <p>Decision making skills in adherence to family values & personal goals</p> <p>Examples of conflict resolutions in line with the SA constitution using mediation skills</p>	<p>Posters</p> <p>Human resource</p> <p>Media</p>	<p>Scenario/ case study</p> <p>Discussion</p> <p>Written task</p> <p><u>Method</u></p> <p>Teacher, Peer, Group</p> <p><u>Tools</u></p> <p>Observation sheet</p> <p>Memo</p>	<p>Pairs/ groupwork</p> <p>Pairs/group work</p> <p>Questions/Answers</p>
	<p>LO 2: AS3 & 4 INTERPERSONAL ISSUES</p> <p>2.5 WEEKS = 5 HOURS PER TERM</p>	<p>Learning Outcome 2: Social Development</p> <p>AS3: Discusses effects of gender stereotyping, sexism and abuse on personal and social relationships.</p> <p>AS4: Interprets the meaning and personal and social significance of important stages in the individual's life in a variety of cultures</p>			<p>Context: Interpersonal Issues</p> <p>Identify & discuss effects of the concepts how they affect personal & social relationships</p> <p>Important stages in the individual based on ones culture</p>	<p>Human resource</p> <p>Magazines</p> <p>Library</p> <p>Videos</p> <p>Media</p>	<p><u>Form</u></p> <p>Scenario/ Case study</p> <p>Role play</p> <p>Design & make</p> <p>Discussion</p> <p>Written task</p> <p><u>Method</u></p> <p>Teacher, Peer, Group</p> <p><u>Tools</u></p> <p>Rubric</p> <p>Observation sheet</p> <p>Memo</p>	<p>Group work/pairs/individual</p> <p>Pairs/ groupwork</p> <p>Pairs/group work</p> <p>Questions/Answers</p>
	<p>LO 1: AS 3 COMMUNICABLE DISEASES</p>	<p>Learning Outcome 1: Health</p>			<p>Context: Communicable diseases:</p>	<p>SA</p> <p>Constitution</p> <p>Magazines</p>	<p><u>Form</u></p> <p>Role play</p> <p>Scenario Case study</p>	<p>Group work</p> <p>Questions/Answers</p> <p>Pairs</p>

	1.5 WEEKS = 3 HOURS PER TERM	Promotion AS3: Explains causes of communicable diseases (including HIV/AIDS) and available cures, and evaluates prevention strategies, in relation to community norms and personal values			Define communicable diseases Identify & explain diseases in their community & their causes, cures/management skills and then evaluate prevention strategies based in their norms & values	Posters Community health centres Media	Research Discussion Written task <u>Method</u> Teacher, Peer, Group <u>Tools</u> Observation sheet Memo Rubric	
	LO 4: AS 2 & 4 BODY MOVEMENT 3 WEEKS = 6 HOURS PER TERM							
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
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² Out of the 40 weeks for the year 4 weeks is allocated for extra – curricular activities and administrative work

	LO 4: AS5 WATER SAFETY 4 hours							
	LO 3: AS 1, 3 & 4 POSITIVE SELF – CONCEPT = 3 hours 3 hours	REVISION & CONSOLIDATION	REVISION & CONSOLIDATION	REVISION & CONSOLIDATION	REVISION & CONSOLIDATION	REVISION & CONSOLIDATION	REVISION & CONSOLIDATION	REVISION & CONSOLIDATION
	LO 3: AS 5 & 6 SELF MANAGEMENT & PROBLEM SOLVING SKILLS= 3 hours	REVISION & CONSOLIDATION	REVISION & CONSOLIDATION	REVISION & CONSOLIDATION	REVISION & CONSOLIDATION	REVISION & CONSOLIDATION	REVISION & CONSOLIDATION	REVISION & CONSOLIDATION
	LO 2: AS3 & 4 INTERPERSONAL ISSUES= 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