



**Revised
National Curriculum
Statement Grades R-9
(Schools)**

**Teacher's Guide for the
Development of Learning
Programmes Policy Guidelines**

Life Orientation



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This document must be read as part of the
Revised National Curriculum Statement Grades R-9 (Schools).

The Revised National Curriculum Statement Grades R-9 (Schools) includes:

1. An Overview
2. Eight Learning Area Statements:
 - Languages
 - Mathematics
 - Natural Sciences
 - Social Sciences
 - Arts and Culture
 - Life Orientation
 - Economic and Management Sciences
 - Technology

FOREWORD

The majority of South African teachers have grappled with an education system that has been in the throes of rapid transformation sparked by the student cohort of 1976. Throughout the 1980's, education served as one of the focal areas that characterised resistance to the injustices of apartheid.

The 1990's, and the advent of change characterised by negotiations, saw the education system enter the current period where changes in education reflected systematic initiatives, research-based programmes and policy-driven, large-scale transformation. Teachers are now challenged to exert their professional judgment, curriculum expertise, teaching prowess and management skills in the interest of learners, schools, communities and the nation.

We are convinced that teachers implementing Curriculum 2005 have gained skills, experience, knowledge and techniques that have provided them with a base for engaging with the Revised National Curriculum Statement Grades R-9 (Schools). This Teacher's Guide for the Development of Learning Programmes builds on and enhances that base.

The Revised National Curriculum Statement Grades R-9 (Schools) will be implemented in schools by means of Learning Programmes. Learning Programmes are structured and systematic arrangements of activities that promote the attainment of Learning Outcomes and Assessment Standards for the phase. Learning Programmes ensure that all Learning Outcomes and Assessment Standards are effectively pursued and that each Learning Area is allocated its prescribed time and emphasis. Learning Programmes are based on relationships amongst outcomes and Assessment Standards without compromising the integrity of Learning Areas.

These Guidelines have been produced as a support mechanism to teachers. Over time, teachers will enhance their capacity to develop their own Learning Programmes. These Learning Programmes will take cognisance of the diverse learning contexts, availability of resources, different learning styles, multiple intelligences of learners and the barriers learners may experience.

These Guidelines are geared to assist teachers in accommodating Learning Outcomes and Assessment Standards that are prescribed, yet create space and possibilities for the use of judgments and insights based on particular contexts and a diverse learner population. As insights that are informed by practice, research and refinement, emerge from these Guidelines, it is anticipated that over a period of time teachers will develop as curriculum leaders. The majority of teachers within the apartheid education system were not encouraged to be creative, imaginative and lead curriculum development and design. They were controlled followers and were forced to practise through prescription. As a consequence, many teachers were not participants in the exciting process of curriculum development.

The development of these Guidelines was rooted within the framework of the Revised National Curriculum Statement Grades R-9 (Schools). Therefore, it is expected that these Guidelines should be read within a sound understanding of the Revised National Curriculum Statement Grades R-9 (Schools).

Teachers, schools management teams, departmental officials, teacher unions, non-governmental organisations, community-based organisations and service providers are invited to use these Guidelines not as a doctrine but as an enabling mechanism that will contribute to the delivery of quality, life-long learning.



T.D. Mseleku
Director-General: Education

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SECTION 1

GUIDELINES FOR THE DEVELOPMENT OF LEARNING PROGRAMMES

1.1 INTRODUCTION

Curriculum and teacher development theories and practices in recent times have focused on the role of teachers and specialists in the development and implementation of effective teaching, learning and assessment practices and materials. In the Revised National Curriculum Statement Grades R-9 (Schools) (RNCS), mention was made of policy guidelines for Learning Programmes (RNCS, Overview, p.16). It has been agreed that these will now be called Teacher's Guide for the Development of Learning Programmes. As stated in the RNCS, the curriculum is to be implemented in schools by means of Learning Programmes. Teachers are encouraged to develop and implement their own Learning Programmes, and this should happen within the policy framework provided in the RNCS. This Teacher's Guide for the Development of Learning Programmes (hereafter called 'these Guidelines') have been developed to support teachers to do so.

Although this document is primarily written for **teachers** who have to develop their own Learning Programmes, cognisance is taken of the fact that other Learning Programme developers will also use these Guidelines.

1.2 PURPOSE OF THE TEACHER'S GUIDE FOR THE DEVELOPMENT OF LEARNING PROGRAMMES

These policy Guidelines have been developed at national level (with provincial participation) to assure that teaching, learning and assessment practices are developed effectively so that learners can achieve the Learning Outcomes as set out in the RNCS.

The purposes of these Guidelines are to guide teachers in the development of a Learning programme by:

- providing Guidelines to teachers on *how to* develop a Learning Programme;
- providing the *essential features and underlying principles* of a Learning Programme;
- promoting and encouraging adherence to the RNCS and support for its implementation; and
- providing a framework for teacher development and training.

These Guidelines are intended to be implemented in conjunction with other policies that promote and support education transformation so that the Critical and Developmental Outcomes, which underpin teaching and learning across the South African school curriculum, are attained. For example, the *White Paper 6: Special Needs Education – Building an Inclusive Education and Training System* needs to be read to provide background information on issues related to barriers to learning, as these have crucial impact on what happens in the classroom. The *Assessment Guidelines for Inclusive Education* document stresses the need for alternative teaching and assessment strategies, and provides recommendations on how to overcome barriers to learning. Addressing barriers to learning is an important responsibility of teachers when developing Learning Programmes.

These Guidelines also need to be read together with the RNCS. The RNCS contains Learning Area Statements for each Learning Area that spell out the Learning Outcomes (LOs) and Assessment Standards (AS) per grade and the Overview.

1.3 DEFINITIONS

The RNCS indicates that LEARNING PROGRAMMES should be organised as follows:

- Planning for the whole phase. This is called a **Learning Programme**.
- Planning for a year and grade within a phase. This is called a **Work Schedule**.
- Planning for groups of linked activities or single activities. These are called **Lesson Plans**.

1.3.1 Learning Programme

A **Learning Programme** is a *phase-long plan* that provides a framework for planning, organising and managing classroom practice for each phase. It specifies the scope for teaching, learning and assessment for the phase and is a “structured and systematic arrangement of activities that promote the attainment of Learning Outcomes and Assessment Standards for the Phase” (RNCS Overview, 2002). A Learning Programme is a tool for ensuring that the Learning Outcomes for each Learning Area are effectively and comprehensively attended to in a sequential and balanced way across the phase.

The Learning Programme thus interprets and sequences the Learning Outcomes and Assessment Standards as spelt out in the RNCS into planned teaching, learning and assessment activities for a phase. It spells out what core knowledge and concepts will be used in attaining the Learning Outcomes for the phase. It plans for how different contexts and local realities, like the needs of the community, school and learners, will be considered.

The Learning Programme also considers how integration within and across Learning Areas will happen, as well as what resources are available and needed to deliver teaching and learning activities.

A Learning Programme will in turn, be translated into yearlong, grade specific *Work Schedules* and shorter activity-long *Lesson Plans*.

1.3.2 Work Schedule

A **Work Schedule** is a *yearlong programme* that shows how teaching, learning and assessment will be sequenced and paced in a *particular grade*. It is a delivery tool, a means of working towards the achievement of the Learning Outcomes specified in the Learning Programme, and incorporates the Assessment Standards that will be achieved in that grade.

1.3.3 Lesson Plan

A **Lesson Plan** is the next level of planning and is drawn directly from the Work Schedule. It describes concretely and in detail teaching, learning and assessment activities that are “to be implemented in any given period[of time]” (RNCS Overview, 2002). A Lesson Plan could range

in duration from a single activity to a term's teaching, learning and assessment and, in terms of actual time, may last from a day to a week or a month. It includes *HOW* (i.e. teaching style, approach and methodology) teaching, learning and assessment activities are to be managed in the classroom.

1.4 THE PURPOSE OF A LEARNING PROGRAMME, WORK SCHEDULE AND LESSON PLAN

Learning Programmes, Work Schedules and Lesson Plans represent different stages of planning. While the team of teachers that teach in a phase develops a Learning Programme, the teachers of a particular grade within a phase develop a Work Schedule from the Learning Programme. The class/Learning Area teacher, in turn, develops the Lesson Plans for his/her class. At each level of planning more detail is added to that of the previous level as is described below. Quite apart from the detail shown at each stage, the whole process is informed (at each level) by the same and very important factors described in 1.5.

1.4.1 From the RNCS to the Learning Programme

A Learning Programme translates the RNCS into phase-long plans that detail (at a minimum):

- The sequencing of Learning Outcomes and Assessment Standards across the phase to ensure a coherent teaching, learning and assessment programme;
- The core knowledge and concepts or knowledge foci selected to be used to attain the Learning Outcomes;
- The context that ensures that teaching and learning is appropriate to the needs that exist in the community, school and classroom; and
- The time allocation and weighting given to the different Learning Outcomes and Assessment standards in the phase.

When developing the Learning Programme teachers also need to *consider*:

- how integration within and across the Learning Areas will happen;
- the resources needed and those to be used when determining the teaching, learning and assessment activities; and
- any special or national events likely to be included in the school calendar.

These considerations are taken to more depth and given much more detail when planning the Work Schedule and Lesson Plans.

A team planning approach will promote coherence, integration and cohesion in the Learning Programme for the phase. Such an approach also provides for a framework for the development and effective use of Learning and Teaching Support Materials.

1.4.2 From the Learning Programme to the Work Schedule

A Work Schedule provides the teachers in a grade with a yearlong programme based on the Learning Programme. It develops on the sequencing, context, and core knowledge and concepts choices made at Learning Programme level. The teachers responsible for the Learning Programme for a particular grade within a phase will produce the Work Schedule for their grade

group by drawing on the Learning Programme for that phase.

In addition to the detail already provided in the Learning Programme, teachers will in developing the Work Schedule, plan:

- The assessment programme for the year. They will need to ensure a spread of different assessment forms across the year in keeping with the assessment guidelines for each Learning Area;
- The use of resources needed; and
- Integration within and across Learning Areas.

