HEADSTART

Life Orientation

TEACHER'S GUIDE

GRADE 8

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B. Danisa • M. Mitchell

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Introduction

How this Teacher's Guide should be used

This Life Orientation Teacher's Guide is part of a course that provides rich resources to ensure complete curriculum coverage and the successful development of Life Orientation competencies. The Teacher's Guide supports you by:

- defining subject, the National Curriculum and Assessment Policy Statement (CAPS) and teaching terminology
- indicating pacing, content and resources in content overviews, and structuring the course into lessons with clear teaching guidelines according to the CAPS
- providing background information (prior knowledge and skills covered in previous grades and/or interesting subject/topic background)
- providing remediation and extension activities
- providing suggested answers for every activity
- providing Formal Assessment Tasks, exams, and marking guidelines and rubrics as required by the CAPS.

How this course works

This series meets the requirements of the National Curriculum and Assessment Policy Statement (CAPS) or Life Orientation in the Senior Phase. In Grade 8 Life Orientation there are two core components: a Learner's Book and a Teacher's Guide.

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The Learner's Book

- The full colour Learner's Book provides content and/or subject knowledge and includes activities for learners to develop, practise and consolidate their knowledge and skills. Teachers receive guidance on how to teach important concepts.
- Written texts are supported by photographs and illustrations that help to explain content. All examples, activities and illustrations are representative of all cultural groups.
- Activities steadily become more challenging, so that learners progressively develop their understanding of concepts.

The Teacher's Guide

The Teacher's Guide provides you with all the necessary planning, teaching and assessment tools.

Four easy-to-navigate sections

Section 1: Curriculum and Assessment Policy Statement

- Instructional time allocation
- Topic overview for Life Orientation Senior Phase

Section 2: Planning and assessment in Senior Phase Life Orientation

- Teaching plan for Life Orientation Grade 8
- Sample lesson plan for Grade 8
- The four steps of assessment
- Types of assessment
- Types of Formal Assessment for Life Orientation
- Formal Programme of Assessment (POA) for Life Orientation
- Cognitive levels and abilities for Life Orientation in the Senior Phase
- Assessment rubrics

Section 3: Teaching and Learning Life Orientation

- Teaching Development of self in society
- Teaching Health, social, and environmental responsibility
- Teaching Constitutional rights and responsibilities
- Teaching World of work
- Teaching Physical Education
- Inclusive teaching
- Metacognitive strategies

Section 4: Teaching Guidelines for Life Orientation

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Section 1: Curriculum and Assessment Policy Statement

This series is based on the National Curriculum Statement Grades R–12 (NCS, January 2012), which is the policy document for learning and teaching in South Africa. The NCS consists of three documents:

- Curriculum and Assessment Policy Statements (CAPS) for Grades R–12
- National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R–12
- National Protocol for Assessment Grades R–12 (January 2012).

Each CAPS document has four sections:

- Section 1: Introduction to the Curriculum and Assessment Policy Statements for the specific subject
- Section 2: The specific subject's aims, time allocations and requirements to offer it as a subject
- Section 3: Overview of topics and teaching plan for the specific subject
- Section 4: Assessment in the specific subject.

Sections 2, 3 and 4 of the CAPS documents, together with the National Policy pertaining to the Programme and Promotion Requirements of the NCS, represent the norms and standards of the National Curriculum Statement Grades R–12. Together these documents are the basis for determining minimum outcomes, processes and procedures for assessment of learners.

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Instructional time allocation

The instructional time in the Senior Phase is as follows:

Subject	Teaching hours per week	Total per term
Home Language	5	50
First Additional Language	4	40
Mathematics	4,5	45
Natural Sciences	3	30
Social Sciences	3	30
Technology	2	20
Economic Management Sciences	2	20
Life Orientation	2	20
Creative Arts	2	20
Total	**27,5**	**275**

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Each CAPS document provides:

- an overview of topics and content areas for its subject (see below)
- the weighting prescribed for each content area
- a teaching plan for the subject.

Topic overview for Life Orientation Senior Phase

	Topic	Grade 7	Grade 8	Grade 9
Term 1	Development of self in society	Self-image; Puberty and gender constructs; Peer pressure	Self-concept; Self-motivation; Positive self-talk, strategies and skills; Sexuality	Goal-setting skills; Lifestyle choices; Sexual behaviour and sexual health
	World of work	Reading and studying; Development of memory	Different learning styles; Reading and writing	Time management skills; Reading and writing; Keeping a journal
	Physical education	Participation and movement performance in a fitness programme; Safety issues	Participation and movement performance in fitness activities; Safety issues	Participation and movement performance in activities that promote physical wellness; Safety issues
Term 2	Health, social, and environmental responsibility		Social factors that contribute to substance abuse in society	
	Constitutional rights and responsibilities	Human rights in the Constitution; Fair play in sport; Dealing with abuse in different contexts		Citizens' rights and responsibilities; Constitutional values
	World of work	Career fields, challenges, related school subjects, activities, opportunities, requirements, duration of study, sources	Identifying and applying your own learning styles; Six career categories; School subjects	Options with school certificates; Workplace ethics, and opportunities
	Physical education	Indigenous games; invasion games; Participation and movement performances; Safety issues	Participation and movement performances in target games; Safety issues	Participation and execution of a game-plan for individual or team sport; Safety issues

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Term 3	Health, social, and environmental responsibility	Substance abuse: forms, symptoms and prevention, personal factors, early detection; Local environmental health, projects and strategies, an action plan	Environmental health issues: Laws, policies and programmes; Earth Day; Decision-making around HIV and AIDS	Volunteerism; Health and safety issues related to violence
	Constitutional rights and responsibilities:		Nation building: definition, promotion and contribution	
	World of work	Simulation of career related activities; Value and importance of work to fulfil personal needs and potential	Relationship between performance in school subjects and interests and abilities; Decision making process	Career and subject choices; Decision-making skills; Steps in choosing subjects
	Physical Education:	Sequence of physical activities: Rotation, balance, elevation and rhythmic movements	Participation and performance in movement techniques; Safety issues	Participation and refinement of performance in movement activities; Safety issues
Term 4	Development of self in society	Personal diet and nutrition: factors that influence personal diet, ways to improve nutritional value of personal diet		Challenging situations: depression, grief, loss, trauma and crisis
	Health, social, and environmental responsibility	Common diseases: TB, diabetes, anorexia, obesity, epilepsy, HIV and AIDS; causes, treatment options, resources, strategies for living with diseases		

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	Constitutional rights and responsibilities	Role of oral traditions and scriptures in major religions	Human rights violations and gender equity; Cultural diversity; Contributions to social development by religions	Contributions of various religions in promoting peace; Sports ethics in all physical activities
	World of work			Study and career funding providers; Planning and goal-setting for lifelong learning
	Physical Education	Participation in outdoor recreational programme; Safety issues	Participation and performance in outdoor recreational activity; Safety issues	Participation and refinement of performance in an outdoor recreational activity; Safety issues

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Section 2: Planning and Assessment in Senior Phase Life Orientation

Teaching plan for Life Orientation Grade 8

This teaching plan shows:

- the pacing of the topics for the course by term
- where to find the relevant content and activities in the Learner's Book
- when Formal Assessment takes place, cross-referenced to suitable activities in the Learner's Book.

This teaching plan follows the time allocations as set out in CAPS for Life Orientation. It assumes two hours of teaching per week.

Content/topics Term 1	Learner's Book	Activities	Teaching time
Development of the self in society: Self-concept formation	Unit 1, page 10	1–4	3 hours
Physical Education: Physical fitness (1)	Unit 2, page 21	1–3	3 hours
Development of the self in society: Sexuality	Unit 3, page 24	1–5	3 hours
Physical Education: Physical fitness (2)	Unit 4, page 34	1	3 hours
Development of the self in society: Relationships and friendships	Unit 5, page 36	1–4	3 hours
Physical Education: Physical fitness (3)	Unit 6, page 44	1–2	3 hours
World of work: Different learning styles	Unit 7, page 46	1	1 hour
Physical Education: Physical fitness (4)	Unit 8, page 49	1–3	1 hour
Formal Assessment			
Term 2	**Learner's Book**	**Activities**	**Teaching time**
World of work: Identify and apply your own learning styles	Unit 1, page 54	1–2	1 hour
Physical Education: Participation in target games (1)	Unit 2, pages 57	1	1 hour
World of Work: Career categories and the role of work	Unit 3, page 59	1–3	4 hours

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in relation to South Africa's needs			
Physical Education: Participation in target games (2)	Unit 4, page 69	1–3	4 hours
Health, social and environmental responsibility: Substance abuse	Unit 5, page 74	1–3	3 hours
Physical Education: Participation in target games (3)	Unit 6, page 82	1–4	3 hours
Formal Assessment			
Term 3	**Learner's Book**	**Activities**	**Teaching time**
World of work: Relationship between performance in school subjects and interests and abilities	Unit 1, page 88	1–8	3 hours
Physical Education: Improve movement techniques (1)	Unit 2, page 97	1–2	3 hours
Health, social and environmental responsibility: Environmental health issues	Unit 3, page 100	1–3	3 hours
Physical Education: Improve movement techniques (2)	Unit 4, page 105	1–5	3 hours
Health, social and environmental responsibility: Making responsible decisions about HIV and AIDS	Unit 5, page 108	1–4	2 hours
Physical Education: Movement techniques (3)	Unit 6, page 115	1–3	2 hours
Constitutional rights and responsibilities: Nation building	Unit 7, page 117	1–6	2 hours
Physical Education: Movement techniques (4)	Unit 8, page 126	1–3	hours 2
Formal Assessment			
Term 4	**Learner's Book**	**Activities**	**Teaching time**
Constitutional rights and responsibilities: Human rights	Unit 1, page 130	1–5	4 hours
Physical Education: Outdoor recreational activities	Unit 2, page 141	1	4 hours
Constitutional rights and responsibilities: Cultural diversity	Unit 3, page 144	1–6	3 hours

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in South Africa			
Physical education: Outdoor recreational activities	Unit 4, page 154	1–3	3 hours
Formal Assessment			

Sample lesson plan for Grade 8

Some teachers may find daily lesson plans useful, although these are not a formal policy requirement. An example of how to complete a lesson plan is below.

Date: February	**Grade: 8**	**Term: 1**
Module: 1	**Unit: 6**	**Contact time: 3 hours**
Content/concept: Movement performance – complete a obstacle course; safety issues;	Activities: participate in an obstacle course	Resources required: Hula hoops, cones, bricks; plank of wood
Activity 1: Warm up		
Links with previous activity: n/a		
Links with next activity: learners will further refine their performance		
Teaching plan • Check prior knowledge: class discussion about obstacle courses • Teaching procedures (methods you will use): class discussion, explain instructions and remind learners to warm up • Progress checks: check understanding by getting experienced learners to demonstrate the various movements.		
Assessment: teacher observes learners performances		
Confidential information/Teacher reflection: Teacher should make notes on individual performances and note learners who will need additional support.		

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Assessment

Assessment is about collecting evidence of the learners' learning. It is an integral part of teaching and learning, and should be formulated when planning the lesson content. Assessment helps to identify the needs of the learners. It also provides evidence of progress, enables teachers to reflect on what they are doing, and provides for feedback and reporting to all stakeholders. Good assessment practice in Life Orientation includes:

- Assessing whether skills and aims are applied to content knowledge
- Providing feedback.

The four steps of assessment

1. Generating and collecting evidence of achievement
2. Evaluating the evidence
3. Recording the findings
4. Using the findings to guide future learning and teaching.

Types of assessment

Informal or daily assessment

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. For example, activities on pages 27, 44, 142 are suitable for informal assessment.

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CAPS tells us that informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but should not be recorded or taken into account for promotion. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks.

Self-assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.
Learners often experience difficulty completing extended writing. This is why we have provided many activities that allow learners to practise extended writing.

Learners should read and write regularly; starting with sentences and paragraphs and building up to extended pieces of written work. Much of this may be structured by working through activities provided in the Learner's Book.

Formal assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well

learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, and so on. Formal assessment tasks form part of a year-long formal programme of assessment in each grade and subject.

Types of Formal Assessment for Life Orientation

Tests and examinations

These are individual assessment tasks. Tests and examinations for formal assessment should cover a substantial amount of content. Tests and examinations must be completed under strictly controlled conditions.

Tasks and assignments

Tasks and assignments should be designed to cover the content and concepts of the subject and include a variety of activities selected to assess the identified aims and skills.

Before handing out an assessment task to learners, teachers should ensure that they are able to answer all the questions themselves. When teachers set an assessment task, they should draw up a memorandum of answers and/or a rubric for the assessment. Refer to the seven-point rating code or scale of achievement when constructing a rubric.

Feedback should acknowledge strengths and identify areas of weakness for learners' developmental needs. Action plans on how learners will be supported should accompany this feedback. It is important that the feedback provided to learners encourages them to do better, and builds their self-confidence.

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Formal Programme of Assessment (POA) for Life Orientation

We have provided a full Formal Programme of Assessment plan. These assessments cater for a range of cognitive levels and abilities as required by the CAPS.

Cognitive level	Percentage
Lower order: What? Why? Who? When? Where? List	40%
Middle order: Discuss, explain, describe	40%
Higher order: Analyse, evaluate, synthesise, critically evaluate, examine	20%

Term 1	Development of the self in society PET	Exemplar Formal Assessment: Written assignment Participation/Movement performance: Physical fitness
Term 2	Development of the self in society; World of work; Health, social and environmental responsibility PET	Exemplar Formal Assessment: Mid-year exam Participation/Movement performance in target games
Term 3	Health, social and environmental responsibility PET	Exemplar Formal Assessment: Project Participation/Movement performance in movement techniques
Term 4	Development of the self in society; World of work; Health, social and environmental responsibility; Constitutional rights and responsibilities PET	Exemplar Formal Assessment – End-of-year exam (Participation/Movement performance in an outdoor recreational activity

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Cognitive levels in the Senior Phase

KNOWLEDGE AND RECALL	COMPREHENSION/ UNDERSTANDING	APPLICATION	CONCEPTUAL REASONING: ANALYSIS	CONCEPTUAL REASONING: SYNTHESIS	CONCEPTUAL REASONING: EVALUATION
Lower order	Middle order		Higher order		
Absorb Count Define Identify Label List Match Memorise Name Outline Point out Quote Recite Recognise Repeat Remember Reproduce Respond Select State Trace	Classify Compare Convert Discuss Distinguish Define Demonstrate Describe Estimate Explain Generalise Give examples Illustrate Infer Interpret Match Paraphrase Restate Select Summarise Translate	Change Compute Construct Demonstrate Draw up Illustrate Predict Relate Solve Use	Breakdown Differentiate Discriminate Investigate Organise Relate Separate Subdivide	Abstract Arrange Combine Compile Construct Create Design Discuss Formulate Generalise Generate Group Integrate Organise Summarise	Appraise Conclude Contrast Create Critique Criticize Decide Dispute Evaluate Grade Judge Justify Interpret Support Recommend

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Assessment rubrics

An assessment tool for performance in the two criteria of the Physical Education Task

Level	**Limited**	**Adequate**	**Proficient**	**Excellent**
Criterion 1: Frequency of participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 5% = 1 mark 6–10% = 2 marks 11–15% = 3 marks 16–20% = 4 marks	21–25% = 5 marks 26–30% = 6 marks 31–35% = 7 marks 36–40% = 8 marks 41–45% = 9 marks 46–50% = 10 marks	51–55% = 11 marks 56–60% = 12 marks 61–65% = 13 marks 66–70% = 14 marks 71–75% = 15 marks	76–80% = 16 marks 81–85% = 17 marks 86–90% = 19 marks 96–100% = 20 marks
Level	**Limited** **0–1 mark**	**Adequate** **2–3 marks**	**Proficient** **4 marks**	**Excellent** **5 marks**
Criterion 2: Outcome of Movement Performance (10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0–1 mark)	Requires attention and refinement: lapses in movements which do not always produce the desired outcome (3 marks)	Efficient, effective and appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level: movements always produce the desired outcome (5 marks)

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Physical Education marking tool

	Term 1	**1. Frequency of participation (20 marks)**							**2. Movement performance (10 marks)**			**Total for Term**
	Learner names	**PE periods per term (P1=period 1)**					**%**	**Mark out of 20**	**1st obser-vation mark out of 5**	**2nd obser-vation mark out of 5**	**Total Mark 10**	**30**
		P 1	**P 2**	**P 3**	**P 4**	**P 5**						
1												
2												
3												
4												
5												
6												
7												

Section 3: Teaching and learning Life Orientation

Life Orientation deals with the holistic development of the learner throughout childhood and adolescence. It equips learners with knowledge, skills and values that assist them to achieve their full physical, intellectual, personal, emotional and social potential. The subject encourages learners to acquire and practice skills that assist them to become independent and effective in responding to life's challenges and to play an active and responsible role in society.

The subject aims to develop learners through five different, but interrelated study areas: Development of the self in society; Health, social, and environmental responsibility; Constitutional rights and responsibilities; World of work, and Physical Education.
There is a wide range of material for you to cover during the Senior Phase, all aimed at helping learners to become confident, responsible and caring members of society.

There is a range of activities throughout the Learner's Book with guidelines and answers in the Teacher's Guide. We strongly advise that learners do all the activities since this is a very important way for them to engage with the material.

To keep the information on all the topics current, look out for newspaper or magazine articles or curriculum items on TV news that relate to the Life Orientation and discuss these with learners in your next class. Encourage learners to share this information too.
Here are some tips for teaching the different topics.

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Teaching the Development of self in society

Your aims should be to help learners to:

- realise their potential in life
- grow in confidence
- identify and solve problems
- make healthy decisions in their personal lives
- learn how to deal with challenges in their lives such as puberty, peer pressure, abuse, and trauma.

In the senior phase, learners and teachers often struggle to discuss issues such as sexuality, relationships, and abuse. Learners are all likely to be at slightly different phases in their development, experience, and interests. So, finding the balance that will address all the needs in the classroom, can feel difficult. The Learner's Book has been carefully developed to help you with this.

