

# LIFE ORIENTATION WORK SCHEDULE: SENIOR PHASE

## GRADE 8: WORK SCHEDULE EXEMPLAR<sup>1</sup>

TERM 1 – 10 WEEKS = 20 HOURS	Los & ASs	INTERGRATION		CONTENT IN CONTEXT	RESOURCES	ASS FORM METHODS & TOOLS	TEACHING & LEARNING STRATEGIES
		INTEGRATIO N WITHIN	INTEGRATION ACROSS				
	LO3 AS1,3,4: Positive Self- concept	LO4 AS3		<p>Context: Positive Self-Concept  <b>CONCEPTS:</b> Self concept, self-esteem, self- motivation, self awareness                      Factors influencing self esteem, socio economic status, physical appearance, peer pressure, emotional and mental factors                      Factors affecting self motivation                      Positive and negative rewards, punishment ,affirmation, intrinsic and extrinsic motivation, self actualization                      Consider role of peers and teachers in self-concept formation                      Concepts; Depression, crisis, trauma                      Causes and prevention                      Coping strategies                      Understand and know the symptoms of all the above                      Types of relationships                      How to initiate, sustain and end a relationship</p>	Posters Wall charts Human resources- positive role models Textbooks &libraries Autobiography	<p><b><u>Form</u></b>                      Design and make Assignment                      Scenario                      Debates                      Role-play  <b><u>Method</u></b>                      Teacher  <b><u>Tool</u></b>                      Rubric</p> <p><b><u>Form</u></b>                      Assignment  <b><u>Method</u></b>                      Teacher  <b><u>Tool</u></b>                      Rubric  <b><u>Form</u></b>                      Project                      Debate  <b><u>Method</u></b>                      Teacher  <b><u>Tool</u></b>                      Rubric</p>	

<sup>1</sup> Each Assessment standard can be addressed according to the relevant calendar event

						Checklist	
	LO1 AS3,4: Positive Living	LO2 AS3		Context: Positive Living Nutrition; Balanced Diet Physical Exercise Abstinence from drugs and sex are precautionary measures <b>Show how the above can prevent diseases.</b>		<b>Form</b> Design and make (Collage on balanced diet, Physical, exercise) Practical demonstrations <b>Method</b> Teacher Learner <b>Tool</b> Rubric Checklists Observation sheet	
	LO2 AS1,2: Human Rights	LO3 AS6		Context: Human Rights- Prior knowledge .Refer to Gr.7 Violations scenario How to access help and information as a counter strategy Identify a local problem and the extent to which it affects learners e.g. sheebens that sell liquor to learners during school hours. Apply democratic processes to address this problem within the school community e.g. LRC SMT SGB Local Councilors etc.		<b>Form</b> Case-study Assignment <b>Method</b> Teacher <b>Tool</b> Rubric <b>Form</b> Project Assignment <b>Method</b> Teacher <b>Tool</b> Rubric	
	LO4 AS2,3: Physical Wellness	LO1 AS3 LO3 AS1		Context: Physical Wellness Refine techniques acquired grade 7. 3 different rotation, balance and elevation movements and sequence them. e.g. Javelin throwing Discus throwing Shot put throwing Concepts: Cardiovascular endurance Muscle strength Stamina Examples (4 of each) Advantages and disadvantages of a		<b>Form</b> Written report Practical demonstration <b>Method</b> Teacher <b>Tool</b> Rubric Observation sheet <b>Form</b> Written task Practical demonstration <b>Method</b> Teacher Learner	

				fitness programme. Recording of progress ( give time frames)		Self <b><u>Tool</u></b> Rubric Observation sheet	
	LO4 AS5: Athletics & Sport	LO2 AS1		Context: Athletics & Sport Concepts: gender equity, stereotypes, bias, prejudice. Bill of rights Laws and policies Role of sponsors Role of media in a variety of sport and athletic activities How to promote gender equity at school, and other contexts.		<b><u>Form</u></b> Investigation <b><u>Method</u></b> Teacher <b><u>Tool</u></b> Rubric Observation sheet	