1.4.3 From the Work Schedule to the Lesson Plan

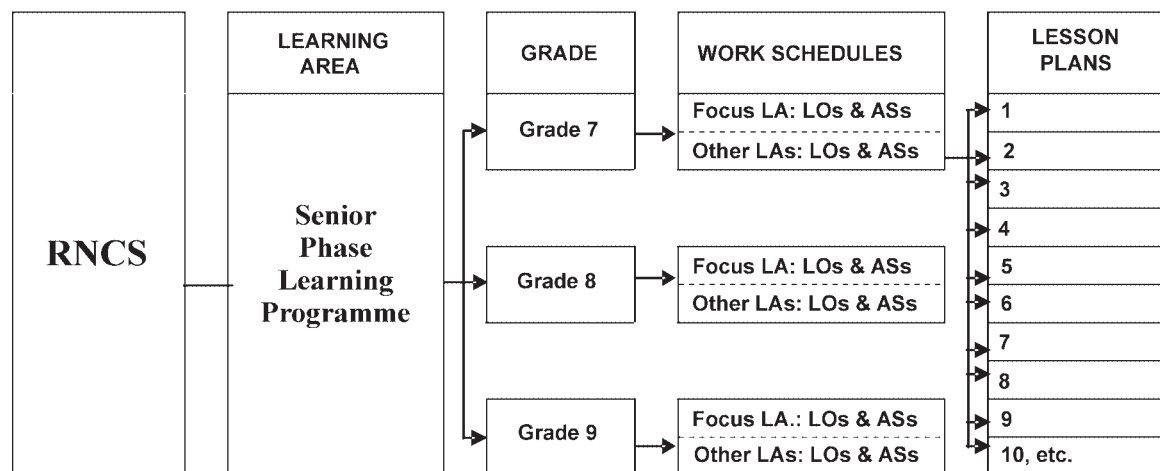
The Lesson Plan provides detailed structure for teaching, learning and assessment activities. It could range from a single lesson to a few months of activities. It provides the day-to-day details for teaching, learning and assessment. It also enables, for example, events of major importance internationally, nationally or locally, to be incorporated in the curriculum in a structured, yet flexible way. The World Summit on Sustainable Development held in Johannesburg in 2002, national commemoration and holidays, and other examples are opportunities around which a Lesson Plan could be built. The Lesson Plans are designed to ensure opportunities for learners to achieve the Learning Outcomes and Assessment Standards of that Learning Area.

The following elements should be contained in the Lesson Plan:

- Those elements already determined in the Learning Programme and Work Schedule, namely:
 - ▶ The Learning Outcomes and Assessment Standards,
 - ▶ The context and/or core knowledge and concepts selections for the lesson,
 - ▶ The assessment tasks to be used in the lesson,
 - ▶ The resources needed for the lessons, and
 - ▶ Integration opportunities;
- The actual dates over which the Lesson Plan will stretch;
- Conceptual links to previous and future Lesson Plans;
- Details and sequencing of the teaching, learning and assessment activities that will make up the Lesson Plan;
- Any particular teaching approach and method to be used; and
- Special and important notes regarding the needs of the learners in the class for whom the teacher is preparing the Lesson Plan.

Individual teachers will prepare their own Lesson Plans to support teaching, learning and assessment in their particular classrooms.

The figure below indicates the relationship among the three different stages of planning.

Figure 1: Relationship among the three different stages of planning.

NOTE: In the above diagram Lesson Plans are only indicated for Grade 7, but would also appear alongside Grades 8 and 9 in the final column when the Learning Programme has been planned in its entirety.

1.5 ISSUES TO BE CONSIDERED WHEN DEVELOPING LEARNING PROGRAMMES, WORK SCHEDULES AND LESSON PLANS

The aim of a Learning Programme is to design and sequence teaching, learning and assessment activities that will result in meaningful and relevant learning. Teachers need to find ways of making the planning process a manageable one, so that the process of planning is facilitative rather than being a tedious task. For example, there is not much point in rewriting Learning Outcomes and Assessment Standards each time an activity is developed. Numbering the Assessment Standards and then referring to the numbered Assessment Standards may be easier.

To achieve the aim of Learning Programmes, Work Schedules and Lesson Plans, the following aspects have to be considered during planning:

1.5.1 Philosophy and Policy

- The RNCS is an embodiment of the nation's social values, and its expectations of roles, rights and responsibilities of the democratic South African citizen as expressed in the Constitution. Full discussion on this section is not included here as it is required that teachers read the RNCS for the discussion and detail on the philosophy and policy underpinning the RNCS.
- Outcomes-based education (OBE) philosophy and practice with the Critical and Developmental Outcomes is the underlying educational philosophy.
- Other national and local policies also impact on effective delivery.

1.5.2 Principles Underpinning the Curriculum

The RNCS is underpinned by principles that are crucial for working towards the aims of the education system. These are, amongst others:

- Social Justice
- a Healthy Environment
- Human Rights
- Inclusivity

In simple terms **social justice** refers to one's responsibility to care for others to the common good of society. Social justice serves to remind all humanity (government and civil society) that the needs of all individuals and societies should be met within the constraints imposed by the biosphere, and that all should have equal opportunity to improve their living conditions.

A **healthy environment** cannot be attained independent of people, their lifestyles and choices, their rights and social justice. Environment includes the social, political, economic and biophysical dimensions of all life and life-support systems (air, water and soil).

Human rights and their infringement are grounded in the daily experiences of people within their local environments. They are an inextricable part of our lives – so much so that we often take for granted the protection they offer us.

Inclusivity deals with a number of social justice and human rights issues, and at the same time taps into the rich diversity of our learners and communities for effective and meaningful decision-making and functioning for a healthy environment. Schools are encouraged to create cultures and practices that ensure the full participation of all learners irrespective of their cultures, race, language, economic background and ability. All learners come with their own experiences, interests, strengths and barriers to learning which need to be accommodated.

In developing Learning Programmes, educators and other curriculum developers will need to pay attention to these principles and to find ways of developing teaching, learning and assessment activities and providing Learning and Teaching Support Materials that offer learners opportunities to explore these principles.

1.5.3. Time Allocation and Weighting

- The RNCS overview document details the time allocated to each Learning Area in both the Intermediate and Senior phases, and to Learning Programmes in the Foundation Phase.
- These Guidelines also make recommendations with respect to how Learning Outcomes should be weighted with respect to each other.

To be able to develop Learning Programmes, teachers need to be aware of these allocations and weightings, as well as how these translate into hours and periods in the school(s) for which they are developing the Learning Programme.

1.5.4 Integration

Integrated learning is central to outcomes-based education. The historically fragmented nature of knowledge can be overcome if attention is paid to relevant integration both within Learning Areas, and across Learning Areas.

Teachers need to have a clear understanding of the role of integration within their Learning Programmes. The key, however, is the balance to be struck between integration and conceptual progression. That is, integration must support conceptual development rather than being introduced for its own sake. Teachers must therefore be aware of and look for opportunities for integration both within and across Learning Areas.

1.5.5 Resources

Different Learning Areas, and in turn different Learning Programmes, will rely on different resources for their success. Teachers will have to be familiar with the resources needed and the resources available as they develop their programmes. Care should be taken not to develop Learning Programmes where lack of access to resources will discriminate against learners. Teachers must also be sensitive to the limitations of learners who experience barriers to learning and how their progress may be affected by availability of resources.

1.5.6 Inclusivity and Barriers to Learning

The RNCS assumes an inclusive approach to teaching, learning and assessment. Learning Programmes need to address any barriers that learners for whom the programme is being developed may experience. Teachers need to be aware of the social, emotional, physical and other needs of the learners as they develop their Learning Programmes. For ensuring that matters of Inclusivity are addressed, teachers need to consider any particular barriers to learning and/or assessment that exist in different Learning Areas and make provision for these when developing Learning Programmes.

1.5.7 Differences between Learning Areas and Learning Area Statements

While each of the Learning Area Statements has been developed according to the same framework and philosophy, careful examination will show that subtle differences exist between them. These differences are a natural consequence of the peculiarities of each of the Learning Areas. The implication of the differences between Learning Areas and Learning Area Statements for Learning Programme, Work Schedule and Lesson Plan development is that such development in each Learning Area will have to take note of these peculiarities. Furthermore, as teachers in one Learning Area look for integration opportunities with other Learning Areas, they should be aware of the peculiarities of those other Learning Areas.

Some of the most striking differences are the following:

Natural Sciences has a separate chapter (chapter 5) in the Learning Area Statement that lists “Core Knowledge and Concepts” – these provide the context in which at least 70% of teaching, learning and assessment should take place, the other 30% can come from local contexts. The Core Knowledge and Concepts are presented by phase and organised into four main content areas or knowledge strands:

- *Life and Living*
 - ▶ Living Processes and Healthy Living
 - ▶ Interactions in Environments
 - ▶ Biodiversity, Change and Continuity
- *Energy and Change*
 - ▶ Energy Transfers and Systems
 - ▶ Energy and Development in South Africa

- *Planet Earth and Beyond*
 - ▶ Our Place in Space
 - ▶ Atmosphere and Weather
 - ▶ The Changing Earth
- *Matter and Materials*
 - ▶ Properties and Uses of Materials
 - ▶ Structures, Reactions and Changes of Materials

Technology does not have a separate chapter listing knowledge focus or contexts, but Learning Outcome 2 (Technological Knowledge and Understanding) identifies three core knowledge areas for the Learning Area and organises the Assessment Standards for the Learning Outcome accordingly:

- *Structures*
- *Processing*
- *Systems and Control*

It should also be noted that **Natural Sciences** and **Technology** have the same Learning Outcome 3 (Technology: Technology, Society and the Environment, and Natural Sciences: Science, Society and the Environment). This is a deliberate design feature of these two Learning Areas intended to facilitate integration between the Learning Areas, both short-term integration as well as the combining of the Learning Areas into one Learning Programme in the Intermediate Phase.

Social Sciences has a separate chapter (chapter 5) in the Learning Area Statement that lists the “Knowledge Focus Framework.” This is grade-by-grade specific and provides knowledge/topics for both History and Geography.