Approaching difficult information with kindness and patience, and in a calm, professional manner can be useful in modelling how the learners receive the information. Try to remain non-judgmental of attitudes and cultural issues that don't match your own. By keeping an open mind, you can allow learners who are considering high risk behaviours to approach you for help and advice. At this developmental stage, teenagers increasingly rely on their

peers for support and information. It is important that you encourage learners to discuss and compare experiences. This is a way of helping them normalise their experiences.

Teaching Health, social, and environmental responsibility

South Africa has many statistics that we are not proud of, such as:

- the high level of substance abuse
- the high level of violence (both at home, in our communities and in wider society)
- the increase in obesity (especially in children)
- the high incidence of HIV and AIDS.

Environmental health issues related to air and water pollution affect many South Africans, especially in communities that do not have access to safe, clean water and sanitation. On the positive side, many individuals, communities and organisations are playing an important role in improving society and the environment through volunteerism. In covering topics that may often be viewed as negative, always emphasise the role that we can all play to improve our society and environment. Remind learners that even the largest river starts with just a few drops of water: if we all make a contribution, our joint efforts could have a major impact.

Once you have completed a section, reinforce it by referring to it again in later units. For example, when you discuss diseases such as HIV and AIDS, you can link it to what they have already learned about the importance of a healthy diet.

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Teaching Constitutional rights and responsibilities

In the Senior Phase learners are made aware of their rights, freedoms and responsibilities as set out in the Bill of Rights in the Constitution of South Africa, and how to apply these to their daily lives. You can reinforce their understanding of their constitutional rights and responsibilities by applying it to classroom situations. By doing so, you may discover that it is a useful disciplinary strategy. Also, the Constitution describes the values that form the foundation on which our nation is being reconstructed. Learners need to be able to evaluate their own actions and those of others, particularly our leadership, according to the values of our constitution. The success of our democracy relies on the ability of citizens to assess the quality of leadership and to ensure that we choose leaders that embody the values of our Constitution.

The basic rules of Fair Play and Sport Ethics are introduced. So, while learning about their rights and responsibilities, learners are encouraged to apply their understanding of fairness and respect for others to the playing field during sport and athletics activities.

Learners are introduced to the concept of nation building in Grade 8, which emphasises the creation of a common South African identity as a prerequisite for cooperation and growth. Fundamental to nation building are communication skills, which help create mutual understanding and harmony between different groups in society. Nation building touches on the theme of cultural diversity, which is explored in more detail in the unit on cultural diversity in South Africa. Learners are encouraged to think of our cultural, religious and linguistic heritage as resources for development, rather than as sources of social conflict and competition. We also deal with the sensitive topic of a society in transition, in which

each one of us needs to identify and evaluate the impact of traditional and modern influences on our life choices.

Teaching the World of work

In this topic your aims should be to help learners to:

- become aware of the various factors that will influence their choice of career
- get a basic understanding of career planning
- gain some insight into the world of work
- build their confidence and motivation about future study and career aspirations
- equip them with foundational skills to achieve future study and career goals.

In the senior phase, learners are faced with many challenges including uncertainty about future study and career options. During this phase learners need ongoing guidance to help them plan and make informed and responsible decisions about subject choices, future studies and the pursuit of future career paths. The Learner's Book is structured to give learners a good overview of the different factors that influence career choices. Learners are made aware of how their personalities including their interests and abilities, their levels of motivation, their planning skills, their scholastic skills and their attitudes towards learning shape their future lifestyles including the careers they follow.

As the teacher, you need to encourage learners to dream about following successful careers after school. This can be achieved by providing them with career information that is easy to understand and presenting this information to them as one aspect of living a meaningful life. You should encourage learner interaction in your lessons, facilitating discussions about careers that not only provide knowledge and skills related to the world of work, but also the practical measures that learners can put in place to realise their dreams.

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Teaching Physical Education

Teaching the Physical Education (PE) component of Life Orientation can be challenging. Part of this challenge is the perception that PE is only about teaching learners to play sport and know the skills related to that particular sport. You may be asking yourself questions such as "Do I know how to do these exercises or play this particular sport?" or "How can I teach learners a sport if I have not played it!"

It is important to remember that PE is not only about playing sport. It is a subject where learners are encouraged to participate in physical activity. Selected sporting codes are to be taught to learners; however not at a highly skilled level. You should introduce all your learners to a variety of sporting activities. There will be learners want to participate in physical activity and sporting activities, and as those who would rather not or who cannot do so for valid reasons. Your lessons must be enjoyable, and should encourage whole-class participation and promote social development among learners. Your aim is to promote physical movement and healthy habits among all your learners. If you can promote good, healthy choices in young learners now, the possibility of those good healthy choices being continued throughout their lives is increased.

Physical Education is a subject that requires you to be well-prepared for your lessons, especially the outdoor sessions. You need to be able to manage a group of learners and sometimes a very large group of learners. The potential for injury is real and should be avoided.

Do not stress! There are key strategies that will assist you to conduct efficient, effective and fun PE lessons. The key is to plan ahead. Firstly, decide on the activities for the lesson. There are questions which you need to ask yourself. These should include:

- Are you conducting a whole-class activity or would groups work better?
- Depending on the activity, it might be better to keep boys and girls apart but ensure there is healthy interaction when appropriate.
- Will you choose groups or will learners be choosing their own groups? See what will work best for the activity. You know your learners' capabilities, so group them accordingly. Do not always group the best learners together.
- Do you have learners with disabilities? If yes, encourage these learners to participate whenever possible, and ensure that the other learners are patient. You may have to adapt the lesson to cater for the learners' needs.
- Do you have adequate equipment? If not, do not skip the activity. Adapt the activity to suit your situation and your learners. Improvisation may be needed. Working in groups and rotating tasks works best. Avoid leaving a group idle, while they wait their turn. The key is to keep all learners active.
- Do you have an alternative plan for bad weather conditions? Perhaps you can use a hall or an empty classroom or move the desks to create a space to move in.

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The activities for the Physical Education component in this book should be used as a guideline. It is important to note that activities may be repeated in order for learners to perform effectively and master fundamental skills. Remember that good planning means an even better lesson!

In every week or cycle there is a minimum of one PE period. In line with CAPS, a cycle should not pass by without learners participating in PE. Each term has a prescribed movement activity (PET) to be performed; i.e. fitness, recreation, sport and games etc. It is recommended, therefore, that all learners participate in one movement activity per term.

Inclusive teaching

What is inclusive teaching?

In the Senior Phase, it is crucial that learners find themselves in an environment where they can develop an interest in learning and the belief that they can learn. Inclusive education is defined as a learning environment that promotes the full personal, academic and professional development of all learners irrespective of race, class, gender, disability, religion, culture, sexual preference, learning styles and language.
Inclusivity is about acknowledging and respecting:

- that all children have the right to learn
- that all children can learn
- that all learners need support
- that all learners are unique and have different, but equally valued, learning needs

- that all learners need the opportunity to build on their own unique strengths
- that the learner is the centre of the teaching and learning process
- that there are differences in learners, for example, age, gender, language, culture, learning styles, disabilities, HIV status and so on.

Some of the learners in your class may already have experienced exclusion or may think negatively about education. There is no reason for them to be excluded. It is the responsibility of the teacher to ensure that these learners are included in activities. This means adapting activities to suit their needs and capabilities. It is equally important that the class is not divided because of this. Rather, learners with these challenges should be accepted and helped where possible by their peers. Learners should at all times be discouraged from teasing, bullying or ignoring others with special needs. When these attitudes are directed towards a learner, they create in that learner a barrier to learning.

Practical guidelines for inclusive teaching

Practical guidelines for inclusive teaching:

- Have a good understanding of each learner's background, strengths, unique abilities, needs and barriers. Then use this information to inform your planning and give a clearer focus.
- Remember that the teacher is a facilitator of learning.
- Keep the content and material as relevant as possible.
- Break down learning into small, manageable and logical steps. Keep instructions clear and short (plan beforehand).
- Grade activities according to the different levels and abilities of learners. Try to ensure that learners remain challenged enough without experiencing undue stress.
- Develop a balance between individual learning, peer tutoring, cooperative learning and whole-class teaching.
- Use learners to help one another in the form of group types, peer-assisted learning, buddy systems and so on. Ensure that learners feel included and supported in the classroom by both the teacher and their peers.
- Set up pairs and groups of learners where members can have different tasks according to their strengths and abilities. Promote self-management skills and responsibility through group roles and the types of tasks you set.
- Motivate learners and affirm their efforts and individual progress. Build confidence. Encourage questioning, reasoning, experimentation with ideas, and risking opinions.
- Determine the learner's Zone of Proximal Development (ZPD) and use it for effective teaching and learning. (Vygotsky described the ZPD as the distance between what the learner already knows and understands and what he/she can understand with adult support. Learning is thus a social interaction as the teacher mediates and supports the learner as he/she understands a new concept).
- Spend time consolidating new learning. Use different ways to do this until all learners understand the concept. Make time to go back to tasks so that learners can learn from their own and others' experiences and methods.
- Use and develop effective language skills (expressive and receptive, verbal and non-verbal).
- Experiment with a variety of teaching methods and strategies to keep learners

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interested, and to cater for, and develop, different learning styles. Use games, cooperative group work, brainstorming, problem-solving, debates and presentations.

Learners with barriers to learning

A barrier to learning is anything that prevents a learner from participating fully and learning effectively. This includes learners who were disadvantaged and excluded from education because of the historical, political, cultural and health challenges that faced South Africans. Some other examples of barriers to learning may be learners who are visually or hearing impaired, learners who are left-handed, or learners who are intellectually challenged. Barriers to learning cover a wide range of possibilities and learners may often experience more than one barrier. Some barriers, therefore, require more than one adaptation in the classroom and varying types and levels of support.

These learners may require and should be given more time for:

- completing tasks
- acquiring thinking skills (own strategies)
- assessment activities.

Teachers need to adapt the number of activities to be completed without interfering with learners gaining the required language skills.

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Metacognitive strategies

What are metacognitive strategies?

Metacognition is the process of thinking about how you think. Adults often do this automatically. Before taking on something new, we may ask ourselves: What do I already know about this? What will help me understand it better? How is it structured? As we engage with a text or task, we may ask ourselves: Did I understand that? Why do I think that? How does this connect with what I already know? How could I apply this in my life? Then we evaluate what we have learnt or done by asking questions such as: Did I understand that well? What strategies helped and what strategies didn't help? What should I do the next time I take on a task like this?

Learners, however, are often unaware of how they think and engage with learning material. You help learners to learn independently by explicitly guiding them to plan, monitor and evaluate their reading and learning styles. This is particularly effective for those learning in English as a second language and for learners who are struggling. It can dramatically improve their performances.

How can I use these strategies?

You can teach metacognitive skills by asking learners to explain what they are thinking and what strategies they are using to understand material. This is best done is small groups. You can also use 'think aloud' strategies when engaging with texts and images. 'Think-alouds' are often effective when reading texts to learners, and during small-group and pair-reading exercises.

Here is an example of how to teach metacognitive strategies using a 'think aloud':

1. Choose a short piece of text. Note where you will stop during reading, to model your thought processes.
2. Things to include in this planning stage could be:
   - reading the text title and the table of contents,
   - looking at the images and predicting what the text may be about.
   - skim-reading the text looking for headings, words in bold, and summaries. As you skim read, think about what you already know about the subject and what more you would like to know.
3. In class, explain to the learners what you will be doing. Start by explaining how you planned before reading the text.
4. To monitor understanding during reading, you can explain where you stopped to ask yourself whether you understood the content. If the text has a long or complex sentence, describe how you divided it up to understand it. Find places where you could ask questions such as:
   - Why would this…?
   - Is this similar to…?
   - How can I figure out what this new word means?
   - What does the writer want me to know?
   - What do I think will happen next? Why do I think that?
   - Do I need to re-read this for detailed information?
5. Now show learners how to evaluate their metacognitive strategies by asking and answering questions such as:
   - Did I read and understand this well?
   - What helped me to understand? What didn't help?
   - What should I do next time I read about this topic?
   - What will help me to remember what I read?

By engaging with how learners think, you can better prepare them for their adult lives and for learning in the future. Consider how to include this aspect of learning into your teaching style.

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Section 4 Teaching guidelines for Life Orientation

Term 1

TERM OVERVIEW			
Term	**Pacing**	**Topic**	**Activities**
Unit 1	3 hours	Development of the self in society: Self-concept formation	1–4
Unit 2	3 hours	Physical Education: Physical fitness	1–3
Unit 3	3 hours	Development of the self in society: Sexuality	1–5
Unit 4	3 hours	Physical Education: Physical fitness	1
Unit 5	3 hours	Development of the self in society: Relationships & friendships	1–4
Unit 6	3 hours	Physical Education: Physical fitness	1–2
Unit 7	1 hour	World of Work: Different learning styles	1
Unit 8	1 hour	Physical Education: Physical fitness	1–3

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CORE CONCEPTS AND DEFINITIONS	
addicted	not able to stop wanting something that is bad for you
assertive	if you are assertive, you put your case forward in a clear, confident way
cardiovascular fitness (stamina)	the body's ability to deliver oxygen and nutrients to the tissues and organs and to remove waste from the body
career	the kind of work that you have to study or train for and that you plan to spend your working life doing; not just casual work
classify	divide things into groups
dependent	unable to do without something or someone
develop	make something grow
hormones	chemicals that the body creates that affect how the body works
independent	not controlled by another person or not wanting help from another person
menstruation	monthly cycle or ‘period’ in women where the lining of the womb is

	released as blood
mnemonic	(or mnemonic device) is formed from the first letters of words, to help us remember something.
mood	the way that you feel at a particular time. If you are “moody” it means that your mood changes often and without warning
negotiation	is a way of discussing things so that both people can get what they want
peer	someone who is of the same age or position in society as you
positive	good, helpful
potential	your ability to learn and do new things
qualities	important parts of what makes a person the type of person they are
rebellious	behaviour that fights or acts against people in control, such as parents, teachers and the government
resist	refuse to go along with somebody or something
self-image	the idea you have of what kind of person you are
semen	white sticky fluid containing sperm that is released from a man’s penis
social networking	making friends on a cell phone or on the Internet
sperm	male reproductive cells
vulnerable	easily hurt or harmed physically or emotionally

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TERM 1 Daily class activity recommendation		
Development of the self in society: self-concept formation and self-motivation – 3 hours		
Activity 1: Knowing others, knowing myself	Page 11 in LB	This task should take learners more or less 20-25 minutes to complete in class.
Activity 2 Talk and write about the influence that your environment has on your self-image	Page 13 in LB	The class activity part of this task should take learners more or less 20-25 minutes to complete.
Activity 4: Consider your personal achievements	Page 17 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Development of the self in society: sexuality - 3 hours		
Activity 1 Complete a worksheet on sexuality	Page 25 in LB	This task should take learners more or less 10-15 minutes to complete in class.
Activity 2: Understanding sexuality	Page 27 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Activity 3: Discuss values and norms	Page 29 in LB	This task should take learners more or less 35-45 minutes to complete in class.
Activity 4: Analyse your idols	Page 31 in LB	This task should take learners more or less 20-25 minutes to complete in class.
Activity 5: Developing your identity	Page 32 in LB	This task should take learners more or less 25-30 minutes to complete in class.
Development of the self in society: Relationships and friendships – 3 hours		
Activity 1: Discuss relationships and relationship trees	Page 37 in LB	This task should take learners more or less 25-30 minutes to complete in class.
Activity 2 Design and make a poster about appropriate relationship behaviour	Page 39 in LB	This task should take learners more or less 30-40 minutes to complete in class.
Activity 4: Think about and practise ending a relationship	Page 43 in LB	This task should take learners more or less 25-35 minutes to complete in class.
World of work -1 hour		
Activity 1: Match activities with suitable learning styles	Page 48 in LB	This task should take learners more or less 20-25 minutes to complete in class.

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UNIT 1

Self-concept formation

Unit overview

Learner's Book pages 10 to 20
Recommended pacing: 3 hours

Developing a clear and positive self-concept is a basic task of adolescence. It provides the foundations for decision-making, choices for the self, and direction for the future. The more positive and optimistic this self-concept is, the better a learner's chances for success and fulfilment in their lives. Self-concept needs to be based on who that learner really is. Self-motivation helps learners develop independently and prepares them for the world of work. Through the use of metacognitive strategies, learners can alter negative thought habits and be better prepared to develop a strong self-concept and improve self-motivation.

Factors that influence self-concept formation and self-motivation can be positive or negative. Helping learners identify factors such as the media, the environment, friends, peers and family provides them with a basis for critical thinking. They then have tools to make the most of themselves within their context.

By learning to build a positive internal dialogue with themselves (positive self-talk), and valuing their individuality and their achievements, learners can become more hopeful and better motivated to reach self-fulfilment.

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Activity 1 Knowing others, knowing myself

Learner's Book p.11

Teaching guidelines

This class activity is suited to pairs. Ensure the learners understand the task and encourage them to conduct effective interviews, and to speak about things they like about themselves. If necessary, you can model appropriate questions that learners can ask.

1. Being self-motivated means that you do things without being forced; you do them because you can see the need for them to be done and have the motivation to do what is required or helpful.
2. Learners' answers will differ; they each ask 5 questions to learn about their partner's interests. Good questions are "How do you relax?", "What do you do on the weekend?" or "What types of movies do you like to watch?"
3. Learners must analyse how effective their interviews were in short paragraphs. An effective interview would result in a lot of information. An ineffective interview

would include questions that result in yes-no answers, such as “Do you like to go ice skating?” or “Do you listen to dub music?”

4. Learners’ answers will differ; hopefully they will find that they share some interests with their partner, and this should make them feel encouraged that they might potentially make a new friend.

Activity 2 Talk and write about the influence that your environment has on your self-image

Learner’s Book p.13

The first three questions form part of a class activity, but question 4 is a homework task that involves applying the learning and writing a paragraph.

