



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

CONTENT FRAMEWORK

SENIOR PHASE

LIFE ORIENTATION

2007

PREFACE

The Eastern Cape Department of Education, Curriculum Chief Directorate in collaboration with the district curriculum personnel engaged in the process of unpacking Learning Outcomes and Assessment Standards for Life Orientation, Senior Phase. The purpose of this framework is to capacitate teachers on content for Life Orientation. This will ensure improved quality teaching and learning in the classroom and further enhance the teachers' confidence in the Learning Area.

Teachers are encouraged to critically engage with the document and also use it in conjunction with other LTSM for Life Orientation. We hope that you will find the document useful as you implement and engage in the National Curriculum Statement (NCS).

Acknowledgements

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The Life Orientation SESs from the 23 districts.

The following members of the Life Orientation Provincial Learning Area Committee refined the guidelines:

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GRADE 7

LO 1 HEALTH PROMOTION

ASSESSMENT STANDARDS	KNOWLEDGE	SKILLS	VALUES	POSSIBLE CONTENT	ASSESSMENT
Proposes ways to improve the nutritional value of own personal diet.	Diets and nutritional value of food.	Reasoning Assessing	Responsibility Accountability	Diet and dieting (healthy eating) obesity. Bulimia and anorexia nervosa Junk food vs. healthy food. Limited use of sugar, salt, fat and spices.	<u>Form</u> Assignment Design and make <u>Method</u> Self Teacher <u>Tool</u> Rubric
Evaluates actions to address an environmental health problem.	Identifying an environmental health problem and addressing it	Evaluation	Respect for the environment Appreciation Responsible behavior towards the environment	Examples of environmental health problem e.g. HIV/AIDS, TB, Typhoid, land pollution e.g. dumping of waste material, water pollution,	<u>Form</u> Written task <u>Method</u> Group Teacher <u>Tool</u> Rubric

				sanitation malnutrition, etc Rights linked to environmental health	
Describes strategies for living with diseases, including HIV/AIDS.	Different diseases and strategies to live or cope with these	Describing Explaining	Responsible behavior	Different diseases e.g. TB, HIV/AIDS, diabetes cancer, etc Strategies- decision making on good diet, exercise, positive lifestyle e.g. avoiding risk behavior (alcohol & drug abuse) Abstinence from sex to avoid STDs	<u>Form</u> Project Oral presentation <u>Method</u> Group Teacher <u>Tool</u> Rubric
Discusses the personal feelings, community norms, values and social pressures associated with sexuality.	Sexuality Community norms and values	Discussion	Responsible behavior	Physical and hormonal changes Sexuality sexual orientation (gays, lesbians) homosexuality and bisexuality Peer pressure, physical changes, relationships and community norms	<u>Form</u> Research Case study Project Debates <u>Method</u> Group Teacher <u>Tool</u> Rubric Observation sheet

				in relation to sexuality. How does the community perceive adolescent stereotypical feelings about the different sexes?	
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LO 2 SOCIAL DEVELOPMENT

ASSESSMENT STANDARDS	KNOWLEDGE	SKILLS	VALUES	CONTENT	ASSESSMENT
Discusses the application of human rights as stated in the South African Constitution.	Human rights	Discussion Application	Responsibility Accountability	Human rights and limitations Rights and responsibilities. How are these applied at home, at school and in the community	Form Written task Method Teacher Tool Rubric
Explains how to counter gender stereotyping and sexism.	Gender issues and stereotypes	Explanation Reasoning	Responsibility	Gender stereotypes. Chores for girls and chores for boys and how these are applied at home, school and in the	Form Debate Assignment Method Teacher Tool Rubric

				community. How to change these stereotypes	
Explains how recognition of diverse cultures can enrich South African society.	Diversity and different cultures	Explanation Reasoning	Acceptance Respect Tolerance	Examples of diversity w.r.t.food, clothing, language and culture	<u>Form</u> Project <u>Method</u> Teacher <u>Tool</u> Rubric
Explains the role of oral traditions and scriptures in a range of the world's religions.	Oral tradition and religion	Explanation Reasoning	Acceptance Respect Tolerance	Different religions e.g. Christianity, Hinduism Jewish, African religion, etc. The role of oral traditions in these religions.	<u>Form</u> Research Project <u>Method</u> Teacher <u>Tool</u> Rubric
Discusses the significance of volunteer organizations.	Volunteer organizations	Discussion	Empathy Caring	Contribution of volunteer organizations to community Examples of these organizations e.g. Salvation Army. St.Johns Ambulance Non profit organisations	<u>Form</u> Assignment <u>Method</u> Teacher <u>Tool</u> Rubric