While **Arts and Culture** also does not have a separate chapter on knowledge, the Assessment Standards for each Learning Outcome are classified under the following “art forms”:

- *Dance*
- *Drama*
- *Music*
- *Visual Arts*
- *Composite*—only for some Learning Outcomes and only in some Grades

The Arts and Culture Learning Area Statement lists, furthermore, on pages 7 and 8 organising principles for each grade in each phase and for each Learning Outcome in each grade, a further organising principle for the Assessment Standards.

Languages do not have a list of knowledge contexts in the same way that some of the Learning Areas already mentioned do. However, lists of *recommended texts* are provided by grade in Chapters 2, 3 and 4 of the Learning Area Statement.

1.5.8 Clustering of Assessment Standards

Teachers, when planning assessment activities, recording learner performance and reporting on learner progress will look to the Assessment Standards for descriptions of the level at which learners should demonstrate their achievement of the various Learning Outcomes. Having selected the Learning Outcomes and when planning teaching, learning and assessment, teachers may find that certain Assessment Standards can be grouped or **clustered** together quite naturally.

In **some Learning Areas** (certainly not all), it would not be practical to teach to each and every Assessment Standard for each Learning Outcome. Firstly, the Assessment Standards in those Learning Areas do not stand alone, and secondly, there are simply too many Assessment Standards per Learning Outcome for the teacher to be able to deal with them individually. In such cases, the teacher on examining the Assessment Standards, may realise that they group quite naturally into **clusters** of Assessment Standards. These clusters can in turn be used for planning.

For example, in Mathematics in the Intermediate Phase, there are some eleven Assessment Standards for Learning Outcome 1 (Numbers, Operations and Relationships). An examination of these Assessment Standards suggests that they can quite naturally be organised into the following Assessment Standards clusters:

- Recognising, classifying and representing numbers
- Applications of numbers to problems
- Calculation types involving numbers
- Properties of numbers

The Mathematics Learning Area statement neither clusters nor suggests clustering. While the Mathematics Guideline does suggest clustering and even recommends possible clusters, it is up to the teacher to decide whether or not to cluster the Assessment Standards.

While the clustering of Assessment Standards is something that teachers may choose to do, the following should be noted when clustering Assessment Standards:

- Clustering of Assessment Standards should not occur across Learning Outcomes. Recording and reporting needs to be against Learning Outcomes and the selected Assessment Standards. Clustering Assessment Standards across Learning Outcomes would make reporting and recording impossible.
- Learning Outcomes are never clustered. While we may develop Lesson Plans with more than one Learning Outcome, we would consider this to be an example of integration and not clustering.
- When clustering Assessment Standards, it is not allowed that *new* Assessment Standards are written as a result of the clustering.
- While clustering of Assessment Standards is possible for planning the teaching, learning and assessment activities, teachers record learner performance against the individual Assessment Standards in that cluster.

Guidelines on how to deal with the Learning Outcomes and Assessment Standards of each Learning Area are provided in the Learning Area specific section of each Learning Area's Guideline.

1.6 DEVELOPMENT PROCESS

While the development process suggested in this document may appear tightly sequenced and ordered, teachers will, in practice, find themselves going back and forth between steps.

1.6.1 Developing a Learning Programme

Once teachers have taken all the philosophy, policy and other issues already described into account, the following steps are suggested as a more detailed guide for this task:

- *Select the Learning Outcomes*
The Learning Outcomes (and how they are attended to) are what drive the development process. It is important that teachers decide which Learning Outcomes are to be focused on at a particular time and how they are packaged together. The Learning Area specific section that follows will indicate how Learning Outcomes can be packaged or explored.
- *Identify Assessment Standards*
Teachers need to identify the Assessment Standards (or at least clusters of standards) for each Learning Outcome that will be targeted at a particular time within the Learning Programme. Assessment is planned to ensure that evidence is provided of how learners are performing against the Assessment Standards. When *recording* learner performance, teachers will show how each learner is meeting the Assessment Standard(s) and at what level the Learning Outcomes are being attained. Teachers will then *report* on every learner's performance and progress against the Learning Outcomes.

More detail on the assessment programme, forms of assessment, and recording and reporting processes for each Learning Area is provided in the Assessment Guidelines for the different Learning Areas.

- *Determine the teaching, learning and assessment context(s) and/or core knowledge and concepts*

Two main kinds of contexts have been identified for inclusion in Learning Programme development, and where appropriate teachers need to be explicit about these.

One level is the broad consideration of the social, economic, cultural and environmental contexts of the learners. This can also include the local needs of the learners, of the school and the surrounding community.

The other level is the Learning Area with contexts unique to the Learning Area and the specifics required by the Learning Area (see 1.5.7 above). Such contexts are reflected in the kinds of examples used, the types of projects given, the language used, the barriers being addressed, and the teaching, learning and assessment activities. Context must make specific provision for learners with disabilities.

When dealing with core knowledge and concepts, teachers must select core knowledge and concepts that address the identified Learning Outcomes and Assessment Standards. In Learning Areas where this information is not provided, teachers need to determine their own.

- *Allocate time*

Teachers need to allocate appropriate weighting and allocation of time to each Learning Outcome and its associated Assessment Standards – as per the weightings discussed in the Learning Area specific sections of the document. It is also important to check that the time allocated to the Learning Programme is consistent with the time allocations of each Learning Area within the phase.

After this process, it is recommended that teachers should stand back and examine the Learning Programmes in terms of the various features discussed in this chapter. It is also important to analyse all the Learning Programmes for a phase so that implications of one programme on another in terms of learner work load can be resolved. In this way, it is imagined that the time allocation for each programme will be modified and finalised through continued reflection and refinement.

Learners who experience barriers to learning must be accommodated through flexibility in terms of time allocated to complete activities. Additional time may be given or alternatively learners may be allowed to complete their tasks at a later stage. There must be recognition of the fact that completing only part of the task also has value. These arrangements are planned as part of the individual support for each learner who has a barrier to learning.

- *Integration and resources*

Integration and the selection and use of resources have already been discussed in detail in 1.5.4 and 1.5.5 above. Teachers will also need to consider integration and resourcing when planning a Learning Programme. While they may only show the details regarding resources and integration in the Work Schedules, they must apply their minds to these issues at the time of Learning Programme development.

1.6.2 Developing a Work Schedule

A Work Schedule must be developed for each year in the Learning Programme. A Work Schedule gives a greater level of detail for each aspect or element of the Learning Programme and adds further detail with respect to other aspects.

It should be emphasized that the process of developing a Work Schedule should not be seen as a process that occurs in a linear way, but as a holistic and integrated process. The following should be considered when developing a Work Schedule:

- *Details from the Learning Programme*

In developing the Learning Programme decisions have already been taken about the sequencing of Lesson Plans, the Learning Outcomes and Assessment Standards that will be focused on by each Lesson Plan, the selection of contexts and/or knowledge and the time allocation to the Lesson Plans. If necessary the teacher(s) developing the Work Schedule may want to amplify these details.

- *Assessment tasks*
The Department of Education has developed Assessment Guidelines for each Learning Area. Among other details, these documents spell out the forms of assessment to be completed by each learner in each grade. At the time of planning the Work Schedule, the teacher(s) should decide when to use each of the assessment forms to ensure both their most appropriate application and to spread the assessment demands on the learners evenly across the year.
- *Resources required*
In developing the Work Schedules, teachers will need to consider in detail the resources that will be required for each Lesson Plan and may need to re-sequence units according to the availability of the resources.
- *Integration*
In developing the Work Schedule, teachers will have to consider in greater detail, matters of integration. In the case of integration across Learning Areas, this may include meeting with the teachers from the other Learning Area(s) to ensure that the anticipated integration is workable in terms of their respective Work Schedules.

1.6.3 Developing a Lesson Plan

Lesson Plans are developed from the yearlong Work Schedule by individual teachers. A Lesson Plan is assumed to be a complete and coherent series of teaching, learning and assessment activities. It can consist of a single activity or several activities spread over a few days or a number of weeks.

In as much as Learning Programme and Work Schedule design is influenced by philosophy, policy and several other factors already discussed in 1.5, Lesson Plan development is further informed by the classroom realities of the teacher's class.

Realities of the classroom that have an impact on planning a Lesson Plan include:

- *Learning styles*
Since different learners have particular and preferred learning styles, every class is certain to contain groups of learners who assimilate information and develop understanding in different ways. Before a teacher is able to develop a Lesson Plan s/he must have a clear sense of the different learning styles of the learners in the class. S/he must also have a sense of those activities that are likely to succeed with particular individuals or groups and those that are unlikely to, and must plan to accommodate all learners in the class.
- *Teaching approach and methodology*
Teachers must decide how they will approach their teaching and what methods they will use. The nature of the Learning Area often determines what approach and which methods will best support the teaching, learning and assessment activities in the particular Learning Area.
- *Barriers to learning*
While it is possible to list many different types of barriers to learning in general, not all of these will apply in every class. Similarly there may be barriers to learning that are particular

to individual learners only. When developing a Lesson Plan the teachers must have a clear sense of barriers to learning that exist in the class so that they can overcome these through the way in which they structure activities and also through the activities that they select.

- *Resources available to the school and class*

Different schools have access to different types of resources, and so while a particular Lesson Plan may work well in one school, it may fail in another because of a difference in the available resources — both types and quantity — available to teachers and their classes.

- *What learners already know*

It is important to be aware of the prior learning that is both required for different Lesson Plans and the levels of this prior learning present in the class for whom the teacher is developing a Lesson Plan. Learners could demonstrate different levels of knowledge and concept development from the same learning experience. What learners already know becomes an important point of departure for planning what will happen next in an activity.

At times teachers may wish to perform some form of baseline assessment to be able to establish the level of prior learning and accordingly plan appropriate support for the learners.

- *School policies*

In the same way that national education policy will impact on Learning Programme design, so too will the policies of the school impact on both the design of the Lesson Plan and its execution.