1. Learners’ answers will differ. They should describe the physical environment of the area in which the school is located. It might, for example, be upmarket, run-down or a middle-class suburb.
2. Learners will probably report a link because where people are poorer, the physical environment will be more run down and buildings will be more dilapidated. Learners might mention that poorer areas are more prone to crime, and learners who have been the victims of crime might find that it affected their self-image.
3. Learners should give their opinions and explore different ideas as they evaluate how their physical environment influences the self-image and self-motivation of the people in their community. Although the discussion will involve conjecture (opinions), learners should be encouraged to give reasons or present evidence for their arguments.
4. Learners’ answers will differ. They should write a paragraph to describe how they feel about their environment, and whether they think it has a good or a bad influence on their self-image.

Review Copy

Activity 3 Be a star

Learner’s Book p.15

Teaching guidelines

If you have coloured pencils or crayons available, they can be used to brighten up this activity.

Each learner should draw their own star and then analyse what they have included at each of the points. Learners should identify one reason why each influence has a positive impact on their self-esteem. You can use this exercise for self-assessment purposes.

Activity 4 Consider your personal achievements

Learner's Book p.17

Teaching guidelines

This class activity helps learners to identify their own personal achievements. Learners will need to complete this exercise on their own.

1. A competitive achievement happens when you do better than others at something.
2. When you don't win or do the best, you may feel that your success is worthless.
3. Learners' answers will differ. They must describe three personal achievements.
4. Learner's evaluations will differ, depending on their answers in 3.
5. Learners' answers will differ. Hopefully they will see that perseverance leads to an improvement in success rate, which leads to better self-image.

Remedial activity

This activity may require art materials to make attractive 'I can…' lists.

If possible, give learners art materials so they can create an attractive 'I can…' list that includes things that they can do well. Encourage them to decorate their lists, so they can take pride in their achievements.

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UNIT

2 Physical fitness

Unit overview

Learner's Book pages 21 to 23
Recommended pacing: 3 hours

This unit is done over three weeks that is, one hour per week. The actual activities should accommodate the movement of learners from, and back to, the classroom, changing clothes, etc. The teacher should recap the basic components of fitness that were covered in Grade 7, in order to activate the learners' previous knowledge.

It is essential to remind learners that warm up and cool down activities are the core of all PE activities. They should be done to prepare the learners' muscles before and also relax the muscles after all PE performances. The suggested warm up and cool down activities for this unit are found in the Learner's Book on page 21 and 23 respectively. The teacher may adapt these activities to the time available.

This unit comprises a fitness circuit, which is made up of six stations. For instructions refer to the Learner's Book pages 21 to 23.

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Assessment

The teacher assesses each learner's frequency of participation. If a learner is present and participating a '√' is given in the mark book. For a learner who is present and not participating, an '×' is given. When a learner is absent, an 'a' is given. The teacher should give an indication whether a learner has submitted a valid reason for absence or non-participation. Learners should be encouraged to keep their own journals or logbooks where they record their participation and performance in each PE period. At the end of the term the teacher's marks are considered for Formal Assessment. The rubrics to be used are found in this guide on p18 and p19, and also within activity sections for specific rubrics for an activity.

Resources needed:

You will need: six skipping ropes, fast music for aerobics, and steps or slightly raised blocks to use as steps.

Activity 1 **Warm up for 15 minutes**

Learner's Book p.21

Teaching guidelines

- Explain to the learners why warm ups and cool downs are important in preventing injury. They warm up and stretch muscles before taking part in endurance activities such as the fitness circuit. Cool downs prevent muscle cramps. As the learners warm up, you can go through the safety issues such as drinking enough water and ensuring that they don't bump into other learners.

Activity 2 **Participate in a fitness circuit**

Learner's Book p.21

Teaching guidelines

- This activity works at six stations.
- The first station is for skipping. Demonstrate or have a learner demonstrate how to skip. Explain that sometimes it takes time before you can get it right. Learners with disabilities who are unable to skip could be included by having them swing a longer skipping rope that other learners can then jump.
- The second station is for abdominal crunches. Explain to learners that they should be pulling up from their stomachs and torsos, rather than trying to use their backs to pull.
- The third station is for aerobic movement and this will be more fun for the learners if they have music to do the activity to. Learners with physical disabilities can create their own dance moves.
- Before doing the activity at the fourth station, ask the learners to look at the image in the Learner's Book on p22 where it shows learners doing the punch exercise. Ask the learners what they think the models are doing wrong in the image. How should they hold their hands when punching?
- The fifth station is for a stepping activity. If learners are using actual steps at the school, remind them to be careful. Even though they need to step as quickly as they can, they should not risk falling down the stairs.
- For the stretch station remind learners to raise and lower their legs slowly. Girls may be more comfortable doing this exercise in shorts rather than skirts. If this is not possible, allow the learners to do a different type of leg stretch.

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Support

Emphasise to learners that a fitness circuit is an excellent way of increasing physical fitness, as it incorporates the core elements: muscular strength, flexibility, stamina/endurance, cardio-vascular fitness, and body composition.

Activity 3 **Cool down**

Learner's Book p.23

Teaching guidelines

This activity enables learners to cool down after the intense exercise session. Learners should leave enough space between one another to avoid bumping into each other, when walking backwards. It is also important to use a level surface when walking backwards to avoid falls.

UNIT 3

Sexuality

Unit overview

Learner's Book pages 24 to 33
Recommended pacing: 3 hours

Review Copy

Speaking about sexuality can be difficult for teachers and learners alike. Try to normalise the discussion as much as possible remembering that some learners will already be experimenting with their sexuality, while others will not yet be interested. You may find that your own culture and beliefs conflict with some of the material. Remember that learners need to have the information, so that they can make important choices for themselves.

Defining sexuality can be quite difficult. The definition provided in the Learner's Book covers many of the basics. When discussing learners, personal feelings about sexuality, be clear that this issue deserves both time and thought. It is a key developmental task for learners at this age. Should the issue of homophobia come up, remind the learners that our Constitution gives every person the right to dignity, life, and security of the person. The learners should already have some understanding of peer pressure and how to resist it. Work with this knowledge and try to develop it further, using guidance from the Learner's Book.

The influence of family, community and culture is likely to differ amongst students and the local surrounds. Try to remain as inclusive and open as possible when discussing these aspects. For example, there may be strong feelings on either side about the issue of *Ukuthwala,* where young girls are kidnapped and married. Some may be strongly for these practices, while other may oppose them strongly. Allow debate, if learners are willing to speak about these issues.

When teaching about social and media pressures, you have a great opportunity to develop learners' critical thinking skills. You could also model how one begins and works through these issues as a metacognitive technique. (See page 25 of this Teacher's guide for more information about metacognitive strategies.)

For the problem-solving section, learners can build on problem-solving skills learnt in Grade 7. They need to individually consider their own feelings and values as well as those of others. This helps to create authentic identity formation and development, which will protect the learners throughout their lives.

Activity 1 Answer questions on sexuality

Learner's Book p.25

Learners must complete the worksheets in class.

1. a Sexuality is about how we behave and think as males or females.
   b Bisexuality means to be sexually attracted to people of both sexes.
   c Heterosexuality means to be sexually attracted to people of the opposite sex.
2. Learners' answers will differ. Encourage them to accept differences in sexual orientation.

Activity 2 Understanding sexuality

Learner's Book p.27

Review Copy

Teaching guidelines

- This activity is suitable for pairs, but can be done individually. Depending on your class and your own feelings, you may want to ensure that pairs are grouped according to their sex – girls with girls and boys with boys.

1. Lists will vary but are likely to include – having knowledge about his own development process, laws of the country, and knowledge about his feelings and beliefs. Stembele is able to communicate well and be assertive.
2. Stembele's brother is wrong to say that he is too young to think about these things, because it is a normal part of adolescence; but he is right in saying that Stembele should focus on his education.
3. This discussion is likely to include issues such as physical feelings, shyness, desire, beliefs about readiness, legality, and wanting to have a good future.
4. This will vary. May include a strong sense of what is masculine, faith in his ability to communicate, good self-esteem, etc.
5. Learners' answers will differ. They should write a paragraph based on their experience and thoughts.

Activity 3 Discuss values and norms

Learner's Book p.29

Teaching guidelines

- This activity can be used for peer assessment. If so, participation, taking turns to speak, providing clear information and examples to illustrate this information can

be assessed by the learners. It will probably be best to create groups of girls and groups of boys for this activity. Question 4 can be used for a homework assignment.

1. Answers will vary – no sex until marriage, same culture/mixed culture relationships, views on heterosexuality and homosexuality.
2. Learners should explain any cultural tradition around being a man or woman.
3. This list is to help learners understand a. family similarities and differences and b. cultural similarities and differences.
4. Learners' answers will differ. They must write a paragraph in which they evaluate their attitude regarding sexual values and norms.

Support

Since this is a sensitive issue, it is important for the teacher and the learners to be open minded and accepting of each other's views that may be put forward. Be aware that in many cases learners will probably feel vulnerable, and should not be criticised in any way.

Activity 4 **Analyse your idols**

Learner's Book p.31

Teaching guidelines

- This activity is suited to pair work, but could also work well in groups. Its purpose is to get learners to think about and analyse media messages that they are exposed to. Answers for questions 1, 2 and 3 will vary depending on the learners' celebrity choice. Learners must evaluate whether their favourite celebrity is a good role model.

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Activity 5 **Developing your identity**

Learner's Book p.32

Teaching guidelines

- This is a group activity and can be used for teacher assessment. Learners should read the letters silently on their own and then join the group and begin problem-solving. Ensure learners follow the problem-solving steps in sequence.

1. The learner should first read silently.
2. Ensure the learners clearly identify what the issue is for either Abigail or Thabo – for example, Abigail is unsure of how to fit in because her peers and her community want different things.
3. The choices should be varied and realistic. For example, Thabo and his girlfriend can choose to abstain from having sex.
4. The table should be drawn correctly and list three choices that could be made by one of the characters. Ensure that the learners have thought through possible consequences for each choice.
5. The choice made should have few negative outcomes and several positive outcomes.

Ensure that the explanation includes these potential outcomes.

6. The plan should be simple to follow, achievable, and have time deadlines. Learners' answers will vary, but try to ensure that the evaluation is possible and useful in assessing the choice.

Remedial activity

To provide learners with extra practice at problem solving, you could ask them to think of one small problem that they currently face. Stress that the problem they choose should not be a big or difficult problem, just a smaller problem. For example, they could explore how to set aside time for themselves and for their homework. Then work your way through each problem-solving step, until they have a workable plan of action.

UNIT 4

Physical fitness (2)

Unit overview

Learner's Book pages 34 to 35
Recommended pacing: 3 hours

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This unit is aimed at assessing the learners' performances. The teacher will award a mark for frequency of participation and movement performance. The assessment of the learners should be transparent. This will help them identify their shortcomings and also work towards improving them.

When learners start to become physically fit, they are able to activities faster and stay active for longer, for example when running or doing sit ups. Learners should not need to stop activities midway if they are physically fit, unless they are doing an activity incorrectly and so, hurting their muscles. If you are working toward a general level of fitness, learners should show signs of becoming more flexible, better able to complete endurance exercises, and should tire less easily. Also, learners' pulse when resting and active should slow slightly.

Each PE lesson should follow the suggested structure:

- introduction and warm up
- demonstration of the skill
- skills application
- conclusion and cool down.

Learners work in groups at each station, but the teacher assesses them individually. Group performance is not recommended for formal assessment purposes.

Safety Tips

Learners are not at the same level of fitness. It is, therefore, important that the teacher guides them, taking their fitness level and also their physical development into consideration. To ensure that you are able to do this, make sure learners know that if they are feeling sore in any part of their body they should stop the activity. Also tell learners that if they feel very tired, they can stop and rest. Learners who are physically fit, should be able to complete all activities with vigour.

Some learners might not cope with some of the activities, and might need simpler ones to start with. For example, the hop and kick exercise may be difficult for some unfit learners to do. Instead, these learners could simply kick or hop, rather than both.

You will need a stopwatch for this activity.

Teaching guidelines

- This activity builds on the previous lesson on jogging. Take note of any improvement shown. Remember that they are meant to build themselves slowly toward fitness.

Activity 1 **Participate in a fitness circuit**

Learner's Book p.34

Review Copy

Teaching guidelines

- This activity has four stations that are marked out using cones. A manager can be appointed at each station to remind learners what to do and how to do it.
- At station 1, learners improve the flexibility of their leg muscles using stretches. These stretches also require some level of balancing.
- At station 2, ensure that learners, hands are correctly positioned behind them as they do the muscle strengthening exercises. Learners need to do this exercise five times, if possible.
- At station 3, play music with a fast beat to help learners enjoy the aerobic exercise. This activity requires elevation and balance as well as endurance. Learners may have difficulty in making their elbows touch their knees when they hop. Assess whether they attempt to do this.
- At the final station, learners stride and punch until you ask them to stop. Some learners may find it difficult to coordinate their movements, try to encourage them.
- Use the rubric on page 17 to assess learner's performances.

UNIT 5

Relationships and friendships

Unit overview

Learner's Book pages 36 to 43
Recommended pacing: 3 hours

This unit identifies important relationships and guides learners in initiating, evaluating, sustaining, and ending relationships. In previous years, the learners should have been exposed to relationship-oriented skills and issues, such as how to be kind, or how to handle conflict in relationships. This unit builds on previous learning and aims to help learners critically assess their relationships, and their interactions with others.

The issue of romantic relationships may be difficult for you to discuss in class, as there is likely to be a range of beliefs and taboos around whether or not young people at this age should be exploring romantic relationships. Statistics show that many learners of this age are exploring relationships and keeping this information from adults who could help and guide them. Without this guidance, learners are more vulnerable to teen pregnancy, HIV infection, and abuse. As a Life Orientation teacher, you can use this opportunity to provide this guidance and help learners make safer decisions. The material on good or bad relationships may lead to children disclosing abuse at home. You can find information to help you deal with this on p. 112 of this Teacher's guide in the Human Rights Violations section in Term 4.

Where possible, have learners participate actively in providing examples of how to initiate friendships, start a conversation, list appropriate behaviour, and so on. You will also be building on problem-solving skills, assertiveness, and negotiation skills learnt earlier.

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Activity 1 Discuss relationships and draw relationship trees

Learner's Book p.37

Teaching guidelines

Resources needed

If possible, provide art materials for drawing family and friendship trees.

- You could ask the class to break into small groups to discuss the questions 1a, b, and c. Let the groups answer the questions, and then ask the groups to share some of their ideas with the class. Question 5 should be done individually, so that the

content remains private. You may want to demonstrate family and friendship trees on the board to show learners how to draw them.

1. Encourage learners to come up with their own ideas in groups first. Then ask each group to share one or two of their ideas.
    a. Good relationships could include being involved with people who listen to you, who support you, whom you can have fun with and so on.
    b. Bad relationships may be abusive, unsupportive, boring and so on.

- To summarise the answers, you may want to divide the board into two halves with the headings, Good relationships and Bad relationships.
- Make art materials available for question 2 and 3 if you can.

2. Ask learners to draw a family tree. You may need to demonstrate a family tree on the board before they begin. Walk around the classroom and help as needed.
3. Explain the friendship tree and give learners time to complete it. For 3b, give learners time to think about their relationships and put a mark next to each one. If you have a tree on the board, use it to demonstrate what to do.
4. Learners' answers will differ. They must write a paragraph in which they evaluate their current group of friends.

Support

Be aware that learners will be involved in many kinds of relationships and that some learners will not be able to draw a conventional family tree. They will need to be supported and encouraged to depict their own personal circumstances, whatever they may be.

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Activity 2 Design and make a poster about appropriate relationship behaviour

Learner's Book p.39

Learners' posters will differ. They must consist of three parts:

- The first part must be a description of an event that damaged a good relationship that they had.
- The second part must be a picture (such as a drawing, photo or magazine clipping) or a combination of pictures that visually shows how the event made them feel.
- The third part must be a paragraph in which they describe what the person can do to heal your relationship.

Learners must then examine the posters in class. Discuss whether the relationships are likely to improve or not. Answers will differ.

Activity 3 Analyse behaviour in relationships

Learner's Book p.41

Teaching guidelines

- This exercise (especially question 2) needs to be understood before learners start writing. So, it will be useful to explain each activity and give examples of how you could answer each one, before learners start working.
- For question 1, the learners are expected to write one or two pages about a relationship they admire. The text should include details of what they think makes

a relationship good.

- For question 2, this process may be emotionally difficult for learners. Try to allow them time and privacy. They need to describe the issue first – what the problem is about. They then need to list problem behaviours in the relationship. Next they list inappropriate behaviours in the relationship. For item c they identify appropriate behaviours that are not followed in the relationship.
- For question d, learners need to make a long list of possible solutions. This involves brainstorming where learners are encouraged to include reasonable, silly, impossible and possible options and write them all down to stimulate creativity.
- For question e, choose a few of the options that seem best to the learners and ask them to think about the consequences. Next, think about appropriate behaviours, plan how to put them into practice, and discuss how to be sure that they are correct.
- The activity is personal, so it is best completed individually. You can use question 1 of this activity for teacher assessment. It is probably best to allow question 2 to remain private. The process should result in a few pages of written work. The problem-solving strategy should follow the correct sequence and show that the learner has integrated the process with their own issues and problems.

Activity 4 **Think about and practise ending a relationship**

Learner's Book p.43

Review Copy

Teaching guidelines

- Learners can answer questions 1 to 3 on their own or discuss the answers in pairs
- For question 4, it may be useful to list inappropriate behaviour on the board before this activity or to set ground rules with the learners before they begin. For example, you could write "no yelling or swearing or threatening". It also may be useful to allow learners to choose who they want to pair with in the first part of the activity. During the activity, you can go around the class giving feedback on how they are doing.
- Question 5 is an individual, written task and can be used for teacher assessment. To guide the assessment ensure that learners correctly identify problems in relationships, use 'I' statements, and follow the guidelines provided in the 'ending relationships' section.