LO 3 PERSONAL DEVELOPMENT

ASSESSMENT STANDARDS	KNOWLEDGE	SKILLS	VALUES	CONTENT	ASSESSMENT
Reports on the implementation of strategies to enhance own and others' self-image through positive actions.	Self-image	Acceptance Decision-making	Acceptance Responsibility	Self knowledge. How to enhance self-image (join clubs and outreach programmes) Doing exercises together with dieting for the purposes of feeling and looking good	Form Written report Oral presentation Method Teacher Tool Rubric Checklist
Evaluates media and other influences on personal lifestyle choices and proposes appropriate responses.	Evaluates of media on personal lifestyle	Decision-making Evaluation	Responsibility	Different media e.g. print, audio visual and electronic media Mixit from cell phones Advertising that promotes liquor Pornographic films on certain TV channels. How the above	Form Assignment Method Teacher Tool Rubric

				influence your lifestyle.	
Explains and evaluates own coping with emotions and own response to change.	Emotions	Explanation Evaluation Reasoning	Responsibility	Types of emotions How to cope with emotions e.g. anger, sadness disappointment and loss. Coping with changes in adolescents ,new teacher at school, relocation due to employment of parents/guardian	<u>Form</u> Project <u>Method</u> Teacher <u>Tool</u> Rubric
Shows evidence of respect for others and the ability to disagree in constructive ways.	Conflict and conflict resolution	Communication	Respect	Different personality styles and how to deal with these constructively within relationships. Acceptance of other peoples views and being polite at all times Guidelines for conflict resolution	<u>Form</u> Written reports Role play Simulation <u>Method</u> Teacher <u>Tool</u> Rubric Checklist
Demonstrates and reflects on decision-making	Decision-making	Decision-making Reflection	Responsibility Accountability	Steps in decision making with regards to	<u>Form</u> Written reports Role play

skills.				Keeping or ending a relationship, Drug abuse	Simulation Method Teacher Tool Rubric Checklist
Critically evaluates own study skill strategies.	Study skill strategies	Critical evaluation	Responsibility	How to study effectively Tips on how to sustain concentration Different study skills	Form Written report Method Teacher Tool Rubric

LO 4 PHYSICAL DEVELOPMENT

ASSESSMENT STANDARDS	KNOWLEDGE	SKILLS	VALUES	POSSIBLE CONTENT	ASSESSMENT
Participates in an outdoor adventure programme through orienteering in different environments.	Role of each team member Orienteering environments	Movement Map reading skills	Tolerance Acceptance	What is an outdoor activity Different examples of orienteering e.g. mountain climbing, hiking, cross-country, etc	Form Practical demonstration Method Teacher Self Tool Observation tool Checklist
Performs a sequence of	Movement and physical activities	Balancing Coordination of	Acceptance Honesty	Technique of performing	Form Practical

physical activities including rotation, elevation and balance movements.		balance movement Rotation and elevation		rotation, elevation and balance Importance of the above	demonstration Method Teacher Self Tool Observation tool Checklist
Participates in and reports on a fitness programme.	Fitness and designing a programme	Coordination	Patience Responsibility	Muscle strength stamina Endurance Flexibility Posture	Form Practical demonstration Reporting (written or verbal) Method Teacher Self Tool Observation tool Checklist Rubric
Investigates fair play in a variety of athletic and sport activities.	Rules and regulations	Basic movement	Honesty Acceptance Inclusivity Respect	Different athletic and sport activities Issues of fairness in these activities	Form Investigation Method Teacher Tool Rubric