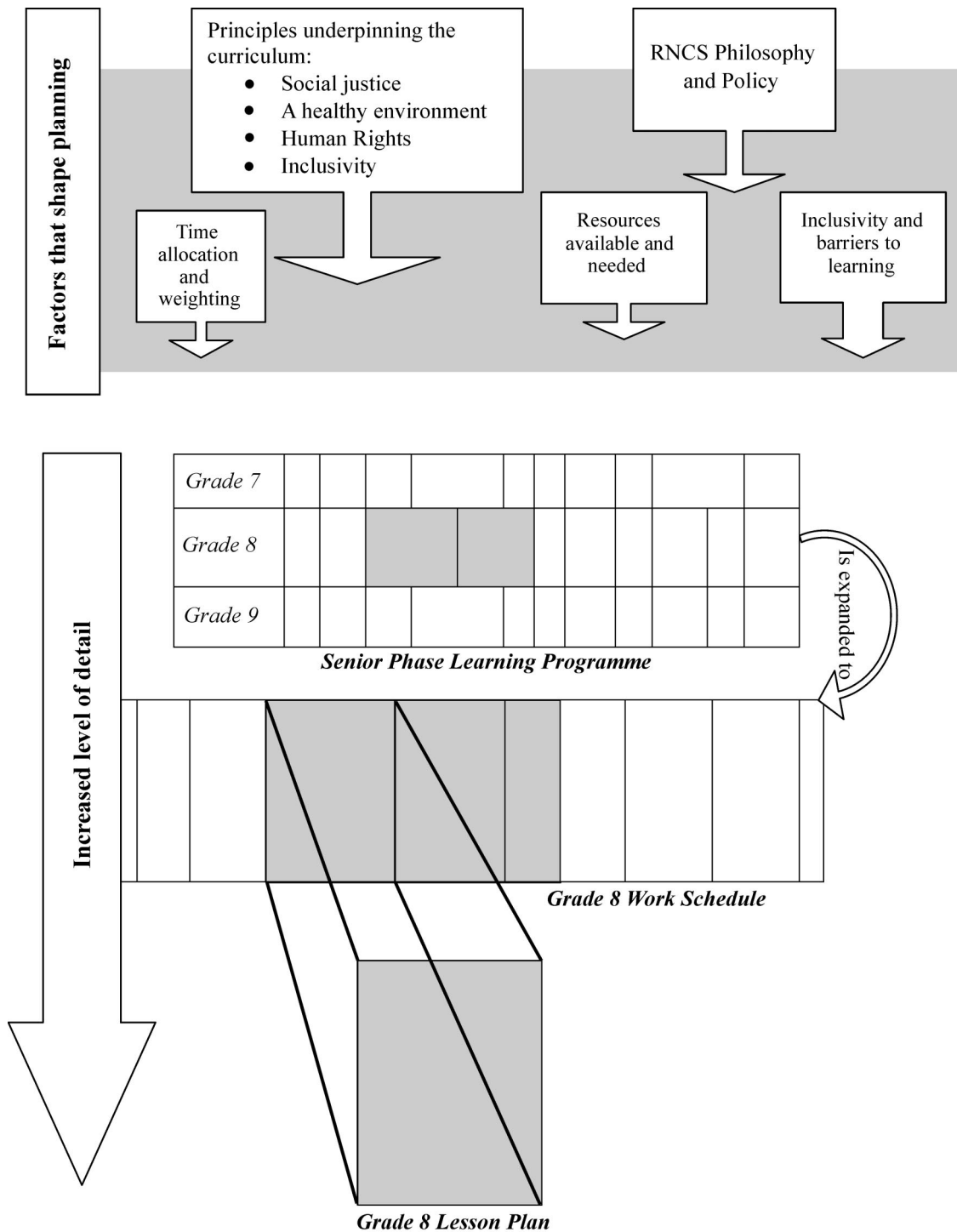
When the above issues have been considered, the teacher is finally ready to develop the Lesson Plan in detail. Within the planning, the teacher has to:

- ▶ Develop and/or source teaching, learning and assessment activities;
- ▶ Identify the role of outcomes and concepts from other Learning Areas;
- ▶ Decide on assessment strategies and select or develop instruments to be used; and
- ▶ Plan how to support learners who experience barriers to learning.

After a Lesson Plan has been developed, the execution remains. In the execution of a Lesson Plan the teacher will become aware of issues that may not have been anticipated. These will need to be incorporated and should, in turn, be considered when planning the next Lesson Plan(s). Like Learning Programme and Work Schedule development, Lesson Plan development is not a linear process, but rather one of continual modification, reflection, revision and refinement.

The figure below indicates the factors that inform the development of Learning Programmes, Work Schedules and Lesson Plans. It also shows how the levels of planning in a Learning Programme proceed from the RNCS to the Learning Programme to the Work Schedule to the Lesson Plan.

Figure 2: The planning process and factors taken into account when developing Learning Programmes.



1.7 ASSESSMENT

1.7.1 Nature of Assessment

The assessment requirements of the curriculum policy have presented strong challenges to most educators. This section is therefore provided to support the implementation of sound assessment practices.

The assessment practices that are encouraged through the RNCS for Grades R-9 (Schools) are continuous, planned and integrated processes of gathering information about the performance of learners measured against the Learning Outcomes. The level at which the learner is to be assessed is provided by the Assessment Standards which are progressive from grade to grade. A Learning Programme, Work Schedule and Lesson Plan design should ensure that assessment is an integral part of teaching, learning and assessment.

Planning assessment to include the assessment of learners who experience barriers to learning is important. It is likely that in every classroom there would be some learners who experience barriers to learning. However, these barriers will not always be the same and could be situated in the learning context, i.e. inflexible methodology, lack of resources or in the learners themselves, i.e. sensory, physical, intellectual disabilities or disease/illness. They can also arise from the social context, i.e. poverty, violence or difficult home conditions. When planning an assessment activity, the teacher should have a clear sense of the wide range of barriers that may inhibit learning and the achievement of the Learning Outcomes and how to address them. The key is to determine what exactly is being assessed, (i.e. concepts, application, skill) and to develop assessment tasks in such a way that learners have a variety of options to demonstrate their learning with respect to the Learning Outcomes and Assessment Standards as outlined in the RNCS. (For more details on alternative methods of assessment, please refer to *Curriculum 2005: Assessment Guidelines for Inclusion, May 2002.*)

Assessment should:

- enhance individual growth and development, monitor the progress of learners and facilitate learning;
- find out what a learner knows, understands and/or can do;
- make judgements based on valid and appropriate evidence – these judgements should then enable us to make well informed decisions about what a learner needs to learn next;
- give an indication of the success of the programme of learning including how appropriate resources have been;
- include a variety of techniques;
- encourage learners to go beyond simple recall of data or facts;
- close the gap between the classroom and the real world;
- include opportunities for learners to perform tasks and solve problems; and
- make provision for adaptive methods of assessment.

1.7.2 Planning for Assessment

Assessment cannot be neutral with respect to what is taught and learned. Any assessment is an expression of values on teaching, learning and assessment. We need to view assessment as a critical and integrated part of the teaching-learning process. As planning for teaching, learning and assessment activities begins with a Learning Programme, planning for assessment should also be integrated in these plans.

When planning for assessment the following documents should provide the framework for planning:

- The Assessment Policy for the General Education and Training Band, Grades R-9 and ABET (December 1998);
- The RNCS (The Overview and the Learning Area Statements);
- Assessment Guidelines for each Learning Area; and
- Assessment Guidelines for Inclusion.

The planning for assessment in the Learning Programme should give schools an indication of resources and time needed for assessment in that phase. To do this teachers need to know what knowledge, skills, attitudes and values the learners are expected to possess so that they are able to integrate the assessment programme within teaching and learning activities.

In a *Learning Programme* teachers need to:

- Mention all the **possible forms of assessment** they are likely to use in determining the achievement of the Learning Outcomes. In doing this also take the Assessment Standards into consideration;
- Mention the **resources** they are likely to need (including assistive devices);
- Take the **context and core knowledge and concepts** into consideration; and
- Indicate the **time** that will be needed.

In the *Work Schedule* planning for assessment focuses on a grade. When planning a Work Schedule considerations should be given to the following:

- Learning Outcomes give guidance by indicating **what** should be assessed;
- Assessment Standards indicate the **level** at which the Learning Outcome should be assessed;
- Indicate the **assessment strategies** or different forms of assessment teachers plan to use;
- Indicate the **resources** teachers will use; and
- Take into consideration the **diverse needs** of the learners.

In a *Lesson Plan* teachers should:

- Indicate **how** the Learning Outcomes would be assessed;
- Consider the **level** at which the Learning Outcomes would be assessed using the Assessment Standards;
- Also consider the **context**, the availability of **resources** and the **diverse needs** of learners; and
- Give a detailed description of how they plan to use the various **assessment strategy(ies)** and/or different form(s) of assessment, how these will be integrated within teaching and learning, and what will be recorded.

For each level of planning in the Learning Programme, the Work Schedule and the Lesson Plan, teachers need to describe the following clearly:

- **When** they are going to assess;
- **How** they are going to assess;
- What **resources** they are going to use; and
- How they are going to support the **diverse needs** of learners.

1.7.3 Assessment Strategies

A wide range of assessment strategies may be used to measure learner performance. Teachers can select these depending on the purpose of assessment. These will also depend on a specific Learning Area. The forms/types chosen must provide a range of opportunities for learners to demonstrate attainment of knowledge, skills, values and attitudes. The following are some of the various forms/types of assessment that could be used by the teachers to assess learner achievement:

- a) Tests
- b) Performance-based assessment
- c) Interviews
- d) Questionnaires
- e) Structured questions
- f) Assignments
- g) Case studies
- h) Practical exercises/demonstrations
- i) Projects
- j) Role-plays
- k) Simulations
- l) Aural/Oral Questions
- m) Observations
- n) Self-report assessment

These assessment strategies and the different forms of assessment for each of the Learning Areas are discussed at length in the Assessment Guidelines for each Learning Area.



SECTION 2

THE LIFE ORIENTATION LEARNING PROGRAMME

2.1 SYNOPSIS

2.1.1 Description of Life Orientation

Life Orientation guides and prepares learners for life and its possibilities. It specifically equips learners for meaningful and successful living in a rapidly changing and transforming society. The central focus is on the development of *self-in-society*. The vision of Life Orientation is to facilitate individual growth so as to contribute towards the creation of a democratic society, a productive economy and an improved quality of life in the community.