1. Disagreeing constructively, means being able to state your views without disrespecting someone else's views.
2. Ending a relationship via SMS is disrespectful and does not allow a proper conversation about the end of the relationship.
3. Negative consequences could include loss of support, fewer people to have fun with, possible violence, and so on.
4. Learners should be creative and respectful in their disagreements.
5. Learners answers will vary, but should include non-blaming language, I statements, and a generally respectful tone.

UNIT

6 Physical fitness (3)

Unit overview

Learner's Book pages 44 to 45
Recommended pacing: 1 hour

The teacher should assist learners to form groups. There must be a 'manager' at each station, who reads instructions to the group, and also demonstrate the skill for the learners. The teacher needs to rehearse the activities with the station managers in advance. This is to ensure that learners carry out the activities as expected. If there are learners with disabilities who are unable to participate in some or all of the activities, you can include them by having them read the instruction cards at each station. Another learner could demonstrate what should be done. Learners with visual disabilities should be able to do many of the activities, if they have a buddy to guide them.

Review Copy

Resources needed

You will need: hula hoops (or chalk to draw circles); bricks, planks or a low bench; a rope or elastic to skip over; gym mats or soft grass to roll on; cones. You can make cones out of cardboard if necessary. You also need instruction cards for each station.

Activity 1 **Participate in an obstacle course**

Learner's Book p.44

Teaching guidelines

This activity is a group activity. Ensure that you have placed instruction cards at each station for team 'managers' to read. You can create these instruction cards using the notes in the Learner's Book on page 45. Remind learners that it is a team activity, and that they should support one another throughout the obstacle course.

Activity 2 **Cool down**

Learner's Book p.45

Teaching guidelines

This activity allows learners to stretch their muscles to prevent cramps. Explain that they should feel a slight pull or burn when stretching muscles, but should not feel sharp pain.

UNIT 7

Different learning styles

Unit overview

Learner's Book pages 46 to 48
Recommended pacing: 1 hour

This unit introduces learners to the different learning styles they could use at school and in their general lives. Learners may already be aware of the different styles used to learn, but may not know the terms for these styles. Ensure that learners know and understand the terms used for each style, as you progress through the material. As you work through each style, encourage learners to identify which styles they already use and what styles they think they might like to use and explore in the future.

Activity 1 **Match activities with suitable learning styles**

Learner's Book p.48

Review Copy

Teaching guidelines

- This is an individual exercise that helps learners understand how activities are linked to different learning styles.
- Writing style is linked to essays, summaries and note taking.
- Aural style is linked to class debates and asking questions.
- Reading style is linked to reading notes and studying quietly.
- Visual style is linked to mind maps, timelines, spider diagrams, flow diagrams, and highlighting with bright colours.
- Kinaesthetic style is linked with doing experiments and building models.
- In question 2, learners should discuss their own learning styles and preferences in small groups. Encourage learners to share tips and ideas that help them to learn.
- In question 3, learners must write a paragraph in which they describe their ideal learning environment.

Extension

Learners can practise the five different learning styles on selected passages in the Learner's Book to see which styles are most suitable. Assist them to select various passages, if necessary.

UNIT 8

Physical fitness (4)

Unit overview

Learner's Book pages 49 to 50
Recommended pacing: 1 hour

In this unit, learners will be introduced to the phrase 'core strength'. This refers to the muscles of the abdomen and the lower back, and their ability to support the spine and keep the body stable and balanced.

The benefits of strong core (or abdominal) muscles are outlined on page 49 of the Learner's Book. To build a strong core, learners need to exercise a variety of muscles from their hips to their shoulders. These core muscles make it possible to stand upright and move on two feet. They help control movements, shift body weight and move in any direction.

Tell learners that good posture while standing includes forming a straight line from your ears, shoulders, hips, knees and ankles with your head centred. Posture mistakes include rounded shoulders, dropping your head forwards, arching your lower back and sticking out either your pelvis or your buttocks. Get learners to check their partner's posture and help each other correct them. Make sure no-one mocks or makes fun of their partner's body shape – this is about posture.

Review Copy

Activities 1, 2 and 3 **The bicycle, the bridge and the plank**

Learner's Book p.49 to 51

Teaching guidelines

- All three exercises in this unit work with the core muscles. Core exercises are most effective when they use more than one set of muscles in the body at the same time. Tell learners that while they are exercising their core muscles, they must pull their belly buttons back towards their spines. They must be able to breathe evenly while they are doing this and not hold their breath.
- Work through the instructions of each exercise with the learners. Get them to watch each other and correct their posture. Tell them to perform this set of exercises at least three times a week if they can.

Term 1 – Formal Assessment Exemplar 1

Written task (70 marks)
Analyse a case study about sexuality.

Read the case study and then answer the questions that follow:

Case study

Adila lives in a small community. She lives with her mother and aunties. Adila's father died when she was young. Her mother allows her to date other Muslim boys, but Adila knows that she should not have sex before marriage. She doesn't know anyone in her community who has children and is unmarried. She has been dating Naseem for one year. She is friendly with his family. Both families spend time together and go to the same Mosque.

One afternoon, Adila and Naseem were alone together and had sex. Both felt very guilty about it and felt they had let their parents and themselves down. They went together to tell Adila's mother about what had happened. They both promised not be alone together again and said they would not do something so dangerous again. Adila's mother said that Adila and Naseem should get married immediately. Naseem and Adila agreed to get married.

Even though they both agreed, they now feel worried about their education. Will they still be able to go to school? They also don't feel ready to be married and regret having sex. They don't want to be in a situation where they might have sex again, even if they are married. They are worried about Adila falling pregnant. They don't have jobs outside of school and fear that they will lose their friends if they have to start a married life. None of Adila and Naseem's friends have had sex. They are shocked to find out what happened. Their friends say that they should stay in school and not get married yet. They suggest that Adila and Naseem only get married after college.

Adila and Naseem don't know whether their families will agree to this. They have seen couples on TV who struggle when they marry young, but they have also listened to music that suggests love is the only thing that counts towards being happy. They do feel that they are in love and wonder if this will be enough to overcome their difficulties.

Review Copy

1. 1 What are values? (3)

1.2 What are norms? (3)

1.3 Which two influences have the strongest impact on Adila and Naseem's values and norms? (2)

2 List the factors that have an influence on Adila and Naseems's decision in the correct column. Do this is a table with two columns: 'For marriage' and 'Against marriage'. Include Adila and Naseem's personal feelings, influence of friends and peers, family and community norms, cultural values and media. (10)

3.1 List three choices Adila and Naseem could make to deal with their problem. (6)

3.2 What are the possible consequences of each of the three choices that you described in 2.1? (6)
4. Describe the steps that Adila and Naseem should take to carry out the plan and set time deadlines for each step. (8)
5. Explain how they can assess whether the plan works for them or not. (4)
6. Pretend to be either Adila or Naseem and write a one page letter to Adila's mother or Naseem's parents explaining:
a the worries that you have about what happened (6)
b what solution you want to follow and why you want to follow that solution (4)
c what help you would like from your family to succeed with this solution (2)
7 Evaluate the norms in your family or community, and explain the similarities and differences to those of Adila and Naseem. (6)
8 Critically evaluate the influence of TV on Adila and Naseem (as far as we can tell from the case study). (4)
9. Advise Adila and Naseem by explaining with course of action you think they should take, with reasons. (6)

Formal Assessment: Physical Education Task (PET)

Review Copy

- Participation and movement performance is assessed term.
- Give a mark out of 20 for participation.
- Movement performance in physical activities that promote the concept of fitness will be marked out of 10 (5x2), using the rubric on page 17.

Term 1 – Formal Assessment Exemplar 1 memorandum

Exemplar Task 1 (70 marks)

Unit 3 Sexuality

1.
1.1 Values are principles and beliefs about what it wrong or right (3)
1.2 Norms are the behaviour and thinking that is normal in our community, among family and friends. (3)
1.3 Religion and family (2)

2.

For marriage	Against marriage
Family	Friends
Community	Personal feelings
Religion	TV
Music	Community
Culture	

(10)

3.1 This could be any 3 choices that suit the case study. Learners should show they have considered the possible options. (2 marks per choice) (6)

3.2 Consequences should match the options chosen. (6)

4. The steps for the plan should be achievable, in a logical sequence and have time deadlines. (8)

5. This assessment measure should be simple enough for a person to evaluate whether the solution is working or whether they will need to begin problem-solving again. (4)

6. The letter should follow the instructions and show synthesis of the problem-solving exercise the learners have just completed.

a) The worries that you have about what happened (6)

b) What solution that you want to follow (from question 5) and why you want to follow that solution (4)

c) Learners own answers (2)

7. Learners' answers will vary, but should show clear similarities or differences with own family culture and those in the case study. (6)

8. Learners should give positive and negative influences of TV and draw a conclusion. (4)

9. Learners must offer advice, with reasons (6)

[70 marks]

Review Copy

Term 1 – Formal Assessment Exemplar 2

Task 1: Written task (70 marks)

Analyse a case study about sexuality and relationships
Read the letter and answer the questions.

Dear Aunty
I have been going out with a guy for three months. He is funny and handsome, and I like him very much. He has been asking whether I love him, because I refuse to have sex with him. I think I do love him, but am not sure about whether I am ready to have sex.

Quite a few people in my area had children when they were young, and they dropped out of school. My cousin is one of those people and I see her struggle. I wonder if her boyfriend said the same thing to her?

My family don't even know that I am seeing this guy, because I'm not allowed to date boys, especially boys from another religion. I can't speak to my mother about sex. It would cause a huge fight. I think my father would just try to beat up anyone who wanted to be my boyfriend. So I don't know what to do or where to turn.

Many of my friends have already had sex. They say that my boyfriend is a good guy and I must be careful not to lose him. My best friend says that she is waiting for marriage and she says that I should forget about him and just study. I like going to school and I want to get a good job and help my family one day. I also like my boyfriend very much and don't want to lose him. What should I do?

Confused

1. Use your problem-solving skills to help 'Confused'.

a) Explain in detail what her problem is. Include personal, peer, school, community, family, and religious issues. (10)

b) List ways Confused could deal with the problem. Brainstorm as many options as you can in two minutes and write them down. (4)

c) How can Confused solve the problem? List four possible solutions. (4)

d) For each of the options you have chosen: list two positive consequences of using that option and two negative consequences. (6)

e) Choose the solution you think Confused should choose. Explain your choice. (4)

f) Explain how Confused can test that the option you suggest is the right one. (2)

g) Write a short letter of two paragraphs to Confused giving advice on what you think she should do. (5)

[35]

2 a) What is the key to healthy relationship? List examples of healthy behaviours. (8)

b) How do we know when behaviour is inappropriate in a relationship? (2)

c) List ways in which a person can start a new relationship or improve a good relationship (5)

d) Explain what effect inappropriate behaviours in relationships can have on our lives. (5)

e) Describe how we can end a relationship in a healthy way, with examples. (10)

f) Evaluate whether ending a relationship by sending an sms is healthy or unhealthy. (5)

[35]

[70 marks]

Review Copy

Term 1 – Formal Assessment Exemplar 2 memorandum

Alternative Task 1: Written task (70 marks)

1. For question 1, ensure that learners follow the problem-solving process as instructed.

a) Provide up to 2 marks per factor category described. The answers should clearly define the issues. (10)

b) With brainstorming, many of the options can be inappropriate. Provide marks for creativity and number of options provided. (4)

c) The two chosen options should be realistic and the reasons for the selection should show that the learner has thought about the options. (4)

d) Ensure that the consequences suggested are realistic, and that the learner has mentioned pros and cons of both options. (6)

e) The reason for their selection should refer to positive and negative consequences. (4)

f) This assessment of the option should be simple enough for a person to decide whether or not to begin the problem-solving process over again. (2)

g) The content of the advice will vary, but should follow the problem-solving solutions gathered in the earlier process. (5)

[35]

2 a) Learners must state what the key to a healthy relationship is and list examples of healthy behaviours such as honesty, trustworthiness, interest in others, good listening skills, being encouraging, acting in selfless ways and for the good of others, being caring, being reliable. (8)

b) When we hurt people or damage the trust in the relationship. (2)

c) Learners should list ways in which a person can start a new friendship or improve a good relationship, for example, show interest in others, smile, be friendly, ask questions and encourage others, be helpful and kind. (5)

c) Learners must explain what effect inappropriate behaviours in relationships can have on our lives, for example breaking down trust and self-image, confusing people and making them feel confused and unworthy of love, we can become lonely and distrustful; we can breed bad habits of behaviour. (5)

d) Learners must describe how they can end a relationship in a healthy way, with examples. (10)

e) Learners must evaluate whether ending a relationship by sending an sms is healthy or unhealthy and come to the conclusion that it is unhealthy. It is selfish because someone wants to spare themselves the effort of a confrontation, but the other person can't talk and there is no opportunity to remain civil to one another. (5)

[35]

[70 marks]

Review Copy

Term 2

Term	Pacing	Topic	Activities
Unit 1	1 hour	World of Work: Identify & apply own learning style	1–2
Unit 2	1 hour	Physical Education: Participation in target games	1
Unit 3	4 hours	World of Work: Career categories and the role of work in relation to South Africa's needs	1–3
Unit 4	4 hours	Physical Education: Participation in target games	1–3
Unit 5	3 hours	Health, social and environmental responsibility: substance abuse	1–3
Unit 6	3 hours	Physical Education: Participation in target games	1–4

Review Copy

CORE CONCEPTS AND DEFINITIONS	
ambiguous	having more than one meaning
analytical	able to analyse or break things down so that they are understood
apply	putting a theory you have learnt into practice
competent	able to do something well
fatal	causing death
flexibility	ability to bend or change easily
insecure	worried or not sure of yourself or not safe.
method	a way of doing something
preferred	the thing you like better than any other
rehabilitation	to help someone to live a normal life again
sequential	in a fixed order or pattern
sociable	gets on well with others
target game	aiming at and hitting a target
technique	correct method or way of doing something
theory	content which is not practical

TERM 2 Daily class activity recommendation		
World of work: Identify and apply own learning style – 1 hour		
Activity 1: Identify your learning style and motivate yourself	Page 55 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Activity 2: Apply learning styles	Page 56 in LB	This task should take learners more or less 20-25 minutes to complete in class.
World of work: Six career categories and the role of work in relation to South Africa's social and economic needs - 4 hours		
Activity 1: Identify careers that do and don't suit you	Page 62 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Activity 2: Match your thinking skills to a career category	Page 65 in LB	This task should take learners more or less 55-60 minutes to complete in class.
Activity 3: List and discuss social and economic needs	Page 68 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Health, social and environmental responsibility: Social factors that contribute to substance abuse – 3 hours		
Activity 1: Debate the factors contributing to substance abuse	Page 76 in LB	This task should take learners more or less 45-60 minutes to complete in class.
Activity 2: Think before you act.	Page 77 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Activity 3: Practise avoiding substance abuse	Page 79 in LB	This task should take learners more or less 30-40 minutes to complete in class.

Review Copy

UNIT 1

Identify and apply your own learning style

Unit overview

Learner's Book pages 54-56
Recommended pacing: 1 hour

In the previous term, learners were introduced to different learning styles. This unit builds on that information. Here learners begin identifying their preferred learning styles. They will also learn how to apply these styles to their studies in all subjects.

Studies show that being able to apply a range of learning styles improves performance. If learners can access and benefit from a range of learning styles, they can improve their overall class marks and find learning for examinations less stressful.

Review Copy

Activity 1 Identify your learning style and motivate yourself

Learner's Book p.55

Teaching guidelines

This activity is suited to pair work. Ensure learners have revised the learning styles from last term before you begin. You can use this exercise for peer assessment, where partners assess whether the learner can identify the methods used and link them successfully to the appropriate learning style.

1. Learners' answers will vary, but should match the information provided in the table on learning methods and activities associated with the activity.
2. Learners should identify what subject they did best in, and how they learnt for that subject. Each learner should identify which method helped them learn most easily.
3. Learners should link how they studied to the learning style that they best match. These styles are listed in Term 2 Unit 7 on page 42 of the Learner's Book.
4. Answers will differ. Learners should think about ways in which they can motivate themselves to persevere.

Activity 2 Apply learning styles

Learner's Book p.56

Teaching guidelines

Questions 1 and 2 of this activity are suited to individual work and question 3 to pair work. Remind learners to think carefully about how they learn in each subject. There should be a variety of methods that they use for every subject.

- The learners' lists should include all their school subjects; their answers will vary. Accept those that make sense.

a. Practical subjects that require demonstration may include Consumer Studies, Technical Studies, etc.

b. Subjects that require you to learn content and read and write long texts may include History and Languages.

c. Subjects that require practice may include Physical Science and Mathematics.

- The list of three subjects that each learner lists should differ from those covered in Activity 1.

a. The learner should state what learning style is used most when studying each of the three subjects listed. Learners' answers will vary and you could accept those that demonstrate understanding of how techniques are linked to learning styles.

b. B. Here learners need to be creative in their answers as to how they can adapt their preferred learning styles to suit these subjects.

- Learners share their applications of personal learning styles with a partner. (If you want to, you could ask learners for examples of good or fun learning techniques and share these with the whole class).

- Answers will differ. Learners must evaluate the effectiveness of their learning styles.

Review Copy

UNIT 2

Participation in target games (1)

Unit overview

Learner's Book pages 57 to 58
Recommended pacing: 1 hour

In this term, learners will participate in target games. Explain to them that, in sport, a target is something that you aim at and try to hit, such as the goal in soccer or the net in netball. By now learners should know that while the aim of a target game is to score goals or points, each game has its own rules that have to be followed. Goals that are scored after a rule is broken will not be allowed.

Explain to them that Jukskei is an indigenous target game that was developed by Afrikaans transport riders in the 1700s. They travelled around the country in wagons drawn by oxen. In the evenings when they camped, they would play a game using the wooden pins (Skeis) from the yoke of the oxen to throw at a stick planted in the ground. A yoke is a wooden frame put over the necks of oxen so that they walk next to each other, when they are pulling a wagon.

Review Copy

Resources needed

You will need skeis of 30 – 46 cm long that weigh less than 1.8 kgs each; and 50 cm wooden pegs. The pitch needs to be level and at least 10 m long. The peg is placed in a sandpit.