LO 5 ORIENTATION TO THE WORLD OF WORK

ASSESSMENT STANDARDS	KNOWLEDGE	SKILLS	VALUES	POSSIBLE CONTENT	ASSESSMENT
Discusses interests and abilities related to career and study opportunities.	Own interests and abilities i.r.t. careers	Discussion	Acceptance	Identify own abilities and interests Examples of careers. Show relation between abilities and careers.	<u>Method</u> Assignment Investigation <u>Form</u> Teacher <u>Tool</u> Rubric
Explains the value and importance of work in fulfilling personal potential.	Importance and value of work	Explanation	Responsibility	Values and significance of work Relate the above to own potential	<u>Method</u> Assignment <u>Form</u> Teacher <u>Tool</u> Rubric
Identifies services and sources for career and study information.	Services and sources for career and study information	Identification	Responsibility	Examples of information on services of study Sources of study information	<u>Method</u> Case study Assignment <u>Form</u> Teacher <u>Tool</u> Rubric
Reports on an	Different careers	Reporting	Responsibility	Examples of	<u>Method</u>

initiated or simulated career-related activity.				career activities Career exhibition Job shadowing Job opportunities	Written report Form Teacher Tool Rubric
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GRADE 8

LO I HEALTH PROMOTION

ASSESSMENT STANDARDS	KNOWLEDGE	SKILLS	VALUES	POSSIBLE CONTENT	ASSESSMENT
Plans an action in which laws and or policies for protecting environmental health are applied to address an environmental health issue.	Environmental health, laws and Policies	Interpretation, Application Planning	Respect(for environment)	Environmental Health Issues Pollution of water, air, sanitation and garbage Protection against veld fires, felling of trees Application of laws and policies Revisit one of the environmental issues done in Gr.7 and plan an action on how to address it.	Form Action research Method Teacher Tool Rubric
Critically analyses the causes of	Causes of common diseases	Critical analysis	Information sharing and responsible	Causes of common diseases Types of common	Form Case study Projects

common diseases in relation to socio-economic and environmental factors			behavior	diseases e.g. TB and socio-economic factors could be over crowdedness in slum areas and poverty. Diabetes can be caused by over indulgence or excessive consumption of certain foods Hypertension HIV/AIDS Why do these occur and how are they related to socio-economic factors?	Assignment Method Teacher Tool Rubric
Describes what a healthy lifestyle is in own personal situation, as a way to prevent disease	Personal healthy lifestyle	Description Communication	Respect Caring	Nutrition; Balanced Diet Physical Exercise Abstinence from drugs and sex are precautionary measures Show how the above can prevent diseases.	Form Design and make (Collage on balanced diet, Physical, exercise) Practical demonstrations Method Teacher Learner Tool Rubric

					Checklists Observation sheet
Examines a Health and safety issue related to violence, and proposes alternatives to violence as well as counter strategies	Safety issues Violence	Research	Respect(human rights)	Examples of health and safety issues e.g. Violence to people, to property and domestic violence Carrying and use of dangerous weapons at school, home and community e.g. gangsterism ,political & faction fights Drugs and drug abuse ALTERNATIVES Neighbourhood watch Community policing Constructive engagement of youth in sport, cultural activities, and volunteerism in community projects as counter	Forms Practical demonstration (Role-play) Action-Research Method: Teacher Learner Tools Observation sheets Rubrics

				strategies.	
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LO 2 SOCIAL DEVELOPMENT

ASSESSMENT STANDARDS	KNOWLEDGE	SKILLS	VALUES	POSSIBLE CONTENT	ASSESSMENT
Discusses violations of human rights and plans counter-strategies	Violations of human Rights Counter strategies	Discussion Planning	Acceptance Respect Tolerance	Human Rights-Prior knowledge .Refer to Gr.7 Violations scenario How to access help and information as a counter strategy .	Form Case-study Assignment Method Teacher Tool Rubric
Explains how to use democratic processes to address a local problem.	Democratic processes	Explanation	Democracy	Identify a local problem and the extent to which it affects learners e.g. sheebens that sell liquor to learners during school hours. Apply democratic processes to address this problem within the school community e.g. LRC SMT SGB Local Councilors etc.	Form Project Assignment Method Teacher Tool Rubric