2.1.2 Life Orientation Learning Area Context

South African society is characterised by socio-political change. Prejudice, often in the form of racism, is still present in post-apartheid South Africa. In addition, the country faces the challenges of socio-economic development, unemployment and environmental degradation. South Africans therefore need to develop ways of living together in an emerging democracy and of enjoying the fruits of hard-won civil, political, social and economic rights.

Learners have to find a place for themselves in a world increasingly different from that in which their parents lived. Despite political change, learners' circumstances remain challenging. Crime and violence affect virtually every school, community and individual learner. Environmental issues affect the health and well-being of communities. Within this context, learners have to develop a sense of confidence and competence in order to live well and contribute productively to the shaping of a new society.

Life Orientation addresses this competence and productivity by guiding learners to develop their full potential in all spheres of life (i.e. holistic development). It focuses on skills that empower learners to relate positively and make a contribution to family, community and society life in South Africa. These skills are developed in the context of exercising constitutional rights and responsibilities while displaying tolerance of fellow human-beings, their cultures, religions, values and beliefs. Furthermore, Life Orientation facilitates the development of coping skills that equip learners to cope with the challenges of a transforming South African society as mentioned above. Life Orientation also addresses the skills required of one when dealing with health and environmental issues.

2.1.3 Learning Outcomes

The Learning Outcomes for Life Orientation are derived from the 7 Critical Outcomes and 5 Developmental Outcomes as prescribed in the RNCS. The Foundation, Intermediate and Senior Phases all cover the first Learning Outcomes 1 to 4, while the Senior Phase also includes Learning Outcome 5.

Learning Outcome 1

The learner is able to make informed decisions regarding personal, community and environmental health.

Learning Outcome 2

The learner is able to demonstrate an understanding of and commitment to constitutional rights and responsibilities and shows an understanding of diverse cultures and religions.

Learning Outcome 3

The learner is able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his/her world.

Learning Outcome 4

The learner is able to demonstrate an understanding of and participate in activities that promote movement and physical development.

Learning Outcome 5 (Senior Phase only)

The learner will be able to make informed decisions about further study and career choices.

The above Learning Outcomes relate to the Critical and Developmental Outcomes individually as well as collectively.

2.1.4 Knowledge, Skills, Attitudes and Values

The knowledge, skills, attitudes and values unique to the Life Orientation Learning Programme are expressed in the five focus areas of the Learning Area. Learning Programme activities are therefore to be based on each of the focus areas that include:

Health promotion:

Aspects to be addressed include nutrition, diseases including HIV/AIDS and STDs, safety, violence, abuse and environmental health

Social development:

Issues to be addressed include human rights as contained in the South African constitution, social relationships and diverse cultures and religions

Personal development:

Aspects to be focused on include life skills development, emotional development, self-concept formation and self-empowerment

Physical development and movement:

Areas to be focused on include perceptual motor development, games and sport, gymnastics, physical growth and development, recreation and play.

Orientation to the world of work:

Aspects to be focused on include career and information gathering, planning skills, self-knowledge, general work and further study and work ethics (*applicable to Senior Phase only*).

The holistic development of learners is dependent on all the Learning Outcomes being dealt with. In order to ensure that all Learning Outcomes are addressed within the limited time allocated to Life Orientation, Assessment Standards may be grouped. Grouping means the combining of related Assessment Standards for the development of suitable activities. It is important that all Assessment Standards are adequately covered in teaching and learning.

2.2 RELATIONSHIP BETWEEN OUTCOMES

2.2.1 Focus Areas

Life Orientation addresses four focus areas in the Intermediate Phase and five in the Senior Phase. The Learning Outcomes for Life Orientation are based individually on each of these foci. The focus areas that form the basis of each of the respective Learning Outcomes are:

- Social development
- Health promotion
- Personal development
- Physical development and movement
- Orientation to the world of work (Senior Phase only)

2.2.2 Weighting of Learning Outcomes

All five of the Life Orientation focus areas, and thus the Learning Outcome coupled to each, are related and interlinked by the fact that they contribute to and facilitate the balanced and holistic development of the learners. Each Learning Outcome in Life Orientation makes its own unique contribution to the holistic development of the learners. The Learning Outcomes of Life Orientation therefore function as an interdependent unit, and not as separate and independent identities.

The tables below show how the Learning Outcomes and focus areas have been weighted for the Intermediate (Table 1) and Senior (Table 2) Phases respectively. They provide guidelines on the suggested number of clusters for Assessment Standards per focus area. These clusterings guide the teacher in deciding the number of tasks per focus area for a grade in a particular phase. The minimum and maximum number of assessment tasks for each Learning Outcome per phase is also suggested.

Table 1: Intermediate Phase

LO	Description	Suggested number of clusters for Assessment Standards	Weighting	
			Suggested number of tasks per grade	Total time per LO expressed as %
1	Health Promotion Safety, nutrition and substance abuse, physical changes and HIV/AIDS	Gr 4: 2 Gr 5: 2 Gr 6: 2	1-2	13%
2	Social Development Discrimination, rights and responsibilities, cultures and religions	Gr 4: 3 Gr 5: 3 Gr 6: 3	2-3	27%
3	Personal Development Accepting and understanding self, personal skills and emotions	Gr 4: 2 Gr 5: 3 Gr 6: 3	2-3	27%
4	Physical Development and Movement Body awareness and control, participation movement skills	Gr 4: 4 Gr 5: 4 Gr 6: 4	3-4	33%

Table 2: Senior Phase

LO	Description	Suggested number of clusters for Assessment Standards	Weighting	
			Suggested number of tasks per grade	Total time per LO expressed as %
1	Health Promotion Healthy lifestyles, Sexuality, HIV/AIDS and Safety	Gr 7: 3 Gr 8: 3 Gr 9: 3	1-2	15%
2	Social Development Human Rights, cultures and religions Civic activities and relationships	Gr 7: 3 Gr 8: 3 Gr 9: 3	2-3	20%
3	Personal Development Self-concept formation, emotions, coping skills and relationships	Gr 7: 3 Gr 8: 3 Gr 9: 3	2-3	20%
4	Physical Development and Movement Physical activities, physical fitness Rights and ethics	Gr 7: 4 Gr 8: 3 Gr 9: 4	3-4	30%
5	Orientation to the World of Work Abilities, interests and aptitudes, career options and further study	Gr 7: 1 Gr 8: 3 Gr 9: 2	1-2	15%

2.3 ASSESSMENT STANDARDS

A number of various clusters of Assessment Standards per grade are possible and they enable teachers to maximize the use of teaching time. Groupings are based on the relationships between Assessment Standards, which will assist integrated teaching. Teachers are free to group Assessment Standards to suit their own unique contextual and learner needs. For example, some teachers may decide to cluster the Assessment Standards relating to the health outcome (Learning Outcome 1) together, while others may prefer to group some of the health Assessment Standards with some of those in the movement outcome (Learning Outcome 4). The only criteria to be taken into account is that the combination of Assessment Standards must lead to effective, structured and meaningful teaching and learning in the classroom.

2.4 TEACHING AND LEARNING IN LIFE ORIENTATION

In Life Orientation it is useful for the teacher to use *experiential* learning and teaching methods. Learning and teaching activities must focus on the acquisition of knowledge, skills, attitudes and values relevant to functioning effectively in society. The main thrust of Life Orientation is to enhance the *self-in-society*. Instilling Human Rights and promoting environmental and social justice issues will therefore always form the core.

Lessons should be interactive and stimulate learner interest. It is important for the teacher to be flexible and to always take the needs and realities of learners into account. The learners' needs and experiences form the basis for learning and teaching. Teachers need to encourage reflection and allow for the application of the knowledge and skills learnt. Learners must be made aware of and be taught to respect cultural diversity.

2.5 ASSESSMENT IN LIFE ORIENTATION

2.5.1 What to Assess

All Learning Outcomes and Assessment Standards must be assessed. In Life Orientation the focus of assessment is not only on the product at the end of the learning experience, but on what is happening during learning (i.e. the process), particularly the changes occurring in knowledge, skills, attitudes and values. For example, when making a poster the emphasis is on what the learner is feeling, thinking, learning and doing during the learning process, rather than what the poster looks like at the end. Therefore the assessments methods used need be carefully considered and structured to measure the processes and not the products alone.

While knowledge and skills are commonly assessed in Life Orientation, the teacher must not neglect to assess values and attitudes. Achieving knowledge on its own without developing appropriate skills, is not what one strives for in an outcomes-based curriculum. Although attitudes and values are not easily observable, they do exist and form an integral part of what must be taught and assessed in Life Orientation.

Values and attitudes are difficult to assess because they refer to internal states that are closely linked with emotions. They influence what people like and dislike doing. From the learner's external actions and behaviours one can infer his/her internal state. For instance if a learner responds to a conflict situation in a positive way by smiling, the teacher (assessor) can infer that the learner shows patience, tolerance and respect.

Further examples of attitudes include trust, tolerance, self-confidence, and respect for self and others. Examples of values include honesty, charity and care.

2.5.2 How to Assess Values and Attitudes

When assessing values and attitudes the teacher has to measure the changes in behaviour over time. The following methods can be used:

- Observations - informal and formal
- Questionnaires/surveys
- Reflection worksheets
- Role-plays
- Presentations
- Journal entries
- Debates

2.5.3 Forms of Assessment

The following methods can be used in the Life Orientation Learning Programme in each grade:

- Action research
- Projects
- Written tasks/tests
- Practical demonstrations/performances
- Assignments
- Debates
- Role play

2.6 OVERCOMING BARRIERS TO TEACHING, LEARNING AND ASSESSMENT

2.6.1 Inclusivity

Education White Paper 6: Special Needs Education - Building an Inclusive Education and Training System (2001) makes it very clear that all learners need to be taught and assessed within the same curriculum and assessment framework.

The physical presence of learners in classrooms is no guarantee of their inclusion in class and school activities. Involvement of all learners may occur, but this is not necessarily mean that is inclusive. Although it is the responsibility of the whole school to ensure inclusivity, it is especially the task of the Life Orientation teacher to attend to this. The teacher should model behaviour that promotes the achievement of all the outcomes by all the learners with specific attention to inclusivity.