Activity 1 Playing Jukskei

Learner's Book p.58

Teaching guidelines

- Read through the explanation of the game on pages 57 and 58 with the learners. Make sure learners understand that the aim of the game is to knock over a peg that is planted in a sandpit. Learners should throw from at least 10 metres away. You do not have to have a proper Jukskei playing field. You can set something up at the end of a field or use the long jump pit. You can use wooden logs as skeis as long as they are all a similar size and weight.

- Make sure no-one is standing behind the peg when learners are aiming at it. If some learners in your class have a disability that may prevent them from playing, you can get them to participate by score-keeping and assessment. For learners with visual disabilities, you could use a sturdy or cushioned alarm clock to provide aural direction for them to aim at.

UNIT 3 Career categories and the role of work in relation to South Africa's social and economic needs

Unit overview

Learner's Book pages 59 to 68
Recommended pacing: 1 hour

This unit provides an overview of six career fields or categories. As you work through them, ensure that learners understand the terms and ask them for examples of careers in the different fields.

Each section within the unit builds on previous information. So it may be useful to keep a visual reminder of each field pinned up in the classroom. For example, you could have six A3 pages titled according to each category (investigative, enterprising, realistic, artistic, conventional, and social) and then slowly add details to each page as you work through the material. Learners could also make use of these posters when working through the activities. When going through the interests and abilities for each career, it's useful to discuss what suits a particular field and what does not. This will help the learners discriminate better between fields. The Learner's Book provides these examples. If you would like to expand on these, you could plan a day where people representing each category come to school and speak about their interests and abilities.

When teaching the role of work in relation to South Africa's social and economic needs, you can emphasise that selecting work, based on needs, has several benefits. Learners will be more likely to find work and the country and the community will benefit as well. This section of the unit can help learners take ownership of how they can each contribute to society and the economy.

Review Copy

Activity 1 Identify careers that do and do not suit you

Learner's Book p.62

Teaching guidelines

Ask learners to work in pairs for this activity. Remind the learners that their interests can change and that they can develop their abilities but that it's important to consider working in a field that you both enjoy and could excel at.

1. Here the learners will need to think about the interests and abilities that they have identified and try to match them to potential career categories. Give them time to go through the categories really carefully and think about how well they are matched to them. Having the learners discuss their choice with a partner may help them to think further about their choices, and clarify their thinking.
2. The second question helps learners to discriminate further between career categories by identifying the fields to which they are least suited. Again, by explaining to a partner, learners have the opportunity to clarify their thinking and to understand their own and others' choices better.

Activity 2 Match your thinking skills to a career category

Learner's Book p.65

Review Copy

Teaching guidelines

Learners can work on their own for this activity. If you have used the poster method, the thinking skills needed will be visible on the walls of the classroom. If not, tell the learners to go through the tables in the Learner's Book that list thinking skills for each category.

1. Learners need to identify four of their strongest thinking skills and explain why they believe they are strongest in these areas.
2. Learners link their strongest thinking skills to the career categories that contain these skills.
3. Learners now identify and write down the school subjects linked to the career choice/s identified by their thinking skills.
4. a Learners must evaluate the value of having people in the world who prefer each of the six thinking skills. Answers will differ.

   b In a group, learners must imagine what the world would be like if there were no people who practise any one of the thinking skills. Present a case to the rest of the class of the importance of one particular thinking skill. Answers will differ.

   c Learners must think about whether we discriminate against people who are dominant in any particular thinking skill? They might say that the arts are considered less important or valuable that other thinking skills. Answers will differ as learners also consider whether they are guilty of such an attitude.

Support

Bring newspapers (especially the weekend newspapers) and have the learners work in small groups to find the careers/employment offered sections. They should identify the most frequently advertised careers; and link school subjects to these careers making written lists of these in their workbooks. These lists will be a useful reference throughout the year. They will also help learners who were not able to identify careers on their own.

Extension

Allow learners to apply in writing for any of the jobs they think they might like to do. This could be a challenging but fun activity. Learners could read out their applications.

Activity 3 **List and discuss social and economic needs**

Learner's Book p.68

Teaching guidelines

This activity is suited to pair work. The sections in the unit about social issues and economic issues provide learners with a base from which to work. You may want to research social and economic issues in your area to provide local background information for this activity.

1 a. Learners may identify any four social issues in your community.
   b The work that they identify should link directly to addressing those needs.
   c. They must explain their choice in b
2. a. Learners may identify any four economic issues in your community.
   b. The work that they identify should link directly to addressing those needs.
   c. They must explain their choice in b.

Review Copy

UNIT 4

Participation in target games (2)

Unit overview

Learner's Book pages 69 to 73
Recommended pacing: 4 hours

Before they start playing soccer, make sure all the learners are familiar with the rules. If you are going to play an adapted form of the game, go through the rules carefully with the class before you start, so that there are no misunderstandings. The offside rule can be difficult for learners who are new to the game to understand. It is also a ruling that is often disputed, so you need to make sure that all learners understand what it means and that they

will give away a free kick if they are found to be offside. If they run forward, they need to keep an eye on the opposition players before they call for the ball.

Also make sure they understand that, even if they touch the ball with their hands by mistake, they will lose possession and the other side will get the ball. In the first two activities in this unit, learners will practise soccer skills. They need to master these skills before they can play an actual game.

A safety issue to discuss with the learners is being aware of where other learners are, so that they don't accidentally trip or otherwise hurt one another. Further safety precautions will be dealt with in the Defending activity. It is also safer to have either all the players wearing soccer boots or all learners playing barefoot.

If learners in your class have disabilities that prevent them from playing, be sure to include them as referees, scorers, assessors, or creators of game plans for the game.

Resources needed

You will need: soccer ball or hand-made ball, an open field, a whistle and two goal posts or four cones to mark the goals.

Activity 1 **Ball control and side foot passes**

Learner's Book p.71

Review Copy

Teaching guidelines

- If you are not an experienced soccer player, and there is no obvious candidate in your class, ask the learners to take turns being the player in the middle who passes or rolls the ball to the players in the circle.
- You can have more than one circle going at the same time, so that learners do not have to wait too long before they get a turn to learn how to stop and control the ball.
- Remind them that they must use the side of the foot in order to stop, control and pass the ball.
- If a learner fails to stop the ball, they have to run to fetch it. The person in the middle of each circle must not pass or roll the ball too hard because, if the learner misses, a lot of time will be wasted fetching the ball.

Activity 2 **Defending**

Learner's Book p.72

Teaching guidelines

- Read through the descriptions of the different tackles. It is vital that learners understand that at no time can another player be tackled to prevent them from playing the ball. You tackle a player to get the ball away, not to hurt them.
- Learners must take turns being the defender. Once they have got the ball away, the defender becomes an attacker and one of the other players starts to defend. Get them to agree on the order before they start, so that play doesn't have to stop when the defender gets the ball away.

Activity 3 **Practising soccer skills**

Learner's Book p.73

Teaching guidelines

- Teams should be made up of girls and boys as well as experienced and novice players, so that learners can gain from playing with others who are more skilled.
- If you have more than one playing area and enough learners in your class, you can have more than two teams playing at a time. Six learners per team is an ideal number, but you can adapt the team size to suit your needs.
- Make sure all the learners and the referees know which rules will apply in these six-a-side games.

UNIT 5

Substance abuse

Unit overview

Learner's Book pages 74 to 81
Recommended pacing: 3 hours

Review Copy

In this unit you will introduce learners to the profound impact that substance abuse has on individual lives and on our communities. You will explore with the learners the range of mixed messages about substance abuse, from sources such as the community and the media, as well as from home and from peers. Research shows that adolescents respond best when negative consequences of substance abuse are not overstated – so try not to lead with statements like: "taking drugs will kill you and ruin your life", for example. Help learners to explore and critically examine the evidence for themselves. This helps to shift attitudes better around this issue. Having former addicts and alcoholics speak to the class has also been shown to have positive results. So, if you can arrange this, it would greatly add to the learning value of this unit.

The 'appropriate behaviour' section of the unit relies heavily on the Motivational Interview technique, which is popular and well-respected as a drug counselling process and as a method for creating healthy life choices. It attempts to meet each individual at their stage of change and help them slowly move forward until they can maintain healthy choices in their lives.

As mentioned before, when looking at health consequences of substance abuse, start small and keep to the facts, so that learners can slowly figure it out for themselves. Lecturing them and emphasising the extreme consequences (even though substance abuse really can ruin lives) is often counter-productive, and will result in learners ignoring or simply not engaging with what could happen should they abuse substances.

Activity 1 Debate the factors contributing to substance abuse

Learner's Book p.76

Teaching guidelines

Question 1 helps to prepare learners for the debate that follows. They can complete this question on their own or in the debating groups.

1. a. Lists will vary, but should show both positive and negative influences of the media on learners' attitudes to substance abuse.

   b. Descriptions may vary, but should include how the media normalises or romanticises substance abuse.

   c. Answers will vary, but should include issues such as reporting on drug-related crime, TV adverts that show the dangers of substance abuse, car accidents etc.

   d. Three consequences often ignored by the media include breakdown of the community, emotional and psychological difficulties experienced by substance abusers, illness, rejections by family, and so on.

   e. Learners' answers should be creative, but should also include things that could dissuade other learners from abusing substances.

   f. Learners may choose any three factors that contribute to substance abuse. The learners' suggestions should be appropriate for teenagers to use.

2. This debate can be used for teacher or peer assessment. Each debate needs a chairperson who assigns roles and keeps order during the debate. The team should have three speakers for the idea, and three speakers against the idea. The second and third speakers need to rebut arguments given before their turn. Inform the learners how to conduct the debate and how they will be assessed. The learners will need time to research and practise their arguments and rebuttals.

Review Copy

Activity 2 Take a stand

Learner's Book p.77

Teaching guidelines

This activity works best when carried out in small groups, because this encourages discussion.

1. No abuse of alcohol will be allowed
2. Take part, be active, have a strong opinion and voice that opinion.
3. To work together to stop alcohol abuse and drug abuse.
4. Learners answers will vary, but should include mention of the need to reduce crime and costs of illness and other negative consequences of substance abuse for the government
5. Learners' answers will vary, encourage them to be bold and creative in thinking of ways that they could stop or prevent substance abuse.

Activity 3 **Practise avoiding substance abuse**

Learner's Book p.79

Teaching guidelines

1. This activity is designed to help learners think about and practise saying 'No' to abusing substances. Learners should build on assertiveness skills, negotiation skills, and other communication strategies that they have learnt in previous grades and in the previous term. You need not specify nine different ways to say 'No' for question 1, but it is useful to give quite a large number of ways to stretch the learners and encourage creativity.
2. The play can be written in pairs or small groups. Essentially, it should model some of the answers discovered in question 1. It will be useful to remind learners of how to punctuate reported speech or you could collaborate on this activity with the class's English teacher. If you have time, you could select one or two of the plays to be performed in class. If you use the play for assessment purposes, focus on how the learners show assertiveness, the use of 'I' statements and negotiation skills. If used for assessment, ensure the learners are aware of how the play will be assessed. Choose three or four of the best plays to be performed to the class if possible.

Extension activity

You could ask learners to find out what resources are available in their community to help prevent substance abuse or to help people recover from substance abuse.

Review Copy

UNIT 6

Participation in target games (3)

Unit overview

Learner's Book pages 82 to 85
Recommended pacing: 3 hours

In this unit, learners will learn the rules for, and participate in, playing a target game called hockey. Like soccer, hockey has eleven players in a team and the object is to get a ball in the goals. However, in hockey players hit the ball into the goals with a hockey stick. Only the goalie is allowed to kick the ball.

Another difference is that in general play, hockey players are not allowed to hit the ball

into the air in a way that the umpire thinks will be dangerous to other players. The ball can be flicked to another player, flicked at the goal or flicked over an opponent's stick.

In this unit learners will practise stopping and hitting a hockey ball. They will also learn how to dribble the ball.

Resources needed

You will need: hockey sticks, a white, dimpled ball, protective clothing (helmet, mask, padded gloves and kickers) for goalkeepers; shin pads and mouth guards for all players.

Activity 1 **Trapping the ball**

Learner's Book p.84

Teaching guidelines

- In this activity, learners will work in pairs. If there are not enough hockey sticks for each learner, the pairs can take turns.
- Read through the instructions with the class on how to stop the ball and ask them all to mime the action. The most important thing is to get control of the ball.
- Get the pairs to take turns in hitting the ball and stopping it. They must not hit the ball too hard at first. The purpose of this activity is to learn how to trap the ball, not hit it.

Review Copy

Activity 2 **Dribbling**

Learner's Book p.84

Teaching guidelines

- Once the learners have read the instructions on how to dribble, divide the class into groups of five or six. Ask them to line up on the side of the field with about two to three metres between each player.
- Tell them they are going to run across the field. Each player will dribble the ball for a couple of steps and then pass it gently to the next player.
- Watch the groups as they make their way across the field, and make sure individual players do not hog the ball.
- If you have more than one ball, groups can start before the first group gets to the other side.

Activity 3 **Push pass**

Learner's Book p.85

Teaching guidelines

- Remind learners that the push pass is used when they want to get the ball to a team mate who is only 10 to 15 metres away, unlike a slap hit, which is used to get the ball further or for shots on goal from close in.

- Get the class to form a circle around the field and make sure they are at least 10 metres apart. You may have to make a second circle inside the first, if your class is very big.
- Tell the learners to push the ball to one another in a clockwise direction. You can have more than one ball going around the circle at the same time.
- After ten minutes, get them to change direction, so they practise hitting and receiving the ball from both sides.

Activity 4 **Practising hockey skills**

Learner's Book p.85

Teaching guidelines

- Divide the class into two teams and let them play hockey, practising their hockey skills.
- Appoint a referee and change the referee at intervals

Review Copy

Term 2 Formal assessment exemplar 1

Mid-year examination

SECTION A

Question 1

Answer these multiple choice questions on career categories.

1.1 Which career would be the most suitable for someone who enjoys supporting and developing other people?

a banker
b social worker
c fashion designer
d musician (1)

1.2 What learning skills are the most suited to the enterprising career category?

a organisational and concentration
b listening and communication
c presentation and communication
d creative and self-motivation (1)

1.3 If you are an organised person who likes to stick to the rules and follow a set plan, which of the following careers would be the most suitable for you?

a librarian
b nurse
c farmer
d salesperson (1)

1.4 Which of the following school subjects is not suitable for the social career category?

a History
b Accounting
c Consumer Studies
d Mathematics (1)

1.5 Social needs relate to:

a crime and corruption
b skills development
c level of unemployment
d all of the above (1)

[5]

Review Copy

Question 2

Match the career categories with the correct skills. Write only the letter and the matching number.

Career category	Skills needed
A Investigative	1 creativity, flexibility, self-motivation
B Enterprising	2 supporting and developing other people, training others, empathy (caring for others)
C Realistic	3 creativity, leadership
D Artistic	4 attention to detail, careful examination and observation, mathematical and scientific ability
E Conventional	5 ability with tools and machines, enjoyment of working with plants or animals
	6 ability to work in a structured environment, plan, organise, manage and file information, clear record keeping

[5]

Question 3

Fill in the missing words

3.1 Economic needs have to do with the ____(a)____ of the country. They relate to the ____(b)____ of its people. One way to meet economic needs is to attract ____(c)_____ from other countries. (3)

3.2 Unemployment is both a _____(a)_____ and a ___(b)_____ problem. (2)

[5]

Review Copy

Question 4

List your four strongest thinking skills and suggest a suitable career you could take up. **[5]**

Question 5

List seven careers that can help South Africa solve its social and economic problems. **[7]**

TOTAL SECTION A 27 marks

Section B

Question 6

Read the case study and answer the questions.

Sindi went to primary school in a rural area where she lived with her mother. Her mother died last year, and she has come to town to live with her aunt and uncle and five cousins. At school she struggles to understand what the teachers say in class and some learners laugh at her when she tries to answer questions. Sindi feels very unhappy and is wondering if she should maybe kill herself and be with her mother again.

6.1 Explain why Sindi is depressed. (4)

6.2 Describe ways in which Sindi can get help, and explain how each can help her. (6)

[10]

Question 7

Read the case study and answer the questions.

Jerome is very good at sport and his favourite subjects are Maths and Art. He has been getting bad marks in all his tests. He tries to study by reading his text books and class notes and making notes, but he gets bored quickly, loses concentration and finds it hard to sit still. He would rather be outside playing soccer with his friends. His parents are worried that he may not get good enough marks to realise his dream of studying Architecture at university.

7.1 Explain why Jerome is having a problem studying. What can he do about it? (6)

7.2 Do you think his choice of career is suitable? Why? (3)

[9]

Question 8

Write a paragraph describing your preferred learning style. Then write a paragraph outlining your study plan for three of your subjects. **[8]**

TOTAL SECTION B 27 marks

Review Copy

Section C

Answer TWO of the following questions.

Question 9

Write a letter to your pen-friend from a different culture explaining the rules and values about sexuality in your culture. First describe the rules and values and then tell them what you think are the advantages and disadvantages of these rules and values. (8)

Question 10

Your friend asks you for advice. He/she is attracted to someone in the same class but is very shy and doesn't know how to approach this person. What advice will you give to help your friend gain the confidence to initiate the relationship? (8)

Question 11

Write a short letter to the editor of your local newspaper about the issue of substance abuse. In your first paragraph explain how the media contributes to the irresponsible use of alcohol and drugs, giving specific example/s. Your second paragraph should explain the role you think the media should play in making young people aware of the dangers of substance abuse. (8)

TOTAL SECTION C 16 **marks**

GRAND TOTAL **70 marks**

Physical education task (30 marks)

Both your participation and your movement performance will be assessed in Physical education this term. (see rubric on page17).