Discusses how the learner would promote nation building in different contexts.	Nation building in different contexts	Discussion	Patriotism Empathy Responsibility	Volunteering e.g. environmental project being involved in clean-up campaigns and community gardens Community projects like caring for the sick Assisting child headed families as nation building activities.	Form Project Assignment Method Teacher Tool Rubric
Critically evaluates changes in cultural norms and values in relation to personal and community issues	Changes in cultural norms	Debate Discussion	Ubuntu Tolerance Acceptance	Causative factors Multi-culturalism OVERRATING OF democracy and Media influence Dress code Virginity testing Teenage pregnancy Relationships Respect for elders. What are the cultural norms and values in relation to the above?	Form Debate Project Assignment Method Teacher Tool Rubric Observation sheet
Discusses the contributions of organizations from various religions to social	Contributions from organizations from different religions and their services	Discussions	Appreciation	Youth for Christ Friends for life YMCA Salvation Army Projects-Soup kitchens, education	Form Project Assignment Method Teacher Tool

development.				centers, Bursaries. How do the above contribute towards social development?	Rubric
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LO 3 PERSONAL DEVELOPMENT

ASSESSMENT STANDARDS	KNOWLEDGE	SKILLS	VALUES	POSSIBLE CONTENT	ASSESSMENT
Analyses and discusses factors which influence self-concept formation and self-motivation.	Factors influencing self concept Factors influencing self motivation	Analysis Discussion	Respect Acceptance	<p>CONCEPTS: Self concept, self- esteem, self- motivation, self awareness</p> <p>Factors influencing self esteem, socio economic status, physical appearance, peer pressure, emotional and mental factors</p> <p>Factors affecting self motivation</p> <p>Positive and negative rewards, punishment ,affirmation, intrinsic and extrinsic motivation, self actualization</p> <p>Consider role of peers and teachers in self- concept formation</p>	<p>Form Design and make Assignment</p> <p>Method Teacher</p> <p>Tool Rubric</p>

Reflects on appropriate behaviour in different kinds of interpersonal relationships	Appropriate behavior Interpersonal relationships.	Reflection Critical thinking	Respect Love Trust	Types of relationships_ Family, Peer, Community, citizenship, friendship, Intimate relationship Types of behavior in relationships	<u>Form</u> Role-play Reflective dialogue Practical demonstration Drama <u>Method</u> Teacher Learner <u>Tool</u> Checklist Observation sheet
Explains how self will cope with depression, crisis and trauma.	Coping strategies Depression Crisis Trauma Relations with self	Explanation	Valuing own self	Concepts; Depression, crisis, trauma Causes and prevention Coping strategies Understand and know the symptoms of all the above	<u>Form</u> Assignment <u>Method</u> Teacher <u>Tool</u> Rubric
Discusses appropriate ways to initiate, sustain and end relationships.	Ways to initiate, sustain and end relationships	Discussion	Respect Love Trust	Types of relationships How to initiate, sustain and end a relationship ,	<u>Form</u> Project Debate <u>Method</u> Teacher <u>Tool</u> Rubric Checklist

Designs and implements a personal plan for preventing and managing stress	Personal contexts Action plans Stress prevention Stress management	Planning Application Management of stress	Insight to stress management	Concepts: stress Causes, prevention and, coping strategies	<u>Form</u> Design and make <u>Method</u> Teacher <u>Tool</u> Rubric
Draws up an action plan to apply problem-solving skills in a personal context.	Problem solving Personal contexts	Drawing action plan Application of problem solving skills	Achievement of objectives	Steps in problem solving Gr.7 Identify a personal context and apply steps in problem solving e.g. conflict with parents ,teachers or peers	<u>Form</u> Design and make Oral Presentation <u>Method</u> Teacher <u>Tool</u> Rubric Checklist