Inclusion is centrally a curriculum issue since curricula create the most significant barrier to learning and exclusion for many learners, whether they are in 'special' schools and settings or in 'ordinary' schools and settings. The barriers to learning arise from various interlocking parts of the curriculum such as:

- the content of Learning Programmes;
- the language and medium of teaching;
- the management and organization of classrooms;
- the learning and teaching style and pace thereof;
- time frames for completion of curricula;
- materials and equipment that have to be available; and
- assessment methods and techniques

Barriers to learning and development can also stem from the following factors:

- Systemic (i.e. lack of basic and appropriate learning support materials, assistive devices, inadequate facilities at schools, overcrowded classrooms, language)
- Societal (i.e. severe poverty, late enrolment at school, violence, those affected by HIV/AIDS)
- Intrinsic i.e. disabilities within the learner (i.e. a learner who is blind, or has HIV/AIDS)

2.6.2 Addressing the Barriers

Barriers need to be identified and addressed in an appropriate manner. Learning activities must be inclusive to ensure that no learners are left on the sidelines. Vulnerable learners need to be given the necessary support to ensure active participation in curriculum through adaptive or alternative means. For example in the movement outcome (Learning Outcome 4), teachers need to make adaptations to rules and equipment if necessary to ensure that all learners can participate.

Teachers need to be caring and compassionate, and show empathy to ensure curriculum accessibility. It is important that teachers avoid implying, establishing, confirming and reinforcing difference in an exclusive way. They should work at achieving a balance between meeting individual needs and achieving assessment standards. This means that it is necessary to address the learning barrier, not compensate for it. This is an essential part of providing learner support.

Although there are many barriers to learning, teachers must identify and build on the strengths of learners in order to affirm their uniqueness. All learners need to experience success. Opportunities for success should therefore become an important aspect of curriculum planning. Support should be seen as an integral part of the learning and teaching process in all schools, as assessment can never be seen as separate from this process.

Teachers need to ask themselves the following important questions concerning their assessment practices when planning their assessment activities and strategies:

- What concept, skills or knowledge is to be assessed?
- What should learners know?
- At what level should learners be performing?
- What type of knowledge is being assessed? Reasoning, memory or process?
- Are all learners treated fairly, particularly those who experience barriers to learning?
- Are assessment practices non-discriminatory?
- Is gender equity promoted?
- Is equal attention paid to both boys and girls?
- Is the learning environment physically and emotionally safe?
- Are there opportunities for all learners to experience success?
- Are assessment practices aimed at increasing learning and participation, and minimising exclusion?
- Do the assessment approaches attempt to minimize the categorization of learners?
- Are ranges of assessment strategies used to allow all learners to display their skills?
- Have environmental influences such as poverty and trauma been taken into account during the assessment process?

2.7 ISSUES IN DESIGNING A LEARNING PROGRAMME, A WORK SCHEDULE AND LESSON PLANS FOR LIFE ORIENTATION

The following issues must be taken into account when designing a Learning Programme, a Work Schedule and Lesson Plans:

- Working as a team for planning within a school or local area

- Multi-grade class
- Context of the school such as urban and rural setting
- Learning Outcomes are not addressed only once but are constantly revisited
- Learning is spiral and does not occur in a linear way
- Critical Outcomes, Learning Outcomes and Assessment Standards are central
- Integration within Life Orientation and across Learning Areas
- Links between grades and phases
- Understanding of the Life Orientation focus areas
- Understanding of the focus areas from other Learning Areas
- Time allocation and time table structure
- Assessment

2.7.1 Integration within the Learning Area

The Life Orientation Assessment Standards have been grouped into Learning Outcomes on the basis of their natural links. However, it must be stressed that all the Learning Outcomes are equally important and mutually interdependent. This makes it possible and highly realistic that teachers will be inclined to group Assessment Standards from the various Life Orientation Learning Outcomes with one another in the development of their Learning Programmes. For example, one teacher may choose to link Assessment Standards from the health outcome (Learning Outcome 1) with those from the personal development outcome (Learning Outcome 3), while another teacher may link the Assessment Standards of health (Learning Outcome 1) with those in the social development outcome (Learning Outcome 2). Other teachers may even find it possible to group Assessment Standards from more than two Life Orientation Learning Outcomes in a meaningful learning and teaching activity. For example in Grade 6, a teacher could link the Assessment Standard on abuse from Learning Outcome 1 to the Assessment Standard on effects of abuse on relationships in Learning Outcome 2 and the Assessment Standard on problem-solving in Learning Outcome 3. Together these integrated Assessment Standards provide a meaningful unit of work.

2.7.2 Integration across Learning Areas

There is also a strong link among the Learning Outcomes, and therefore Assessment Standards, across the 8 Learning Areas. The table below provides an example of the possible integration of Assessment Standards from other Learning Areas with those of Life Orientation. The Life Orientation focus areas have been used as points of departure (Table 3).

Table 3: Integration Across Learning Areas

Focus Areas	Life Orientation Learning Outcomes	Suggested Additional Learning Outcomes
<p>Health Promotion</p>	<p><i>Life Orientation LO 1</i> The learner is able to make informed decisions regarding personal, community and environmental health.</p> <p>Outcomes that enable learners to make choices about health and safety</p>	<p><i>Social Sciences: Geography LO 1</i> The learner is able use enquiry skills to investigate geographical and environmental concepts and processes.</p> <p><i>Social Sciences: Geography LO 3</i> The learner is able to make informed decisions about social and environmental issues and problems.</p> <p><i>Natural Sciences LO 1</i> Learners act confidently on their curiosity about natural phenomena; they investigate relationships and solve problems in Science, Technology and environmental contexts.</p> <p><i>Technology LO 4</i> The learner is able to demonstrate an understanding of the interrelationships between Science, Technology, Society and the environment over time.</p>
<p>Social Development</p>	<p><i>Life Orientation LO 2</i> The learner is able to demonstrate an understanding of and commitment to constitutional rights and responsibilities and shows and understanding of diverse cultures and religions.</p> <p>Outcomes that enable learners to build social relationships and cultural understanding</p>	<p><i>Arts & Culture LO 2</i> The learner is able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.</p> <p><i>Arts & Culture LO 3</i> The learner is able to demonstrate personal and interpersonal skills through individual and group participation in arts and culture activities.</p> <p><i>Social Sciences: History LO 1</i> The learner is able to use enquiry skills to investigate the past and present.</p> <p><i>Social Sciences: History LO 3</i> The learner is able to interpret aspects of history.</p>

Focus Areas	Life Orientation Learning Outcomes	Suggested Additional Learning Outcomes
Personal Development	<p><i>Life Orientation LO 3</i> The learner is able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.</p> <p>Outcomes that enable learners to make decisions about personal and social development</p>	<p><i>Arts & Culture LO 3</i> The learner is able to demonstrate personal and interpersonal skills through individual and group participation in arts and culture activities.</p>
Physical Development and Movement	<p><i>Life Orientation LO 4</i> The learner is able to demonstrate an understanding of, and participate in activities that promote movement and physical development.</p> <p>Outcomes that enable learners to respond in movement forms</p>	<p><i>Arts & Culture LO 1</i> The learner is able to create and present work in each of the art forms.</p>
Orientation to the World of Work (applicable to Senior Phase only)	<p><i>Life Orientation LO 5</i> The learner is able to make informed decisions about further study and career choices.</p>	<p><i>Economic and Management Sciences LO 4</i> The learner is able to demonstrate entrepreneurial knowledge, skills and attitudes.</p> <p><i>Languages LO 4</i> The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.</p>



SECTION 3

INTERMEDIATE PHASE

3.1 THE INTERMEDIATE PHASE LEARNER

The Intermediate Phase is important in that it provides for a specific group of learners in the approximate age group 8-14 in grades 4-6. In this phase, learners are:

- Becoming more sensitive to how their actions affect others;
- Beginning to consider the needs, desires and points of view of others;
- Able to function co-operatively in the completion of group tasks with increasing ease;
- Enjoying the challenge of tackling independent tasks;
- Beginning to reveal the desire to take control of their own learning;
- Attempting to satisfy their curiosity about the world around them through active participation and critical enquiry in the learning process;
- Beginning to seek more order; while still manifesting spontaneity and creativity;
- Becoming more deliberate and methodical in their approach;
- Increasingly able to apply acquired methods in new contexts;
- Increasingly able to access, record and manipulate information; and
- Increasingly able to investigate, compare and assess critically.

3.2 LEARNING PROGRAMME OPTIONS IN THE INTERMEDIATE PHASE

This section provides guidelines for the development of Learning Programmes in the Intermediate Phase. Three options on how to develop a Learning Programme are discussed in this section. When designing a Learning Programme, Work Schedule or Lesson plans, it is important to remember that assessment tasks and the recording of learner performance are planned together as part of the activities being developed.

Even though guidelines are provided by the Department of Education at a national level, provinces will develop further guidelines where necessary in order to accommodate diversity. Schools could propose the number and nature of the integrated Learning Programmes based on their own school contexts. These integrated Learning Programmes must ensure that the prescribed outcomes for each Learning Area are dealt with effectively and comprehensively.

The purpose of developing integrated Learning Programmes is to address the following:

- Even though there are eight Learning Areas, with their own knowledge domains, it is important to remember that knowledge does not exist in isolation. There are natural connections between and across Learning Areas, and knowledge in one Learning Area is relevant and can be used to achieve outcomes in another Learning Area.
- When planning, it is useful to consider using the Learning Outcomes in one Learning Area to enrich another Learning Area. The linkage though should reflect a natural connectedness, and should not be a forced link for the sake of linking with another Learning Area.

- Using the option for integration, allows for effective management of available staff and issues of overload in the diverse school contexts that exist. At Intermediate Phase, it may be that the following situations prevail:
 - 1 teacher is responsible for teaching all Learning Areas in a grade
 - 1 teacher is responsible for teaching more than one Learning Area in different grades
 - 1 teacher teaches across Learning Areas and across grades

(There may be other arrangements in different schools.)