TERM 2 = 10 weeks	Los & ASs	INTEGRATION WITHIN	INTEGRATION ACROSS	CONTENT IN CONTEXT	RESOURCES	ASS FORM METHODS & TOOLS	TEACHING & LEARNING STRATEGIES
	LO5 AS1,2,3: Careers	LO3 AS1		Identify different careers and Different career clusters. Link LAs with FET subjects and career clusters Factors influencing career and study choices e.g. term of study, personality, ability, strengths, opportunities, socio - economic factors. Different fields of study. Relate the information from previous assessment standard to your own interests and abilities		<b><u>Form</u></b> Investigation/ Research <b><u>Method</u></b> Teacher Learner <b><u>Tool</u></b> Rubric <b><u>Form</u></b> Assignment <b><u>Method</u></b> Teacher	

				Do self assessment using Joharis window and peer inputs .Relate the evaluation to careers and study choices.		Self <b><u>Tool</u></b> Rubric	
	LO3 AS2,5: Decision-making	LO1 AS4 LO4 AS3		Types of relationships_ Family, Peer, Community, citizenship, friendship, Intimate relationship Types of behavior in relationships  Concepts: stress Causes, prevention and, coping strategies		<b><u>Form</u></b> Role-play Reflective dialogue Practical demonstration Drama <b><u>Method</u></b> Teacher Learner <b><u>Tool</u></b> Checklist Observation sheet  <b><u>Form</u></b> Design and make <b><u>Method</u></b> Teacher <b><u>Tool</u></b> Rubric	
	LO2 AS4,5: SOCIAL TRANSFORMATION & DEVELOPMENT	LO3 AS2		Causative factors Multi-culturalism OVERRATING of democracy and Media influence Dress code Virginity testing Teenage pregnancy Relationships Respect for elders. What are the cultural norms and values in relation to the above?  Youth for Christ Friends for life YMCA		<b><u>Form</u></b> Debate Project Assignment <b><u>Method</u></b> Teacher <b><u>Tool</u></b> Rubric Observation sheet	

				Salvation Army Projects-Soup kitchens, education centers, Bursaries. How do the above contribute towards social development?		<b><u>Form</u></b> Project Assignment <b><u>Method</u></b> Teacher <b><u>Tool</u></b> Rubric	
	LO4 AS4 & 5: Games & Team Sport	LO2 AS1		Concept target games. Examples softball and base ball Rules Safety measures Equipment Design own game.		<b><u>Form</u></b> Design and make Practical demonstration. <b><u>Method</u></b> Teacher Group <b><u>Tool</u></b> Rubric Observation sheet	
	LO1 AS1,2 3: Healthy Lifestyle	LO4 AS3		Environmental Health Issues Pollution of water, air, sanitation and garbage Protection against veld fires, felling of trees Application of laws and policies Revisit one of the environmental issues done in Gr.7 and plan an action on how to address it.  Causes of common diseases Types of common diseases e.g. TB and socio-economic factors could be over crowdedness in slum areas and poverty. Diabetes can be caused by over indulgence or excessive consumption of certain foods Hypertension HIV/AIDS Why do these occur and how are they related to socio-economic factors?  Nutrition; Balanced Diet		<b><u>Form</u></b> Action research <b><u>Method</u></b> Teacher <b><u>Tool</u></b> <b><u>Rubric</u></b> <b><u>Form</u></b> Case study Projects Assignment <b><u>Method</u></b> Teacher <b><u>Tool</u></b> <b><u>Rubric</u></b> <b><u>Form</u></b> Design and make (Collage on balanced diet, Physical, exercise) Practical demonstrations <b><u>Method</u></b>	