You will be given a mark out of 20 for participation

Your movement performance in target games will be marked out of 10, using criteria like the ones in the rubric below:

Review Copy

Term 2 Exemplar Formal Assessment 1 memorandum

Mid-year examination (70 marks)

Section A: 27 marks

Question 1

1.1 B
1.2 C
1.3 A
1.4 B
1.5 D

(5)

Question 2

2.1 A 4
2.2 B 3
2.3 C 5
2.4 D 1
2.5 E 6

(5)

Question 3

3.1 wealth, income, investments

(3)

3.2 social, economic

(2)

(5)

Question 4

4.1 Any four thinking skills (4) and suitable career (1)

(5)

Question 5

5.1 Any 7 careers relating to social and/or economic needs

(5)

Section B: 25 marks

Question 6

6.1 She misses her mother; she isn't used to living in a big family; she misses her friends; it's hard for her to adapt to town life after living in a rural area; she finds schoolwork difficult because her English isn't good/the work is more difficult than at primary school.

(4)

6.2 Any three sources of help and one way each can help. Examples: Teacher: give her extra lessons; teach her about techniques like 'positive self-talk'; refer her to guidance teacher for counselling. Classmates: invite her to join study group; defend her against bullies; Aunt and uncle: talk to her and ask what's wrong; refer her to someone for counselling, e.g. church leader, Social Welfare; guide her to helpful websites, teen magazines, etc.

(3 x 2 = 6)

(10)

Question 7

7.1 Jerome is using the wrong learning style: he is a kinaesthetic learner, but is using a visual approach to study. (3) He should rather use methods that involve doing something, e.g. making models and applying his learning to real-life situations. (3)

(6)

7.2 Architecture would be a very good career for him, as it is practical and involves spatial awareness, and making models of buildings.

(3)

(9)

Review Copy

Question 8
Paragraph 1: Learner's description of own learning style. (2) Paragraph 2: Suitable study approach for 3 subjects. (3 x 2 = 6)
(8)

Section C: 16 marks

Answer two of three questions

Question 9
A two-paragraph letter: Paragraph 1 describes the rules and values around sexuality in their culture. Paragraph 2 gives advantages and disadvantages. There must be a clear link between the two sections, and the learner must show an ability to see both the positive and the negative aspects.
(8)

Question 10
Some points that could be covered (LB page 35): introduce yourself and ask the person a few questions, e.g. where they stay, what music or movies they like; make the person feel you are interested in them; if you are physically attracted to them, allow time for respect to develop before you start to experiment sexually; don't be discouraged if you don't succeed.
(8)

Question 11
A two-paragraph letter: Paragraph 1 explains, with examples, how the media contributes to irresponsible use of alcohol and drugs, giving at least one example. Paragraph 2 explains the role the media should play in making young people aware of the dangers of substance abuse.
(8)

Review Copy

Term 3 – Formal Assessment exemplar 1

Project (70 marks)

Note that the Exemplar Formal Assessment at the end of Term 3 is a Project. Learners must be informed about this project at the end of this term, so that they can begin preparing during the July holidays. Ensure that you explain the assessment criteria which can be found on page 90.

Formal Assessment: Physical Education Task (PET)

Physical Education Task (30 marks)

Assess learners' participation and their movement performance in Physical education this term. (See rubric on page 17.)

1. Give learners a mark out of 20 for participation
2. Give learners a mark out of 1 (5x2) for performance in target games

Term 2 Formal Assessment exemplar assessment 2

Term 2 Mid-year Exam (70 marks)

Section A: 25 marks

Question 1: Answer these multiple choice questions on self-concept and motivation.

1.1 What factors influence self-concept and self-motivation?

A Media

B Friends and peers

C Religion and community

D All of the above

(1)

1.2 What aspects of the environment influence self-image?

A. Social, physical, and economic

B. Physical, ethnic, and urban

C. Media, religion and community

D. Social and economic

(1)

1.3 What is an example of positive self-talk?

A. I must do better than this

B. I am not so stupid

C. I am a good friend

D. I like hanging out with my friends

(1)

1.4 When you do something on your own that you thought would be too difficult, it is known as

A. Competitive achievement

B. Positive self-talk

Review Copy

C. Personal achievement
D. Skill

(1)

1.4 What is personal potential?
A. An ability that you have had for a long time
B. An ability that you can improve on or don't yet know about
C. A personal goal that you have achieved
D. A decision that you are happy with

(1)
(5)

Question 2: Are these statements True or False?
2.1 The media always influences you in a bad way.
2.2 Your friends affect your self-image
2.3 A family always has to have to have a mother, father, and children
2.4 Culture includes the beliefs, stories, songs, and art of a particular group of people
2.5 Your culture makes you behave in one way.

(5)

Question 3: Fill in the missing words:
3.1 Your social environment is the _____around you. Your economic environment is the amount of _____ people around you have. Your physical environment is where you _____.

(3)

3.2 _____ achievement is when someone comes first in a race. _____ achievement is when you do better than you believed you could.

(2)
(5)

Question 4: List six of your strengths.

(5)

Question 5: List six things that you want to do to develop your potential.

(5)

Review Copy

Section B: 25 marks

Question 6: Read the case study and answer the questions.
Sheldon has recently moved schools. He is struggling to make friends and was angry that he had to leave his home town and move to the city with his mother. His father left home when he was young and his mother has to find work wherever she can. He is often alone at home and is sad that his father left. One of the learners at his new school invited him to a party over the weekend. The learner said that they will have alcohol and Tik at the party.
6.1 Name three personal risk factors for substance abuse that Sheldon has. (3)
6.2 Explain what the negative consequences are that are likely to happen if Sheldon takes Tik at the party. (4)
6.3 Describe three ways Sheldon could avoid substance abuse. (3)

(10)

Question 7: Read the case study and answer the questions.

Ncedisa is a person who likes to help others and likes supporting and caring for people. She pays a lot of attention to detail and is talented at Maths and Science. She enjoys solving problems and likes working in a team rather than on her own. She is able to make generalisations from observing things and also listens to her feelings and does not just think about the facts. She loves dancing, but doesn't like drawing and painting. She is a bit clumsy and struggles with physical tasks, even though she can dance quite well.

7.1 Choose two career categories that you think Ncedisa is best suited to. (Remember the categories are Investigative, Enterprising, Realistic, Artistic, Conventional, and Social) and explain why you chose these two.

(4)

7.2 Choose two career categories that you thing Ncedisa is *least* suited to and explain your choice.

(4)

(8)

Question 8. Write a paragraph of six sentences describing three factors that influence sexuality. Include positive and negative influences for each factor.

(9)

Section C: 16 marks

[Answer two questions]

Question 9:

Write two paragraphs describing your personal learning style and give descriptions and examples of what helps you to study best.

(8)

Question 10:

Write a three-paragraph letter to a parent or friend explaining a problem you have with your relationship with him or her and how you hope to solve it with that person.

(8)

Question 11:

Write a four sentence paragraph that identifies and describes two social issues and two economic issues in your community. Then write another paragraph explaining what kind of work would help to solve these issues.

(8)

Review Copy

Formal assessment exemplar 2 memorandum

Term 2 Alternative Mid-year Exam (70 marks)

Section A: 27 marks

Question 1:
1.1 D
1.2 A
1.3 C
1.4 C
1.5 B

(5)

Question 2:
2.1 False
2.2 True
2.3 False
2.4 True
2.5 False

(5)

Question 3:
3.1 people, money, live

(3)

3.2 Competitive, Personal

(2)

Question 4:
Any five strengths

(5)

Question 5:
Any five things that could develop learners' potential

(5)

Section B: 25 marks

Question 6
6.1 Any three of the following: he struggles to make friends, he is sad, he is angry, he is experiencing peer pressure, he is unsupervised by adults

(3)

6.2 Any four negative consequences of taking Tik – such as becoming addicted, problems with skin and teeth, being moody, violence, crime, difficulty with relationships, and so on.

Review Copy

(4)

6.3 Any three ways to avoid substance abuse – healthy hobbies, improved decision-making skills, improved communication skills, considering dreams for the future, considering consequences of taking Tik, learning to say no effectively, and so on.

(3)

(8)

Question 7

7.1 Investigative and Social – her strengths, interests, abilities, and thinking style suit these career fields. Learners should provide examples that explain this.

(4)

7.2 Any two of the following: realistic, artistic, and conventional – these don't match her interests, abilities, and thinking styles. Learners should provide examples that explain this.

(4)

(8)

Question 8:

Any three of the factors covered in the Learner's Book with one positive and one negative influence as examples for each. Factors mentioned include personal feelings, friends and peers, family, religion, community, and the media.

(9)

Section C: 16 marks

(Answer two of three questions)

Review Copy

Question 9:

Two paragraphs describing the learner's personal learning style/s (visual, aural, kinetic, reading, etc.) with examples of their study techniques. These techniques should match their learning styles.

(8)

Question 10:

A three-paragraph letter to a parent or friend explaining a problem you have with the relationship. The problem should describe inappropriate behaviour or issues around independence, and so on. The sections on how to solve it should include examples of assertive language and key factors in good relationships; also negotiation skills. Language should be appropriate and not show any rudeness or blame.

(8)

Question 11:

11.1 A four-sentence paragraph that identifies and describes two social issues and two economic issues in your community.

(4)

11.2 Then another paragraph explaining what kind of work would help to solve these issues. The work should clearly address each issue and the learner needs to explain this link.

(4)

(8)

Term 3

Term	Pacing	Topic	Activities
Unit 1	3 hours	World of Work: Relationships between performance in school subjects and interests and abilities	1–8
Unit 2	3 hours	Physical Education: Improve movement techniques	1, 2
Unit 3	3 hours	Health, social and environmental responsibility: Environmental health issues	1–3
Unit 4	3 hours	Physical Education: Improve movement techniques	1–5
Unit 5	2 hours	Health, social and environmental responsibility: Making responsible decision s about HIV and Aids	1–4
Unit 6	2 hours	Physical Education: Improves movement techniques	1–3
Unit 7	2 hours	Constitutional rights and responsibilities: Nation building: Ways to promote nation building, Contributions of women and men towards nation building.	1–6
Unit 8	2 hours	Constitutional rights and responsibilities: Improve movement techniques	1–3

Review Copy

CORE CONCEPTS AND DEFINITIONS	
abstain	to stop yourself from doing something you enjoy
AIDS	(Acquired Immune Deficiency Syndrome) The final stage of HIV infection where the body is vulnerable to illnesses and can't fight disease
ARV treatment	strong medication (e,g, nevirapine) that helps to fight the HI virus
by-law	a law enforced by a local authority (town or city council)
campaign	a course of action taken to achieve a specific goal
CD4 count	a measure of important immune-system helper cells (T cells) in someone's blood
condom	latex or plastic cover that protects against contact with sexual fluids during sex

counsellor	person who is trained to give advice and support
disciplined	controlled
disclose	to tell somebody something they do not know, or to make something unknown known
emblem	a symbol
HIV	(Human Immunodeficiency Virus). A virus that only occurs in humans and that weakens the body's ability to fight off disease.
HIV status	being HIV negative (not having the virus) or HIV positive (having the virus)
identity	who or what you are
immune system	your body's protection system to fight against disease
implementing	carrying out
influence	affect
informed	having correct knowledge
isicathamiya	a style of music that uses only harmonised voices and not instruments
mobilising	organising or encouraging people to take action
motivation	interest or desire
nation	a large group of people who live in one country and have their own government
opportunistic	something (in this case germs) that makes use of an opportunity (in this case to invade the body
persevering	carrying on or continuing
personal attributes	your own qualities or characteristics
policy	plans of a government or organisation
potential	possible or likely to happen
preservation	to do with making sure that something is not damaged or injured in any way
prioritise	to place things in order of importance
resident	a person who lives in the community
right to privacy	a human right, protected by law, that states you are allowed to keep information private or confidential
sexual fluids	fluids that come out of the penis and vagina during sexual activity
sober	not drunk or high
supportive	giving help and encouragement
symbol	a picture, sign or idea that has a special meaning for a group of people
transmission	the passing on of infection from one person to another
united	joined together as one

Review Copy

unsafe sex	sex without using a condom, or sex with multiple partners
viral load	how many HIV cells are in your blood
virgin	a person who has not yet had sexual intercourse

TERM 3 Daily class activity recommendation		
World of work: Relationship between performance in school subjects and interests and abilities – 3 hours		
Activity 1: Understand practical, theoretical and group learning	Page 90 in LB	This task should take learners more or less 25-30 minutes to complete in class.
Activity 2: List your interests	Page 93 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Activity 3: List and match abilities and strengths	Page 94 in LB	This task should take learners more or less 10-15 minutes to complete in class.
Activity 4: Think about your personal values	Page 94 in LB	This task should take learners more or less 10-15 minutes to complete in class.
Activity 5: Choose career categories	Page 94 in LB	This task should take learners more or less 10-15 minutes to complete in class.
Activity 7: Discuss your research	Page 96 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Activity 8: Make a career decision	Page 96 in LB	This task should take learners more or less 25-30 minutes to complete in class.
Health, social and environmental responsibility - 3 hours		
Activity 1: Consider how laws and policies help the environment	Page 102 in LB	This task should take learners more or less 20-25 minutes to complete in class.
Activity 2: Plan and Earth Day celebration	Page 104 in LB	This task should take learners more or less 30-40 minutes to complete in class.
Activity 3: Identify an environmental health programme	Page 104 in LB	This task should take learners more or less 45-60 minutes to complete in class.
Health, social and environmental responsibility: Informed, responsible decision-making about health and safety: HIV and Aids – 2 hours		
Activity 1: Write a short class test about HIV and Aids	Page 111 in LB	This task should take learners more or less 20-25 minutes to complete in class.
Activity 2: Describe how to manage HIV	Page 111 in LB	This task should take learners more or less 15-20 minutes to complete in class.

Review Copy

Activity 3: Explain how to prevent HIV infection	Page 113 in LB	This task should take learners more or less 45-60 minutes to complete in class.
Activity 4: Care for people living with HIV and Aids	Page 114 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Constitutional rights and responsibilities: Nation building – 2 hours		
Activity 1: Talk about being a South African	Page 119 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Activity 2: Discuss friendships between families	Page 120 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Activity 3: Discuss nation building at your school	Page 121 in LB	This task should take learners more or less 10-15 minutes to complete in class.
Activity 4: Discuss a service delivery protest	Page 122 in LB	This task should take learners more or less 25-30 minutes to complete in class.
Activity 5: Talk about business, sport and nation building	Page 124 in LB	This task should take learners more or less 20-25 minutes to complete in class.
Activity 6: Discuss music and nation building	Page 125 in LB	This task should take learners more or less 25-30 minutes to complete in class.

Review Copy

UNIT 1 Relationship between performance in school subjects and interests and abilities

Unit overview

Learner's Book pages 88 to 96
Recommended pacing: 3 hours

The first section of this unit explores three types of learning: practical, theoretical, and group learning. It would be beneficial for learners to experience all or some of the group learning strategies mentioned in the Learner's Book. You could then identify various suitable activities and get the learners to apply the different learning strategies. The thinking and learning skills section has categories that link closely to words used in questions in exams. Ensuring that learners understand the differences between these thinking and learning skills can benefit them in all their study areas. The learning skills section can be used to help learners identify their strengths and weaknesses, so that they can capitalise on their strengths and remediate their weaknesses.

The decision-making process in the second section of this unit covers activities 2 to 8. It will be useful to make copies of the career categories listed in Term 2 Unit 3 of the Learner's Book. It may also be useful to create the posters for each career field as outlined in Activity 2. This takes learners through each step of a decision-making process. Several activities can be carried out in a single teaching period. Remind learners that their interests and abilities may change, but that in grade 9, they will need to select subjects that could support potential careers.

Review Copy

Activity 1 Understand practical, theoretical and group learning

Learner's Book p.90

Teaching guidelines

- This activity is suited to individual work or pair work. The answers for will vary, but some suggestions are given below.

1.

Subject	Practical learning activities
Natural Sciences	Planting seeds, conducting an experiment
Life Orientation	Role play, playing a sport
Economic Management Sciences	Cooking, creating a budget

Technology	Building a computer, putting on a plug
Creative Arts	Painting a picture, playing an instrument

2.

Subject	Theoretical learning activity
Natural Sciences	Reading about the life cycle of an animal; researching properties of a plant
Social Sciences (Geography)	Researching products grown in different parts of the world; understanding how soil erosion happens
Life Orientation	Reading case studies; brainstorming strategies
Technology	Researching new technology; understanding how electricity works
Home Language	Understanding a poem; reading a short story

3.

Subject	Individual learning activity	Group learning activity
Natural Sciences	Read about a plant	Complete a project in a group
Home Language	Answer questions in a test of comprehension	Have a debate
Life Orientation	Think about your strengths and weaknesses	Create a poster in a group
Mathematics	Work out a long-division sum	Create multi-sided objects to hang in the class
Social Sciences (Geography)	Read about a country	In a group work on a project about a country

Review Copy

4. Learners must write a paragraph to explain whether they prefer individual or group learning, with reasons for their answers. Answers will differ.
5. Learners must examine whether it is possible to only have practical learning. The must describe what the advantages and disadvantages would be. They might mention that it is probably possible but it would be very time-consuming and after a while, learners would find it unproductive. Practical learning demands a lot of time and energy.

Activity 2 List your interests

Learner's Book p.93

Teaching guidelines

- Activities 2 to 8 are all about each learners discovering which career fields would suit them and finally about making a choice of two possible career fields. These activities follow one another and are related, so they should be planned one after the other.
- There is more than one way to do these activities. Here is one idea you could use: First ask learners to divide a sheet of paper into six sections – one for each career field. (A3 or poster paper would be ideal for this.) They will use this poster for each step that follows.
  1. Give the learners some quiet time to think about their interests and what they enjoy doing.
  2. Learners should list their interests and activities. You could ask learners to write each main interest down twice on its own piece of sticky paper. (If you don't have sticky paper, they can cut up coloured paper or white paper to make little cards, and use sticky tack to stick them into place).
  3. Learners' answers will vary for this but try to ensure that there is a logical connection between the activity and the type of work. Learners' answers will vary, but they should show clear links between interests and possible jobs.
  4. The learners now need to match interests to each of the 6 categories listed on pages. 59 and 60 of the Learner's Book (or in the copy you provided). They need to choose two career fields that best match their activities. If you use the poster method, learners can stick their interests on two of the posters provided. Once all the main interests are written out, learners should turn back to Term 2, Unit 3 (or look at the copies you have given them) to decide which two career fields match their interests.