The options presented are meant to address these situations especially as teachers will develop the Learning Programmes themselves.

It is understood that eight Learning Areas MUST be implemented in the Intermediate Phase. Also Languages and Mathematics will be distinct Learning Programmes. This is important for reporting and recording purposes. Irrespective of how Learning Areas are integrated, reporting is done against the Learning Outcomes of each of the Learning Areas. Teachers will record learner performance against the Learning Outcomes and Assessment Standards selected for developing an activity.

3.2.1 What the Integration of Learning Areas Means

Integrating Learning Areas should enhance the knowledge, skills, attitude and values embedded in the Learning Outcomes of each Learning Area. Learning outcomes have been translated into the Assessment Standards relevant to each grade and although planning starts with Learning Outcomes, it is how Assessment Standards are integrated that is important. Some Assessment Standards can stand alone while others may be clustered with Assessment Standards from other Learning Areas.

The Learning Area content, concepts or themes are NOT the starting point when planning integration. However, they are important vehicles for achieving the outcomes and are to be considered as part of the planning. Each Learning Area has its own concepts and knowledge domain, but achieving knowledge on its own without developing appropriate skills is not what we strive for in an outcomes-based curriculum.

3.3 ILLUSTRATIONS OF LEARNING PROGRAMMES

3.3.1 Option 1

For this option the teacher will draw up the Learning Programme and the Work Schedule based on the Learning Outcomes and Assessment Standards of Life Orientation only.

Week	1	2	10	11	12	13	17	...	31	40
Grade 4			LO 1: The learner will be able to make informed decisions regarding personal, community and environment. AS 2: Explore and report on links between a health environment and personal health				LO 1 and AS 3: Explain children's health rights and responsibilities Context:	LOs: ASs: Context: Integration:		
Grade 5			LO 2: AS 1: Applies children's rights and responsibilities to a range of problem situations				LO 1 and AS 2: Investigate a local environmental health problem and plan a strategy to address the problem (abuse). Context:	LO 1 AS 4: Explain the individual health and the social effects of substance abuse		
Grade 6			LO 1: AS 3: Explain causes of communicable diseases.				LO 1: The learner will be able to make informed decisions regarding personal, community and environment. AS 4: identify different forms of abuses and suggest strategies to deal with them Context:	LO 2: AS 1: Reflect on own application of children's rights as in the constitution		

3.3.2 Option 2

When developing a combined Learning Programme a teacher must draw the core concepts from Learning Outcomes and Assessment Standards which link naturally from two Learning Areas. (In this case Arts and Culture and Life Orientation.)

Week	1	2	10	11	12	13	17 - 21	...	31	40							
Grade 4			<p>Life Orientation LO 1 AS 1: Investigate menus from various cultures</p> <p>Integration: A&C LO 4: Use multiple forms of communication and expression in arts and culture</p>				<p>Life Orientation LO 1 and AS 3: Explain children's health rights and responsibilities</p> <p>Integration: A&C LO 4: Use multiple forms of communication and expression in arts and culture</p>				<p>Life Orientation LO 2: Constitutional rights and responsibilities AS 3: Compare the relationship between elders and children in the various cultures</p>						
Grade 5			<p>Life Orientation LO 2: AS 1: Applies children's rights and responsibilities to a range of problem situations</p> <p>Integration: A&C</p>				<p>Life Orientation LO 2: Constitutional rights and responsibilities AS 5: Discuss festivals and customs from a variety of religions in south Africa</p> <p>Integration: A&C</p>				<p>LO1 AS4: Explain the individual health and the social effects of substance abuse</p>						
Grade 6			<p>LO 2 AS 3: Understanding of diverse culture and religion</p> <p>Integration: A&C LO 4: Use multiple forms of communication and expression in arts and culture</p>				<p>Life Orientation LO 2: Understand of diverse culture and religion</p> <p>Integration: A&C LO 2: Reflect on artistic and cultural processes and styles in context</p>				<p>Life Orientation LO3 AS4: Peacekeeping skills in different conflict situations</p> <p>Integration: A&C LO 3: Demonstrate personal and interpersonal</p>						

3.4 ILLUSTRATIONS OF WORK SCHEDULES

3.4.1 Option 1

Grade 5 Life Orientation Work Schedule

Year: 2003

Week	1	2	10	11	12	13	17	31	40
Grade 5			<p>LO 2 AS 1: Applies children's rights and responsibilities to a range of problem situations</p> <p>Resources: Newspapers etc.</p> <p>Teaching, Learning and Assessment contexts:</p> <ul style="list-style-type: none"> • Bill of Rights • Peer pressure • Substance abuse <p>Forms of assessment:</p>			<p>LO 1 and AS2: Investigate a local environmental health problem using different data sources and plan a strategy to address the problem (abuse).</p> <p>Resources: Newspapers; Magazines; Libraries</p> <p>Teaching, Learning and Assessment contexts:</p> <ul style="list-style-type: none"> • Understanding the term abuse • Various forms of abuse • Using of different data sources on abuse in the environment • Causes and effects of abuse • Prevention and curing the social ills <p>Forms of assessment:</p> <ul style="list-style-type: none"> • Projects • Written tasks • Role play 	<p>LO1 AS4: Explain the individual health and the social effects of substance abuse</p> <p>Resources:</p> <p>Teaching, Learning and Assessment contexts:</p> <ul style="list-style-type: none"> • Abuse in the vicinity • How to stop it <p>Forms of assessment: debates</p>		

3.4.2 Option 2

Grade 6 Life Orientation Work Schedule

Year: 2003

Week	1	2	10	11	12	13	17 - 20	31	40
Grade 6			<p>LO 2 AS 3: Understanding of diverse culture and religion</p> <p>Integration: A&C LO 4: Use multiple forms of communication and expression in arts and culture</p> <p>Resources: Newspapers etc.</p> <p>Teaching, Learning and Assessment contexts:</p> <ul style="list-style-type: none"> • Finds out about rituals • Dramatise a culture ritual <p>Forms of assessment:</p>			<p>Life Orientation LO 2: Understand of diverse culture and religion</p> <p>Integration: A&C LO 2: Reflect on artistic and cultural processes and styles in context</p> <p>Resources: Newspapers; Magazines; Libraries, Parents and grand parents</p> <p>Teaching, Learning and Assessment contexts:</p> <ul style="list-style-type: none"> • Concept of sexuality • Self management • Emphathy • Feeling and emotions of self and others. • Knowledge of wedding ceremonies • Create songs and dances associated with weddings <p>Forms of assessment:</p> <ul style="list-style-type: none"> • Research • Role play 	<p>Life Orientation LO 3 AS 4: Peacekeeping skills in different conflict situations</p> <p>Integration: A&C LO 3: Demonstrate personal and interpersonal skills</p> <p>Resources:</p> <p>Teaching, Learning and Assessment contexts:</p> <ul style="list-style-type: none"> • Negotiations and dating • Solving interpersonal problems <p>Forms of assessment: Debates</p>		

3.5 ILLUSTRATIONS OF LESSON PLANS

3.5.1 Option 1

LESSON PLAN	
<p>Lesson: Abuse Grade: 5</p> <p>Duration: 4 weeks Date/Week: 13 - 16</p>	
<p>Learning Outcome: Informed decisions regarding personal, community and environment.</p>	<p>Assessment Standards (AS 2): Investigate a local environmental health problem using different data sources and plan a strategy to address the problem (abuse).</p>
<p>Context:</p>	
<p>Linking with previous lesson : Children's health rights and responsibilities (LO 1 AS 3)</p>	<p>Linking with next lesson: Explain the individual health and the social effects of substance abuse (LO1 AS4)</p>
<p>Core knowledge:</p> <ul style="list-style-type: none"> • Understanding the term 'abuse' and reasons for abuse • Kinds and effects of abuse • Identifying abuse in the community and environment • Strategies to deal with various forms of abuse • Rights and abuse 	
<p>Learning activities and assessment:</p> <p><u>Group work:</u></p> <ul style="list-style-type: none"> • Learners brainstorm following statement: "Abusive behaviour includes..." • Ask learners to list ways they think people can be abused, and to mention abusive behaviours. • Divide learners into group. Each group gets information on following two topics: <ul style="list-style-type: none"> - Causes of abuse - Effects of abuse • How to identify different kinds of abuse <p><u>Individual work:</u></p> <ul style="list-style-type: none"> • Strategies to deal with abuse • Put a stop to abuse 	
<p>Forms of assessment:</p> <ul style="list-style-type: none"> • Project: action plan • Poster 	<p>Resources:</p> <ul style="list-style-type: none"> • Learner books/Worksheets • Educator guides and manuals • Information booklets and leaflets • Non-fiction books • Role play case studies
<p>Expanded opportunities:</p> <ul style="list-style-type: none"> • Learners visit local children's home/ library/ hospital/ social workers for more information 	<p>Teacher reflection:</p> <ul style="list-style-type: none"> • Lesson activities strengthen learners understanding and awareness of existence and causes of various forms of abuse. • Respect for learners with disabilities is instilled. • All learners become knowledgeable about the strategies used to deal with the different forms of abuse.

3.5.2. Option 2

LESSON PLAN		
Lesson: Unity in Diversity		Grade: 6
Duration: 4 weeks		Date/Week:
Life Orientation LO 2: Understand of diverse culture and religion A&C LO 2: Reflect on artistic and cultural processes and styles in context	LO AS 4: Social significance of an individual's life in the variety of culture A&C AS 1: Research dances done by their elders in social context	Integration:
Linking with previous lesson: Discuss effects of sexism on personal and social relationships (LO 2 AS 3).		Linking with next lesson: Peacekeeping skills in different conflict situations (LO 3 AS 4).
Core knowledge <ul style="list-style-type: none"> • Concept of sexuality • Self management • Emphathy • Feeling and emotions of self and others. • Knowledge of wedding ceremonies • Create songs and dances associated with weddings 		
Learning activities and assessment: Learning Activities and Assessment: Individual work: <ul style="list-style-type: none"> • Learners do research on materials such as photographs, pictures, costumes,instruments,songs on weddings in the different cultures. Group work: Learners will use their materials in the performance of wedding ceremonies.		
Forms of assessment : <ul style="list-style-type: none"> • Research • Dialogue 	Resources: <ul style="list-style-type: none"> • Learner books/Worksheets • Pictures and instruments • Information from parents and grand parents 	
Expanded opportunities: <ul style="list-style-type: none"> • Learners gather information from different cultural groups. 	Teacher reflection: <ul style="list-style-type: none"> • The activities strengthen learners understanding and awareness of positive relationships. • Activities encourage greater open-mindedness on cultural diversity. 	