LO 4 PHYSICAL DEVELOPMENT

ASSESSMENT STANDARDS	KNOWLEDGE	SKILLS	VALUES	POSSIBLE CONTENT	ASSESSMENT
Plans and participates in an outdoor adventurous recreational outdoor activity.	An outdoor adventurous recreational outdoor activity.	Planning	Honesty Openness Respect	What an outdoor activity is. Examples: Orienteering and mountain climbing Hiking , biking& cross-country. Consider safety issues Map reading Team building	Form Written report Practical demonstration Method Teacher Group Tool Rubric Observation sheet
Plans and implements a programme to improve techniques of rotation, balance and elevation	Rules and regulations Role playing technique Safety measures	Planning Balancing Co-ordination of movements Rotation Elevation	Honesty Respect Co-operation Teamwork	Refine techniques acquired grade 7. 3 different rotation, balance and elevation movements and	Form Written report Practical demonstration Method Teacher Tool Rubric Observation sheet

				sequence them. e.g. Javelin throwing Discus throwing Shot put throwing	
Participates in fitness programmes and records progress	Fitness programme and safety measures	Coordination Recording	Patience	Concepts: Cardiovascular endurance Muscle strength Stamina Examples (4 of each) Advantages and disadvantages of a fitness programme. Recording of progress (give time frames)	Form Written task Practical demonstration Method Teacher Learner Self Tool Rubric Observation sheet
Designs and plays target games	Target games Safety measures	Balancing Co-ordination Designing	Respect	Concept target games. Examples softball and base ball Rules Safety measures Equipment	Form Design and make Practical demonstration. Method Teacher Group Tool Rubric

				Design own game.	Observation sheet
Investigates and reports on gender equity issues in a variety of athletic and sport activities	Constitution Human rights Policies e.g. inclusivity	Tolerance Recording Reporting Investigation Problem solving Conflict management	Respect Acceptance Inclusivity	Concepts: gender equity, stereotypes, bias, prejudice. Bill of rights Laws and policies Role of sponsors Role of media in a variety of sport and athletic activities How to promote gender equity at school, and other contexts.	<u>Form</u> Investigation <u>Method</u> Teacher <u>Tool</u> Rubric Observation sheet

LO 5 ORIENTATION TO THE WORLD OF WORK

ASSESSMENT STANDARDS	KNOWLEDGE	SKILLS	VALUES	POSSIBLE CONTENT	ASSESSMENT
Identifies and discusses career and study choices and their corresponding requirements.	Careers Fields of study compatible with careers. Requirements for career choice Subjects, pass requirements	Identify Discuss	Commitment Dedication Responsibility	Identify different careers and Different career clusters. Link LAs with FET subjects and career clusters Factors influencing career and study choices e.g. term of study, personality, ability, strengths, opportunities, socio - economic factors. Different fields of study.	Form Investigation/ Research Method Teacher Learner Tool Rubric
Investigates	Self- knowledge,	Investigation	Self worth	Relate the	Form

career and study opportunities related to own interests and abilities.	interests, abilities, strengths, weaknesses	Research Decision Making	Self advancement	information from previous assessment standard to your own interests and abilities	Investigation/ research <u>Method</u> Teacher Learner <u>Tool</u> Rubric
Evaluates own abilities and interests related to careers and study choices	Self Knowledge	Evaluation	Introspection	Do self assessment using Joharis window and peer inputs .Relate the evaluation to careers and study choices.	<u>Form</u> Assignment <u>Method</u> Teacher Self <u>Tool</u> Rubric
Discusses the role of work in relation to needs in South Africa.	Needs in SA in relation to career choice Role of Work Link with Needs in SA.	Discussion	Nation building	Role of work Formal and in-formal work. Self actualization Scarce skills vs economy Support for the government(tax generation) Meeting the needs in SA	<u>Form</u> Assignment <u>Method</u> Teacher <u>Tool</u> Rubric
Critically evaluates a range of Further Education and	Knowledge of FET providers. HEI, SETA,NGOs	Critical evaluation	Responsibility	FET providers What courses and skills are offered Length, cost,	<u>Form</u> Project <u>Method</u> Teacher <u>Tool</u>

Training providers.				<p>financial, implications- accommodation etc.</p> <p>Different curricular, Opportunities linked to these courses. Transformation issues in the college. Equity</p>	Rubric
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GRADE 9