Review Copy

Activity 3 List and match abilities and strengths

Learner's Book p.94

Teaching guidelines

- Question 1 of this activity can be given as homework, so that learners can get feedback from friends, family and other teachers about their abilities and strengths and so that they can take some time to consider these.
- For question 2 if you decide to use the poster method, you can ask each learner to write some of their abilities and strengths on scrap paper or sticky cards to add to the posters. Encourage learners to discuss why each one belongs in a particular field and to refer back to Term 2, Unit 3 when making their decisions.

1. Try to ensure that learners have listed several abilities and strengths.
2. Check how learners have matched abilities and strengths to the career categories. Correct any misunderstandings.

Activity 4 Think about your personal values

Learner's Book p.94

Review Copy

Teaching guidelines

Learners can do this exercise in pairs. The Learner's Book lists several values, but learners may add their own as values well. If you have chosen to use the posters, learners can add values to the career category posters and discuss why they think those values link to the career.

1. Any three values could be listed.
2. Learners can use the copies you created or page back to pages 59 and 60 of the Learner's Book. The two categories identified in 2b should match the learner's values.

Activity 5 Choose career categories

Learner's Book p.94

Teaching guidelines

- Explain that the goal of this activity is to make a choice between two possible career categories. Learners will do this using the information they have gathered in activities 2, 3, and 4. If you have chosen to use the poster method, ask learners to look at their career category posters, and notice the pattern: Which fields have the most pieces of paper?
- Ask learners to copy and complete the table on page 92 of the Learner's Book.

- If the career categories are the same, the career category choices are clear. If the career category choices are different, ask learners to look at pages 59 and 60 of the Learner's Book (or their posters/copies) to decide which two career categories best suit them.
- You can use this opportunity to find out which careers learners are interested in, so they can be well prepared for Activity 8.

Activity 6 **Find information about careers**

Learner's Book p.95

Teaching guidelines

Encourage learners to do their own research. This activity can be given for homework. If you can, provide classroom resources for this activity such as career guidebooks, the career sections of newspapers, or other relevant reading material. You could also invite speakers from different career fields to come to talk to the learners or arrange a career day.

Activity 7 **Discuss your research**

Learner's Book p.96

Review Copy

Teaching guidelines

1. Learners must discuss their research findings with a classmate. Answers will differ. Learners must examine the aspects of the career category with a partner. Answers will differ.
2. A fun way to arrange learners into pairs is to tell them that they are only allowed to say the name of the two career categories they have chosen, and to move around the room, until they find another learner who has chosen the same two categories. Once learners are paired, they can sit down and begin. Make sure learners know that the object of the exercise is to share their thoughts about the advantages, disadvantages and risks involved in their chosen categories.

Activity 8 **Make a career decision**

Learner's Book p.96

Teaching guidelines

- This is an individual activity where learners make a decision based on the research they have done in Activities 2 to 7. Let learners know that it is easier for some learners to plan their careers than others. Some learners have one or two interests that they are very good at and this makes it easier for them to choose a career

category. Others have more diverse talents, and may find it more difficult to make a decision.

1. The learners should list the advantages and disadvantages of the two careers selected in Activity 5. It may help to ask learners to list information about one career category on the left hand side of the page and information about the other on the right, so that they are easier to compare. It will then be easier to make a decision.
2. Learners should list support and resources for both careers.
3. Learners should list possible barriers to both the selected careers.
4. Learners can then make a final decision. They should provide an explanation for their choice.
5. The mind maps should list advantages and disadvantages.
6. Learners answers will vary, however, they should explain what makes them feel either satisfied or unsatisfied.

Extension

To add a practical component to this activity, have learners work in pairs to interview each other about their chosen careers. They take turns to be the interviewer/interviewee. For example, the interviewer may ask the following questions:

- Which career/job are you applying for?
- What are your particular interests?
- What subjects will prepare you for this career?
- What relevant abilities do you have?

Review Copy

UNIT 2

Improve movement techniques (1)

Unit overview

Learner's Book pages 97 to 99
Recommended pacing: 3 hours

Aerobic exercise loosely means 'with oxygen' and needs you to exercise in a way that makes your heart work harder for twenty minutes or more. This type of exercise is important in building fitness and a healthy body. Aerobic fitness can lower people's resting heart rate, improve lung capacity, strengthen bones and tendons, and generally help people to feel healthy and energetic. It can also prevent or reduce high cholesterol, high blood pressure, and obesity. It can also improve your mood and help you cope better with stress and depression.

In this unit, learners will participate in a fun warm up activity, learn how to take their pulses, and practise jogging to improve their aerobic fitness. Jogging is a good way to help learners build up stamina. However, remind learners to always warm up before jogging and to slow down or rest when their muscles begin to hurt, or they could injure themselves.

If learners are jogging without shoes, ensure that the area is free of glass, stones or sharp objects that could cut their feet. Learners with disabilities that prevent them from running, could either walk briskly or, if in a wheelchair, could gain aerobic fitness through rolling exercises.

If learners continue with jogging exercises outside of school time, remind them to follow the safety guidelines in the Learner's Book, to jog in groups, and always to obey traffic rules if they run on roads.

Activity 1 **Warm up with the spider walk**

Learner's Book p.97

Teaching guidelines

- Tell learners to lie on their stomachs with their hands directly under their shoulders and their fingers pointing forwards.
- Learner inhale and, as they exhale, they must extend their arms to push their bodies off the ground, keeping them parallel to the floor.
- Keeping their bodies as close to the ground as possible, they must crawl forwards moving opposite arms and legs at the same time.
- Safety tip: Make sure they control their movement speed and keep their bodies rigid.

Review Copy

Activity 2 **Starting to jog**

Learner's Book p.99

Teaching guidelines

- Realistically, you are not going to be able to take learners through from walking to jogging very long distances in your Physical Education lessons, but you can introduce the idea. Make sure they know how to jog without injuring themselves, and how to progress from walking to jogging in a sustainable way.
- As with all physical activity, it is important the learners warm up before and cool down after walking or running for any length of time.

UNIT

3 Environmental health issues

Unit overview

Learner's Book pages 100 to 104
Recommended pacing: 3 hours

This unit outlines the laws and policies that government has in place to protect the environment. It also highlights the role that ordinary people can take in ensuring that these laws and policies are upheld.

The unit then explores the purpose of Earth Day. It explains how people honour Earth Day by finding new ways to support the preservation of the environment. This section can be used to encourage learners to take action and become involved in protecting their environment. It will be useful to find out what environmental organisations are active in your area or how to submit the poster the learners will make in Activity 2 to your local municipality. By taking this poster to an outside organisation or to local government, learners receive hands-on experience about how to campaign and how to take action.

Review Copy

Activity 1 Consider how laws and policies help the environment

Learner's Book p.102

Teaching guidelines

This is an individual activity and could be used for either peer assessment or teacher assessment. Learners need to read through the first two pages of the unit and then answer the questions on their own. Teach them how to write a description, using their own words, and provide an example for them to copy.

1. The Green Scorpions are the special investigation unit that investigates companies which pollute or damage the environment.
2. The government: a. enters into agreements with other countries to protect the worldwide environment, (for examples CITES); 2. It creates policies that outline how the government will ensure environmental health; 3. It polices laws to protect the environment.
3. The descriptions will vary, but should show some thought and learners should use their own words. Examples follow:
    a. Policies guide business and factory owners on how to operate so that they don't pollute the air, ground or water.
    b. Laws and regulations ensure that anyone or any company that does things that could damage the environment can be fined or jailed. This helps to prevent environmental health issues.

c. People and communities can report wrongdoing; inform others about the environment; and can do things like reusing and recycling goods to reduce pollution.

4. Learners must discuss, in class,
   a. how they can one tell if their local community makes an effort to protect the environment. Answers will differ.
   b. Learners must evaluate whether people in your community have a good attitude towards this issue and act responsibly, or not. Answers will differ.

Activity 2 **Plan an Earth Day celebration**

Learner's Book p.104

Teaching guidelines

- This is a group or class activity. Explain to the learners that they will be building an Earth Day campaign for their area. Learners should be encouraged to brainstorm ideas by listing as many ideas as possible. They should then choose a few possibilities that seem the most fun and the most practical for them to do.
- They can then create a poster together and submit it to the municipality or local environmental organisation to find out whether the proposal is feasible and whether the municipality or local environmental organisation and give financial assistance. You can use the poster as part of teacher assessment or peer assessment.
- The second question asks what learners could do now to act. This could include starting recycling at school, planting trees or vegetables, ensuring that the school uses electricity or water responsibly, or any other hands-on activity.

Review Copy

Activity 3 **Identify an environmental health programme**

Learner's Book p.104

Teaching guidelines

- This activity is suited to group work. The activity is based on the content that provides guidelines for developing an action plan to address an environmental health problem. The learners are likely to have done something similar in Grade 7. These guidelines encourage learners to work independently outside school hours. Try to guide the learners to keep their projects small or the work (such as how much it will cost, etc.) will be too advanced for their level. Alternatively, if a group would like to take on a more complex plan, you could leave out the option of cost in a actions, and so on.
- If learners do not have access to the Internet or to a library, encourage them to discuss issues within the community and find out more by talking to people in their communities. Also ensure that learners clearly describe what task each member has been asked to do. You can find guidelines to this project on p 104 of this Teacher guide.

UNIT 4

Improve movement techniques (2)

Unit overview

Learner's Book pages 105 to 107
Recommended pacing: 3 hours

In this unit learners, will practise both static and dynamic balance. Good balance requires strong core muscles. These core muscles can protect against back injuries and generally improve learners' ability to move. A tip, to help learners balance, is to have them focus on a distant object while standing on one leg. This is known as "Spotting". Learners who have visual impairments will struggle to balance. To improve safety for learners, have a partner spot for them and catch them if they begin to lose balance in the static exercises.

Review Copy

Activity 1 Balance on one leg

Learner's Book p.106

Teaching guidelines

- Before you start balance exercises with your class, make sure they will be safe. In the beginning, get them to do the exercises next to a wall they can hold onto or with a partner. Balance exercises are about learning to control your body.
- Balancing on one leg is a static balance.
- If your lesson is outside, get learners to stand next to a wall or a partner and put their hands on each other's shoulders.
- Make sure they practise balancing on both legs and with their eyes closed.

Activity 2 Do heel raises

Learner's Book p.106

Teaching guidelines

- Heel raises improve your balance and develop the calf muscles.
- Tell learners that, as they lift their heels off the floor, they must keep their upper bodies straight and their abdominal muscles pulled in.
- Their weight must be evenly balanced between their feet, so they don't risk rolling their ankles. The movement must be slow and controlled.

Activity 3 Stand like a tree

Learner's Book p.107

Teaching guidelines

- Tell learners to keep their shoulders back and down, and their knees slightly bent.
- As they lift one foot, tell them to feel every part of the other foot on the ground and grab the floor with their toes.

Activity 4 Play hopscotch

Learner's Book p.107

Teaching guidelines

- Before the lesson draw a hopscotch grid on a flat surface. Draw the design using single and side-by-side shapes that are not much bigger than learners' feet.
- Number the shapes from one end to the other.
- As they hop from one end of the pattern and back again, they must hop on one foot in a single box and on both feet in side-by-side boxes.
- Before they start hopping, they should throw, a small stone into the first shape. Learners should hop over the stone the first time, and pick it up on the way back.
- They carry on playing by tossing the stone in the next numbered shape and repeating the steps.
- If they lose their balance or put a foot on a line, they are out.

Review Copy

Activity 5 Walk heel-to-toe

Learner's Book p.107

Teaching guidelines

- Learners should walk heel to toe by putting the heel of one foot just in front of the toes of the other. Their heels and toes must touch.
- Tell them that: if they focus on a spot in front of them, it will keep them steady.

UNIT 5

Making responsible decisions about HIV and AIDS

Unit overview

Learner's Book pages 106 to 112
Recommended pacing: 2 hours

When trying to encourage healthy choices and healthy behaviour, learners need to know that unhealthy behaviours could affect them directly, that they are able to change, and that changes will bring positive results quickly.

This unit begins with informing learners about HIV and AIDS, so that they have a solid foundation from which they can make decisions. In previous grades learners will have been taught about HIV, so it may be useful to find out what they already know and build on that.

When looking at the management of HIV, it's essential to begin with having an HIV test to know one's status. Knowing that HIV can be transmitted through blood can reduce the stigma of going for an HIV test for learners who are not sexually active or who are hiding that they are sexually active. If possible, call the HIV information line and find out what HIV services there are in your area. You could also speak to nurses from your local clinic. This can help you prepare for the class and you may also receive useful posters and brochures on HIV that the lesson can use. You may also choose to bring in a guest speaker. However, if you are unable to do this, the Learner's Book does provide all the necessary information. Although it's important to teach learners that HIV is no longer a death sentence, they should be aware that it must be managed properly. The exercise around feeling grateful is a globally respected technique to counter grief and trauma that can be evoked after receiving an HIV + diagnosis.

Review Copy

The prevention method builds on the standard A, B, C (abstain, be faithful, condomise). Avoid fighting, blood mixing and alcohol or substance abuse as these are also important risk factors for HIV transmission. Caring for people with HIV or AIDS builds on previous work and provides a guideline that can be used for anyone with a chronic illness.

Activity 1 Write a short class test about HIV and Aids

Learner's Book p.111

Learners should write the test in class and mark out of 20.

1. To avoid the risk of contracting the virus and to support those who are ill. (2)
2. Contact with infected blood, sex with infected person without condom, HIV-positive mother to child during birth or when breastfeeding. (3)
3. An illness that takes advantage of the body's weakened immune system. (2)
4. Fight physically, sports injury, share razor (3)

5. To protect your body from HIV, you can get ARVs at the clinic, but you must start taking them within 3 days of exposure to the virus, otherwise they won't work as protection. (3)
6. A low CD4 count means that you have fewer important protector cells; this means that your immune system is not working well anymore. When your CD4 count gets lower than 350, your doctor should give you ARVs. (3)
7. Learners' answers will differ. They should identify stigma if there is any and explain its impact. If there is no stigma in the family, they should explain why this is. (4)

Activity 2 **Describe how to manage HIV**

Learner's Book p.111

Teaching guidelines

You can use the case study to practise metacognitive techniques with the learners. The questions can be answered in writing by learners individually for assessment purposes, or you can use pairs or groups to discuss the questions and answers. The answers to question 4 are likely to vary.

1. Blood from a person infected with HIV entered Lungile's body through a cut in her skin, or by splashing in her eyes. Both Lungile and another passenger who was infected with the virus, were bleeding from open wounds. HIV positive blood got into Lungile's bloodstream during the accident.
2. 350
3. She eats fresh vegetables, exercises, gets regular check-ups, and has a positive attitude.
4. She could include more protein in her diet, and learn to manage stress well.

Review Copy

Activity 3 **Explain how to prevent HIV infection**

Learner's Book p.113

Teaching guidelines

This activity combines individual, pair and group work. You can choose to use the poster as a formal assessment task if you want to. After learners have completed question 2 with a partner, you could ask for examples from the class. Write them up on the board, so that it is clear what they need to do.

Resources needed

You need to provide art materials for the poster in this activity.

3. Learners should first create a list separately. Possible answers include: Don't have sex. Use a condom if you do have sex. Don't have more than one sexual partner. Know your HIV status and your partner's HIV status. Wear gloves, if you are going to come into contact with someone's body fluids. Don't share needles or razors. Don't fight. Stay sober.
4. You can ask learners to check that nothing has been left out of one another's lists. Write answers on the board or ask learners to provide answers for you to write up.
5. Encourage learners to be creative, and have art materials ready, if possible, to decorate their posters. Ensure that learners understand how the posters will be assessed.

Activity 4 **Care for people living with HIV and AIDS**

Learner's Book p.114

Teaching guidelines

6. This is an individual activity and can be used for assessment if you choose.
1. b
2. Learners should include these points: Don't disclose the person's status. Be kind and supportive. Help the person have a healthy diet, take their medicine regularly, and stay positive. It is fine to hug, kiss and hold hands, and also to share food. But don't touch blood, pus or other bodily fluids without wearing gloves or a plastic packet.

Review Copy

UNIT

6 Improve movement techniques (3)

Unit overview

Learner's Book pages 115 to 116
Recommended pacing: 2 hours

The muscles used when elevating the body are outlined on page 113. Learners who are overweight may be anxious about jumping, as there is greater risk of injury. Encourage these learners to participate as much as they can. Girls may want to wear shorts or clothing that will not show their underwear, when jumping. Jumping can build learners' confidence in their bodies and in their ability to balance and move safely.

Activity 1 **Stretch before you jump**

Learner's Book p.115

Review Copy

Teaching guidelines

- As with any physical exercise or activity, it is important that the learners stretch their muscles before they start. They can do neck and shoulder rolls and arm rotations as well as stretching the two sets of muscles outlined on page 113.
- Avoid doing elevation exercises on concrete and use a soft, flat landing surface until they are comfortable with the exercise. Perform these movements no more than once a week to avoid overuse of or excessive impact on their joints.

Activities 2 and 3 **Practise star jumps, high jump and stretching**

Learner's Book p.116

Teaching guidelines

- Learners should be familiar with star jumps by now. Go through the movement actions of Activity 3 slowly. This exercise strengthens the legs and works the upper body as well. Tell learners to inhale as they jump and exhale as they land. It is a very tiring exercise, if learners are not used to it or unfit. Allow them to stop, if necessary, rather than risking injury when they are tired.
- Another elevation option is the tuck jump:
- Stand with feet shoulder width apart and knees slightly bent. Bend your knees until you are in a squat position.

- From the squat, jump straight upwards bringing your knees towards your chest while in mid-air. Circle your knees quickly with your arms.
- Bend your knees as you land and go down into another squat before you repeat the action.