SECTION 4

SENIOR PHASE

4.1 THE SENIOR PHASE LEARNER

Learners in the Senior Phase are 13 to 15 years of age, while some can be older. The older learners include learners with barriers to learning. Senior Phase learners enter school from a variety of cultural backgrounds and a range of urban, rural and peri-urban contexts.

These learners:

- Are exposed to a wider range of risky situations. The health and safety issues they encounter are still affected by their physical and socio-economic environment. Learners should acquire the skills to make informed choices. They need to develop healthy lifestyles, informed by environmental awareness, and other health and safety aspects. Lifestyle choices related to sexuality are crucial at this age and should be dealt with sensitively.
- Are increasingly influenced by peers while the family continues to play an important role. They are engaged in a variety of social activities and should be encouraged to participate in civic and human rights programmes. Knowledge of diverse cultures and religions will also contribute to their own orientation in the world and enable them to make informed decisions on human rights, social relationships and moral issue.
- Are in the adolescent stage, which is marked by emotional and physical changes. The learner needs to continue his/her positive self-concept formation. Acceptance by the peer group is still very important. Learners need opportunities to develop further life skills. They need to develop their emotional intelligence to empower themselves to cope with challenge.
- Experience rapid physical change. The refinement of movements is aimed at developing precision and agility. These are to be emphasized in different situations. Learners need to develop values and skills to promote human rights issues through participation in physical activities. Life long participation in physical activities promoting fitness needs to be encouraged.
- Need to make choices for further study or the world of work. To help them to achieve this successfully, they need a realistic understanding of their abilities, interests and aptitudes. Learners should be aware of various career options and the implications of their choices. They need to be informed about a range of options for further study and be orientated to the world of work.

4.2 ILLUSTRATION OF A LEARNING PROGRAMME

Week	1	2	3	4	5	6	10	31	40
Grade 7	L O		<p>LO 1: The learner will be able to make informed decisions regarding personal, community and environment.</p> <p>AS 4: Personal feelings, community norms, values and social pressure associated with sexuality</p>			<p>LO 3: The learner will be able to use acquired skills to achieve and extend personal potential to respond effectively to challenges in his/her world</p> <p>AS 3: Evaluates own coping with emotions and own responses to change.</p> <p>AS 4: Shows evidence of respect for others and the ability to disagree in a constructive way</p> <p>Integration: SS LO1: Use Investigative skills</p>	<p>LO 3: The learner will be able to use acquired skills to achieve and extend personal potential to respond effectively to challenges in his/her world</p> <p>AS 5: Reflect on decision-making skills</p> <p>Integration:</p>		
Grade 8			<p>LO 1: The learner will be able to make informed decisions regarding personal, community and environment.</p> <p>AS 2: Reflects on appropriate behaviour in different kinds of interpersonal relationships</p>			<p>LO 1 and AS 2: Discusses appropriate ways to initiate, sustain and end relationships</p> <p>Integration: Language</p>	<p>LO 4: Understanding of and participate in activities that promote movement and physical dev.</p> <p>AS 4: Designs and plays target games</p>		
Grade 8			<p>LO 2: The learner will be able to understand constitutional rights and responsibilities</p> <p>AS 1: Debates issues with regard to citizen's rights and personal choices</p>			<p>LO 5: The learner will be able to make informed decisions about further study and career choices.</p> <p>AS 1: Researches study and career funding providers</p> <p>Integration:</p>	<p>LO 3: Use acquired skills to achieve and extend personal potential</p> <p>AS 5: Applies goal-setting and decision-making strategies</p>		

4.3 ILLUSTRATION OF A WORK SCHEDULE

Week	1	2	3	4	5	6 - 9	10	31	40
Grade 7			<p>LO 1 AS 4: Personal feelings, community norms, values and social pressure associated with sexuality</p> <p>Integration: SS</p> <p>Resources: Newspapers etc.</p> <p>Teaching, Learning and Assessment contexts:</p> <ul style="list-style-type: none"> • Feelings- love, anger • Community norms on dating and • Sexual abuse <p>Forms of assessment:</p>			<p>LO 3 and AS 3 & 4: Evaluates own coping with emotions and own responses to change. Shows evidence of respect for others and the ability to disagree in a constructive way</p> <p>Integration: SS LO1: Use Investigative skills</p> <p>Resources: Newspapers; Magazines; Libraries</p> <p>Teaching, Learning and Assessment contexts:</p> <ul style="list-style-type: none"> • Understanding own feelings • Various emotions - positive; negative • Understanding bodily changes • Good relationships with others • Respect for self and others <p>Forms of assessment:</p> <ul style="list-style-type: none"> • Projects • Written tasks • Role play 	<p>LO3 AS 5: Reflect on decision-making skills</p> <p>Integration:</p> <p>Resources:</p> <p>Teaching, Learning and Assessment contexts:</p> <ul style="list-style-type: none"> • Decisions on myself • How to deal with others-friends and foes <p>Forms of assessment:</p> <ul style="list-style-type: none"> • Debates • Role play 		

4.4 ILLUSTRATION OF A LESSON PLAN

A Lesson Plan, comprising the teaching activities, has been drawn up from the Senior Phase Learning Programme.

LESSON PLAN	
<p>Lesson: Relationships Grade: 7</p> <p>Duration: 4 weeks Date/Week:</p>	
<p>Learning Outcome 3: Acquire life skills</p>	<p>Assessment Standards: 3 & 4:</p> <ul style="list-style-type: none"> • Coping with own emotions and changes • Respect for others
<p>Integration:</p>	
<p>Linking with previous lesson: Personal feelings, community norms, values and social pressure associated with sexuality (LO 1 AS 4)</p>	<p>Linking with next lesson: Reflect on decision-making skills (LO 3 AS 5)</p>
<p>Core knowledge</p> <ul style="list-style-type: none"> • Concept of sexuality • Self management • Emphathy • Feeling and emotions of self and others. • Ubuntu • Understanding and dealing with peer pressure 	
<p>Learning activities and assessment:</p> <p>Individual work:</p> <ul style="list-style-type: none"> • Learners respond to the following statement on sheet of paper: " What I would like to know about my sexuality and others." <p>Group work:</p> <ul style="list-style-type: none"> • Ask learners to list ways they get messages that are linked to sexuality and their relationships with others. • Each group gets information on one of following topics: <ul style="list-style-type: none"> -sexuality and peer pressure -sexuality and values -find out about Ubuntu 	
<p>Forms of assessment :</p> <ul style="list-style-type: none"> • Project • Debates 	<p>Resources:</p> <ul style="list-style-type: none"> • Learner books/Worksheets • Educator guides, manuals • Health leaflets
<p>Expanded opportunities:</p> <ul style="list-style-type: none"> • Learners visit local clinic/ library/ hospital for more information 	<p>Teacher reflection:</p> <ul style="list-style-type: none"> • The activities strengthen learners understanding and awareness of positive relationships. • Activities encourage greater open-mindedness on sexuality issues. • The learners become more aware of prevention methods and dealing with peer pressure.

SECTION 5

LEARNING AND TEACHING SUPPORT MATERIALS (LTSMs)

5.1 GENERAL

The National Curriculum Statement is the guiding principle for implementing the Life Orientation Learning Programme. Learning and Teaching Support Materials (LTSMs) can be used to support learning and teaching, but should not replace the National Curriculum Statement. Teachers are encouraged to use a variety of Learning and Teaching Support Materials and develop their own. All materials should be used to address Learning Outcomes and Assessment Standards. The material should be developed in accordance with Outcomes-based approach.

The role of the teacher in developing Learning and Teaching Support Materials is an important one, and one that will receive much emphasis in teacher development programmes. The importance of teachers developing their own support materials is emphasised in that:

- Classroom-based activities are supported by relevant and appropriate Learning and Teaching Support Materials generated by the teacher.
- The development of Learning and Teaching Support Materials by teachers for specific activity outcomes, will ensure that the direct needs of a particular learner or group of learners are considered.
- Learner-centredness as a core principle of OBE, will be reinforced right through to materials development.
- Expanded opportunities for enrichment and remediation can be included, and alternative opportunities for learning barriers can be included.
- Whilst provinces are ensuring that schools are resourced, the lack of adequate resources will not impede teaching and learning.

Teacher-generated Learning and Teaching Support Materials are not the only Learning and Teaching Support Materials that can be used effectively in a classroom. Many publishers also produce relevant Learning and Teaching Support Materials and are likely to use this guideline document to produce their Learning and Teaching Support Materials in future. It is also important that teachers are able to select and use existing materials effectively.

Most Provincial Education Departments have developed systems through which these commercially available publications are screened according to set criteria. Those publications which meet the criteria, are then put on a catalogue from which schools may select and purchase materials for their learners. It should be noted that the criteria for screening to allow publications to be placed on such catalogues are very general so as to include publications suitable for schools situated within a wide variety of contextual environments. What this simply means, is that not all publications placed on a catalogue are necessarily suitable for your specific school with its own peculiar set of context. The responsibility of selecting publications for your school rests with the teacher of the learning area, who has to ensure that the Learning and Teaching Support Materials purchased are suitable for the learners within the school and for the context within which they will be learning. Careful selection of relevant materials is therefore recommended. Teachers are encouraged to collect and develop their own resource banks from the range of available resources.

5.2 MATERIALS FOR LIFE ORIENTATION

The following sources can be considered for the selection of Learning and Teaching Support Materials for Life Orientation:

- Print-based: textbooks, health and lifestyle magazines, all forms of documents, workbooks, teachers' guides, brochures, posters, etc.
- Electronic: video tapes, audio tapes, multi-media packs, computer software, etc.
- Physical: apparatus, specimens, models, educational toys, etc.