LO 1 HEALTH PROMOTION

ASSESSMENT STANDARDS	KNOWLEDGE	SKILLS	VALUES	POSSIBLE CONTENT	ASSESSMENT
Illustrates and evaluates the influence of ecological, social, economic, cultural and political factors on own personal choice of diet.	Influence of ecological, social, cultural, political factors on own choice of diet	Illustration Evaluation	Information Sharing Respect for other people and self-personal choices.	Factors influencing personal choice of diet <ul style="list-style-type: none"> • Ecological • Social • Economic • Cultural • political 	Forms: Research Design and Make Methods: Teacher Learner Tools: Rubric
Develops and implements an environmental health programme.	Resources on health information, health services and treatment options.	Planning	Information sharing, Caring Ubuntu.	Refer to Gr7&8 on environmental health issues and identify one issue. Develop and implement a plan to address it.	Forms: Design and make Project Methods: Teacher Tools: Rubric
Investigates personal and social factors that contribute to substance abuse and suggests appropriate	Substance abuse Rehabilitation options Social and personal factors	Investigation Communication	Responsibility Tolerance Acceptance.	Substance abuse. Personal factors leading to substance abuse. Social factors that lead to substance	Forms: Investigation Case Studies Methods:

responses and rehabilitation options.				abuse e.g. poverty, unemployment; peer pressure and lack of parental guidance can lead to substance abuse. Examples of rehabilitation options AA and other organizations.	Teacher Tools: Rubric
Critically evaluates resources on health information, health services and a range of treatment options, including HIV/AIDS.	Resources on health information and health services. Treatment options	Critical evaluation	Responsibility Tolerance Cooperation	Critically evaluate accessibility of health information and health services. Access to treatment e.g. ARVs in clinics and other health institutions.	Forms: Research Methods: Teacher Tools: Rubric
Discusses ways to apply insights gained from participating in an activity related to national health or a safety promotion programme	National health or a safety promotion programme.	Discussion application	Teamwork Co-operation.	Environmental health programmes Cleaning campaigns Nature conservation Road safety First Aid Crime prevention. These are examples of safety promotion programmes. Reflect on your involvement	Forms: Project Assignment Methods: Teacher Tools: Rubric

LO 2 SOCIAL DEVELOPMENT

ASSESSMENT STANDARDS	KNOWLEDGE	SKILLS	VALUES	POSSIBLE CONTENT	ASSESSMENT
Debates issues with regard to citizens' rights and personal choices	Citizens rights Personal choices	Debating Decision making	Responsibility Accountability	Citizens rights and responsibilities in relation to personal choices	Form Debates Project Method Teacher Tool Rubric Checklist
Reports on participation in or planning of the local celebration of a national day.	National days	Report writing Planning	Patriotism	Origins of that national day Report on planning of an event : <ul style="list-style-type: none"> • Booking venue • Compiling guest list • Writing invitations • Designing programmes 	Form Dry run Role play Oral presentation Written report Method Group Teacher Tool Observation sheet Checklist Rubric
Critically discusses social relationships in a variety of situations.	Social relationships	Discussion	Tolerance Respect	Different types of relationships e.g. interpersonal relationships in different contexts e.g. School Family	Form Interviews Debates Method Peer Teacher

				Peers Community	<u>Tool</u> Observation sheet Checklist
Critically investigates issues of diversity in South Africa and ways in which to promote understanding of diverse cultures	Diversity	Investigation	Tolerance Respect	Examples of issues of diversity Language Religion Dress Celebration of Cultural days Heritage. How can the above be instrumental in promoting understanding of diverse cultures?	<u>Form</u> Research <u>Method</u> Teacher <u>Tool</u> Rubric
Reflects on and discusses the contributions of various religions in promoting peace	Diversity Religions	Reflection	Peace Acceptance	Various religions and religious organizations and their contributions to promoting peace Their services and activities Negotiation Mediation Interdenominational days Prayer meetings for peace IDASA Investigate	<u>Form</u> Projects <u>Method</u> Teacher Peer <u>Tool</u> Rubric

				Calendar days Attend some activities	
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LO 3 PERSONAL DEVELOPMENT

ASSESSMENT STANDARDS	KNOWLEDGE	SKILLS	VALUES	POSSIBLE CONTENT	ASSESSMENT
Analyses and reflects on positive personal qualities in a range of contexts.	Positive personal qualities in a variety of contexts	Analyze Reflect	Confidence Insight	Analyze own strengths and weaknesses (emphasis on strengths in different situations. E.g. Home, school, church, sports field)	Form Case study Assignment Test Method Self Teacher Tool Rubric
Critically discusses own rights and responsibilities in interpersonal relationships.	Problem solving	Critical evaluation Problem solving	Self confidence Responsibility	Rights and responsibilities in terms of interpersonal relationships Assertiveness in taking action e.g. getting a court interdict in cases of violence and intimidation	Form Project Role-play Debate Dramatization Method Teacher Peer Tool Rubric Checklist