				Physical Exercise Abstinence from drugs and sex are precautionary measures Show how the above can prevent diseases.		Teacher Learner <b>Tool</b> Rubric Checklists Observation sheet	
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TERM 3 – 10 weeks	LOs & ASs		INTEGRATION ACROSS	CONTENT IN CONTEXT	RESOURCES	ASS FORM METHODS & TOOLS	TEACHING & LEARNING STRATEGIES
	LO3 AS6: Problem Solving Skills	LO2 AS2		Steps in problem solving Gr.7 Identify a personal context and apply steps in problem solving e.g. conflict with parents ,teachers or peers		<b>Form</b> Design and make Oral Presentation <b>Method</b> Teacher <b>Tool</b> Rubric Checklist	
	LO1 AS4 & 5: Health & Safety	LO3 AS6		Examples of health and safety issues e.g. Violence to people, to property and domestic violence  Carrying and use of dangerous weapons at school, home and community e.g. gangsterism ,political & faction fights Drugs and drug abuse <b>ALTERNATIVES</b> Neighbourhood watch Community policing <b>Constructive engagement of youth in sport, cultural activities, and volunteerism in community projects as counter strategies.</b>		<b>Forms</b> Practical demonstration (Role-play) Action-Research <b>Method:</b> Teacher Learner <b>Tools</b> Observation sheets <b>Rubrics</b>	

	LO2 AS3: Nation-building	LO3 AS2		Volunteering e.g. environmental project being involved in clean-up campaigns and community gardens Community projects like caring for the sick Assisting child headed families as nation building activities.		<b><u>Form</u></b> Project Assignment <b><u>Method</u></b> Teacher <b><u>Tool</u></b> Rubric	
	LO4 AS1: Outdoor Adventure\ Recreation	LO3 AS3		What an outdoor activity is. Examples: Orienteering and mountain climbing Hiking , biking& cross-country. Consider safety issues Map reading Team building		<b><u>Form</u></b> Written report Practical demonstration <b><u>Method</u></b> Teacher Group <b><u>Tool</u></b> Rubric Observation sheet	
	LO5 AS2,5: Workplace and Self-Management	LO3 AS1		Relate the information from previous assessment standard to your own interests and abilities  FET providers What courses and skills are offered Length, cost, financial, implications- accommodation etc.		<b><u>Form</u></b> Investigation/ research <b><u>Method</u></b> Teacher Learner <b><u>Tool</u></b> Rubric  <b><u>Form</u></b> Project <b><u>Method</u></b> Teacher <b><u>Tool</u></b> Rubric	

TERM 4 – 6 weeks <sup>2</sup> = 12 hours	LOs & ASs	INTEGRATION WITHIN	INTEGRATION ACROSS	CONTENT IN CONTEXT	RESOURCES	ASS FORM METHODS & TOOLS	TEACHING & LEARNING STRATEGIES
LO 4: AS5 WATER SAFETY 4 hours							
LO 3: AS 1, 3 & 4 POSITIVE SELF – CONCEPT = 3 hours 3 hours	<b>REVISION &amp; CONSOLIDATION</b>	<b>REVISION &amp; CONSOLIDATION</b>	<b>REVISION &amp; CONSOLIDATION</b>	<b>REVISION &amp; CONSOLIDATION</b>	<b>REVISION &amp; CONSOLIDATION</b>	<b>REVISION &amp; CONSOLIDATION</b>	<b>REVISION &amp; CONSOLIDATION</b>
LO 3: AS 5 & 6 SELF MANAGEMENT & PROBLEM SOLVING SKILLS= 3 hours	<b>REVISION &amp; CONSOLIDATION</b>	<b>REVISION &amp; CONSOLIDATION</b>	<b>REVISION &amp; CONSOLIDATION</b>	<b>REVISION &amp; CONSOLIDATION</b>	<b>REVISION &amp; CONSOLIDATION</b>	<b>REVISION &amp; CONSOLIDATION</b>	<b>REVISION &amp; CONSOLIDATION</b>
LO 2: AS3 & 4 INTERPERSONAL ISSUES= 2 hours	<b>REVISION &amp; CONSOLIDATION</b>	<b>REVISION &amp; CONSOLIDATION</b>	<b>REVISION &amp; CONSOLIDATION</b>	<b>REVISION &amp; CONSOLIDATION</b>	<b>REVISION &amp; CONSOLIDATION</b>	<b>REVISION &amp; CONSOLIDATION</b>	<b>REVISION &amp; CONSOLIDATION</b>

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