					Observation sheet
Responds appropriately to emotions in challenging situations	Emotions	Communication	Respect Tolerance Trust Responsibility	Emotional intelligence Types of emotions Coping with own emotions and other peoples'. Control of emotions How to behave appropriately when angry, sad, disappointed ,etc.	Form Role play Dramatisation Method Self Peer Teacher Tool Checklist Observation sheet
Explains what has been learned from a challenging personal interaction by critically reflecting on own behaviour.	Different kinds of emotions Different kinds of responses	Explanation Reflection	Self respect and acceptance	Reflective Process e.g. What happened Fact and opinion Own feelings Other person's feelings examined. Rights Reflecting on own behavior and strategies using previous assessment standard.	Form Assignment Presentation Role-play Method Self Peer Teacher Tool Rubric Checklist Observation sheet.

LO 4 PHYSICAL DEVELOPMENT

ASSESSMENT	KNOWLEDGE	SKILLS	VALUES	POSSIBLE CONTENT	ASSESSMENT
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STANDARDS					
Participates in and evaluates own performance in an adventurous recreational outdoor activity	Rules of the outdoor activity	Negotiation Movement	Respect Responsibility	Evaluate your participation in an adventurous recreational outdoor activity.(Grade 7&8)	Form Practical demonstration Written work Method Self Peer Teacher Tool Rubric Checklist Observation sheet
Refines and evaluates own and peer movement performance including rotation, balance and elevation	Knowledge of our body and how it works. Rules and regulations	Rotation, Balancing, Elevation. Evaluation	Responsibility	Refine and evaluate techniques for rotation, elevation and rotation and increase levels thereof.	Form Practical demonstration Method Self Peer Teacher Tool Checklist Observation sheet
Assesses own physical wellness level and sets personal goals for improvement.	Body function and structure Nutrition and exercise		Respect for own body. Vision and ambition for oneself Self discipline and commitment	Concepts ;muscular strength, flexibility, endurance and cardio – vascular Fitness=physical wellness Personal goals short term and long term	Form Practical demonstration Design and make Method Self Peer

					Teacher Tool Rubric Checklist Observation sheet
Critically evaluates and executes a game plan for individual or team sport	Many games and choose the best and suitable. Rules and regulations	Critical evaluation Play	Tolerance Acceptance	What is a game plan? Designs a game plan which includes rules of that game. E.g. of game plans for individual or team sport. Own game plan.	Form Practical demonstration Written work Method Self Peer Teacher Tool Rubric Checklist Observation sheet

LO 5 ORIENTATION TO THE WORLD OF WORK

ASSESSMENT	KNOWLEDGE	SKILLS	VALUES	POSSIBLE CONTENT	ASSESSMENT
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STANDARDS					
Motivates own career and study choices	Insight/in-depth knowledge about own career choice	Motivation	Responsibility	Different fields of careers and self knowledge in relation to these e.g. newspapers have examples of different careers in South Africa	Form Written work Method Teacher Tool Rubric
Critically reflects and reports on opportunities in the workplace.	Opportunities in the work place.	Critical reflection Reporting	Self advancement	Settings in the workplace Opportunities in the work place e.g. promotions and salary progressions	Form Written report Method Teacher Tool Rubric
Discusses rights and responsibilities in the workplace	Rights and responsibilities in the work place.	Discussion	Responsibility Accountability	Labor laws Unions Knowledge of job descriptions Right to take leave vs responsibility of production expected	Form Project Assignment Method Teacher Tool Rubric
Outlines a plan for own lifelong learning.	Life long learning	Planning	Self actualization Responsibility	Self knowledge Future aspirations Knowledge of how to fulfill vision.	Form Case studies Report Presentations Real Life situations Method

					Self Peer Teacher <u>Tool</u> Rubric Checklist Observation sheet
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