UNIT 7

Nation building

Unit overview

Learner's Book pages 117 to 125
Recommended pacing: 2 hours

Nation building can provide the basis for improving how South Africans relate to one another. The latest research into problems of violence, substance abuse, and other community-based problems within South Africa suggests that community mourning and releasing the anger about the past, can serve to heal communities in the future (Centre for Violence and Reconciliation). Thus, acknowledgement of the harms of the past, combined with hope for reconciliation in the future can make a difference.

Creating a common South African identity helps people to understand and support one another better. Overcoming obstacles to this is a clear focus in the unit. This includes looking at the things we share – such as national symbols and sport – and at what we can learn from our differences – for example, languages and cultural practices. This material provides the foundation for learners on how we can promote nation building.

The unit ends with a celebration of what has been done to promote nation building within the country.

Review Copy

Activity 1 Talk about being a South African

Learner's Book p.119

Teaching guidelines

This activity is suited to pair work, but you could choose to use small groups for the discussions.

1. The things needed to build our nation successfully may include: creating a common, shared South African identity; making sure that our democracy works well; meeting people's basic needs; a strong, peaceful and united nation that takes care of all its citizens; getting to know one another; working together as equals.
2. Answers will vary in terms of what learners are proud about. Three things that South Africans of all cultures have in common are: We use our national symbols.

We include all the languages and cultures of South Africa's people in our national identity. The things we have in common include, for example, enjoying music and sport. These should be described, using examples.

Activity 2 **Discuss friendships between families**

Learner's Book p.120

Teaching guidelines

This activity is suited to pair work. You can choose to read the article aloud, have learners read to their partners, or learners read the piece silently on their own. The answers can be discussed and/or written down in the learners' exercise books. You could ask pairs to share examples of additional activities with the class.

1. White people are supporting soccer; black and white families are talking to each other and taking photographs together.
2. Learners' answers will vary and may include music or other shared South African interests.
3. Afrikaans, English, isiNdebele, IsiXhosa, IsiZulu, Sesotho and Setswana are the most likely languages.
4. Answers will vary; but should include activities that the all the families could enjoy.
5. Answers will vary; ensure that explanations are given and discussed.
6. Hopefully the answer to this question will be, "Yes, it is important to have friends from different cultures".

Review Copy

Activity 3 **Discuss nation building at your school**

Learner's Book p.121

Teaching guidelines

This is suited to group work. The aim is to encourage learners to become involved with nation building activities within the school. To prepare, ensure that you know what national symbols are displayed at the school, when and how often the national anthem is sung, and how the school celebrates national days. Also ensure that you know whether the school has a 'twin' school.

1. Answers will vary depending on your school.
2. Answers will vary depending on your school.
3. Answers will vary depending on your school.
4. Ensure that learners detail how and where these languages are spoken.
5. Answers will vary according to school and how often learners are able to mix with people from other cultures.
6. Answers will vary according to school and area.

Support

Schools are important meeting places for parents and other community members. For example, when your school holds celebrations of national days, any member of the community should feel welcome to take part. Or, the school can be used for adult education classes.

Activity 4 **Discuss a service delivery protest**

Learner's Book p.122

Teaching guidelines

This activity is suited to group work: to extend the learners and help them to debate the issue and to actively problem-solve. Question 6 can be done as speech writing or letter writing. This question can be used for teacher assessment.

1. The protestors wanted to ensure that government took notice of them and took action to ensure that services would be delivered to the community quickly.
2. The school was burnt down, learners could not go to school, the newspaper wrote about it. There are likely to be varying opinions on whether the protest was a success or not. Some discussion should cover that children in the community were worse off after the protest.
3. Answers will vary from that it is OK to damage property to it is important to fight for your rights.
4. Answers will vary, but watch for creative solutions.
5. Answers will vary, but watch for creative links to nation building.
6. Answers will vary, but watch for creative solutions
7. The letter/speech should detail problems in the community and ask for solutions. It may also include information about what rights are being denied and what responsibilities the government is not meeting.

Review Copy

Activity 5 **Talk about business, sport and nation building**

Learner's Book p.124

Teaching guidelines

This activity is suited to individual written work or as a class discussion. If you decide to use this as an individual activity, you can use it for teacher assessment.

1. Proudly South African businesses contribute to nation building by promoting local products and services, helping to keep jobs and grow new businesses in our country.
2. Sporting Chance contributes to nation building by bringing together children from different cultures and communities, developing sports talent, so that all children

have an equal chance to perform well in sport, teaching life skills, and creating job opportunities.

3. Answers will vary – ensure that the names and the sport they play are included.
4. Answers will vary but should include how a love of sport brings people of different cultures together and helps us to notice our similarities.
7. Encourage all learners to participate in this discussion about whether it is fair that a sportsperson should carry this burden of knowing that his or her mistakes can damage our efforts at nation building.

Activity 6 **Discuss music and nation building**

Learner's Book p.125

Teaching guidelines

This activity is suited to either individual written work or class discussion. Its aim is to encourage learners to think critically about the role music can play in nation building and where it may fail to do so.

1. Answers will vary – ensure that the name and style of music is mentioned.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary – but, if yes, the explanation should include bringing people from different walks of life together.

Review Copy

UNIT 8

Improve movement techniques (4)

Unit overview

Learner's Book pages 126 to 127
Recommended pacing: 2 hours

Rotation is the third movement technique learners will be performing and practising this term. As they work through these exercises, remind them not to force any movements. Bigger is not always better in Physical Education.

Rotation of some part of the body is used in most exercise. Joint rotations are done by working head to toe using small, slow circles (clockwise and anticlockwise) at every joint until they all move smoothly and easily.

Rotation movement is important in developing increased flexibility. Stretching your

muscles and increasing flexibility allows a greater range of motion. Tell learners that, when they are stretching their muscles, they must feel the tightness and slight burning sensation that comes from additional exertion but over-stretching their muscles will cause injury.

Activities 1, 2 and 3 **Do a neck roll, a trunk twist and a forward roll**

Learner's Book p.126–127

Teaching guidelines

8. The three exercises in this unit get the learners to rotate different parts of their bodies. In a neck roll, learners rotate their heads and necks vertically (from front to back) and from side to side. In a forward roll, the whole body rotates horizontally with the top half folding over the bottom half. In a trunk twist the body rotates from side to side.
9. An additional rotation exercise that uses the core muscles is the oblique twist. Tell learners to sit on the floor with their knees bent at a 45 degree angle and contract their abdominal muscles. They must hold a ball with both hands and twist from side to side touching the ball to the ground on each side. If you don't have enough balls for each learner, they can hold an imaginary ball.

Term 3 – Formal assessment exemplar 1

Review Copy

Project (70 marks)

Develop and implement an environmental health programme

Your formal assessment task for Term 3 is to develop and implement an environmental health plan. Try to choose and issue that you will be able to find information about and that learners like yourselves will be able to impact on. You will have to present your findings to the class but you can choose to hand in either a report or a poster.

Your project will be assessed as follows:

1. Plan how to work together as a group. (5)
2. Identify an environmental health issue to consider by talking to family and friends, as well as to environmental health practitioners. (5)
3. Consider how the problem is affecting your community. (10)
4. Do research on the Internet or at the library on how to address the issue, for example by approaching the local government or the media. (10)
5. Suggest suitable strategies and actions for preventing or dealing with the problem, for example:

How will it benefit the environment and the community? (10)

How much will it cost? (5)

How will you inform and involve the community? (5)

How will you evaluate whether you were successful? (5)
6. Develop your written action plan and presentation. (15)

Guidelines for collecting information

10. Find out all you can about the environmental issue you have chosen. Focus on what causes it as well as its effects on people and communities. Here are some sources you can use to collect information:
11. Collect relevant newspaper and magazine articles a Listen to the news on the radio and watch TV news. Take notes on anything to do with the environmental issue your group has chosen.
12. If you have access to a library or the Internet, find books and websites that address environmental issues.
13. Try to interview people who are responsible or affected by the environmental issue. Remember, before you make any accusations, you need to be very well informed. Ask questions like:
    - What or who do you think is responsible for this issue?
    - What are the effects on the community of this issue?
    - What can you do to help resolve the issue?

Guidelines for presentation of your report

Review Copy

- It is not necessary to present all the information in your report - your teacher and learners will have a chance to read through your findings and suggestions.
- If you use visual aids, make sure that everyone in the class will be able to see and read them.
- Try and involve as many group members as possible in your presentation, either in the preparation or in front of the rest of the class.

Guidelines for working in groups

- The most important thing to remember about working in groups is that for the group to do well, you will have to support each other's efforts. Before you start, you should all agree to give and receive feedback constructively and politely. Keep the following questions in mind as you work together on your project:
- Does your group have a clear focus? Are you all on the same page?
- Is everyone in the group getting a chance to explain their ideas and what they would like to do.
- How is leading the group? Is there any conflict? How will you resolve conflict?

Physical education task (30 marks)

Both your participation and movement performance will be assessed in Physical education this term.
You will be give marks out of 20 for participation (see rubric on page 17).
Your movement performance and the improvement of your movement techniques (locomotion, elevation, rotation and balance) will be marked out of 10 (5x2).

Term 3 –Formal Assessment exemplar 1 memorandum

Develop and implement an environmental health programme (70 marks)

For this project, the learners plan a campaign, implement the ideas they have planned and evaluate how successful they were. Learners can choose to hand in either a report or a poster.

Use this checklist to help you mark their projects:

1-5 marks:	Planned how to work together as a group.
1-5 marks:	Identified an environmental health issue to consider by talking to family and friends, as well as to environmental health practitioners.
1-10 marks:	Considered how the problem is affecting their community.
1-10 marks:	Did research on how to address the issue.
1-10 marks:	Suggested strategies and explained how it would benefit the community.
1-5 marks:	Worked out financial costs.
1-5 marks:	Strategised on how to inform and involve the community.
1-5 marks:	Decided how the success of the campaign would be evaluated
1-15 marks:	Developed a written action plan or poster presentation.

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Term 3 Formal Assessment exemplar 2

Project (70 marks)

Write a report

Write a report on a South African social/economic need and how a chosen career could meet this need.

Motivation
This term, learners were introduced to the steps to follow in choosing a career category related to their interests, strengths, and values. They were also informed about to South Africa's social and economic needs. This project helps learners to match their identified interests to a real-life need in South Africa, which will enhance their chances of employment.

Guidelines for content
Learners need to write a 3 – 4 page report that:
Identifies and describes a social or economic problem in South Africa.
Names and describes the kinds of skills and work that could address the problem.
Identifies a career category and specific careers that are possible to follow if one wanted to help to alleviate the problem.
Describes the kind of person that would suit that career (outlines interests, strengths and values suitable for this career).

Use these criteria to assess the learners' reports:
The learner:

1. Identifies and describes a social or economic problem in South Africa. (10)
2. Names and describes the kinds of skills and work that could address the problem. (15)
3. Identifies a career category and specific careers that are possible to follow
4. if one wanted to help to alleviate the problem. (15)
5. Describes the kind of person that would suit that career (outlines interests,
6. strengths and values suitable for this career). (15)
7. Organisation: clearly communicates information and ideas (15)

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Term 3 Formal Assessment exemplar 2 memorandum

Project (70 marks)

Write a report

Use this rubric to mark the learners' reports:

	0-5	6-10	11-13	14-15
Identifies and describes a social or economic problem in South Africa. (10)	Poor.	Adequate to excellent		
Names and describes the kinds of skills and work that could help the problem. (15)	Skills poorly identified, described or not at all	Sometimes names and describes skills, sometimes well chosen to match the need.	Very good: Names and describes skills accurately, well chosen to match the need.	Excellent: All skills chosen to solve the problem and accurately described.
Identifies a career category and specific careers that are possible to follow if one wanted to help to alleviate the problem. (15)	No career or wrong career identified	Identifies most careers and career categories that could help to alleviate the problem	Good, identifies career categories accurately; careers suitably matched to need identified.	Excellent: Accurate selection of career and career category with good link to problem identified.
Describes the kind of person that would suit the identified career (15)	Outlines few interests, strengths and values suitable for this career.	Outlines some interests, strengths and values suitable for this career.	Outlines most interests, strengths and values suitable for this career.	Outlines all interests, strengths and values suitable for this career.
Organisation: Clearly communicates information and ideas. (15)	Organisation of report and communication of ideas poor.	Organisation of report and communication of ideas adequate.	Organisation of report and communication of ideas good.	Organisation of report and communication of ideas excellent.

Review Copy

Term 4

Term	Pacing	Topic	Activities
Unit 1	4 hours	Constitutional rights and responsibilities: Human rights	1–5
Unit 2	4 hours	Physical Education: Outdoor recreational activity	1
Unit 3	3 hours	Constitutional rights and responsibilities: Cultural diversity in South Africa	1–6
Unit 4	3 hours	Physical Education: Outdoor recreational activity	1–3

CORE CONCEPTS AND DEFINITIONS	
accessible	able to be reached easily
activist	a person who takes action to bring about change
banned	to officially say that something must not happen
charter	a list of rights that have been granted
consent	agreement to something
convict	find someone guilty
corporal punishment	using physical violence as a punishment
counter-strategy	a plan or method that you can use to prevent something or to reduce its effect
discriminate	treat unfairly
diversity	made up of many different parts; variety
femicide	killing of female partners by their husbands or boyfriends
gender equity	treating both males and females equally and fairly
human rights	freedoms and responsibilities for fair and equal treatment for all people
intentionally	on purpose
intimidated	forced by threats or violence to do something
lesbian	homosexual woman
psychological	to do with the mind and the emotions
rape	sexual acts with another person without their consent
sexism	unfair treatment of people (especially women) on the basis of their

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	sex
sexual orientation	whether a person is heterosexual, homosexual, or bisexual
social development	development that improves people's day-to-day lives, particularly the poor
ubuntu	a worldview that holds that people can only find happiness and fulfilment by interacting with other people
universal	relating to the universe or the world; all inclusive
victims	people who suffer any kind of violence or crime
violate	to ignore or abuse someone's human's rights
violate	attack sexually
virginity	the state of not yet having had sex

TERM 4 Daily class activity recommendation		
Constitutional rights and responsibilities: Human rights violations, gender equality – 4 hours		
Activity 1: Identify types of human rights violations	Page 132 in LB	This task should take learners more or less 10-15 minutes to complete in class.
Activity 2: Discuss how to prevent human rights violations	Page 134 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Activity 3: Discuss gender equality	Page 136 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Activity 4: Answer questions on gender-based violence	Page 139 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Activity 5 Discuss sources of help for girls and women	Page 140 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Constitutional rights and responsibilities: Cultural diversity in South Africa and contributions to social development by organisations from various religions- 3 hours		
Activity 1: Talk about	Page 146 in LB	This task should take

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languages		learners more or less 15-20 minutes to complete in class.
Activity 2: Share knowledge of your culture	Page 147 in LB	This task should take learners more or less 20-30 minutes to complete in class.
Activity 3: Talk about respect	Page 148 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Activity 4: Think about a cultural practice	Page 151 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Activity 5 Religious organisations that help communities	Page 152 in LB	This task should take learners more or less 15-20 minutes to complete in class.
Activity 6 Answer questions about a case study	Page 153 in LB	This task should take learners more or less 25-30 minutes to complete in class.

Review Copy

UNIT 1 Human rights violations and gender equality

Unit overview

Learner's Book pages 130 to 140
Recommended pacing: 4 hours

This unit builds on previous knowledge of human rights. It focuses on violations of rights and counter strategies to rights violations. It also introduces the concept of gender equity and then builds on previous knowledge about gender-based violence.

The issue of human rights violations and gender equity can be very emotionally charged. Approaching this information with kindness, patience and a calm, professional manner can be useful in modelling how the learners receive the information. Try to remain non-judgemental of attitudes and cultural issues that don't match your own.

The section covering gender-based violence could be very emotionally difficult for you and for learners in your class. Statistically speaking, at least a third of the learners in your class will have experienced gender abuse of some kind, whether from adults or from peers. Also, about one in five will have been a perpetrator of gender-based violence. You may already be aware of bullying and sexism at your school and may have noticed signs of neglect or abuse in some of your learners.

To help you to feel better prepared, it can be useful to speak with local social workers and rights-based organisations. If you are unsure of what is available in your area, you can call one of the national numbers provided in the Learner Book (page. 137) or visit your local police station to ask for a list. You could also put a list of numbers to call, as a poster in your classroom.

When speaking to learners who have been abused, try to make sure that you avoid making promises that you can't keep. You are legally required to report rape or abuse of children below the age of 16 to the police or to a government child social-service centre. Failure to do this could result in jail time or a heavy fine. Consider what is possible for you and work within those boundaries. (For example, with children under the age of 16, you are legally required to break confidentiality and report abuse, so you can't promise not to tell anyone else.) Childline offers these guidelines:

- Note the child's and the parent or guardians' names and addresses. Also write down any important statements the child made and why you are concerned about the child.
- Follow any school policy, remembering that, no matter what the policy, the case must be reported and the school is not allowed to investigate the case itself.
- You or the designated person from the school will need to contact a social worker from a Child protection organisation such as a Child Welfare Society or the Department of Social Development, or the Child Protection Officer of the South African Police Services.
- Note who took the call and what they said they would do about it.

Review Copy

Activity 1 **Identify types of human rights violations**

Learner's Book p.132

Teaching guidelines

This activity is likely to work better as a group exercise because it will provide space for discussion around human rights violations. The comic strip provides a scenario where a learner's human rights are violated by a school coach.

1. Freedom and security of the person, right to equality, right to dignity
2. She is being treated with disrespect and abused for being a girl.
3. Yes it would. She has a right to an education.

4. No, it doesn't – our right to education does not specify that we all have a right to be taught soccer.

Activity 2 **Discuss how to prevent human rights violations**

Learner's Book p.134

Teaching guidelines

Encourage groups to debate what they can and cannot do. Ask them to come up with a plan for something they really can do. If learners seem confident, encourage them to come up with specific details of their plan. The list in the Learner's Book on page 131 provides six counter strategies or ways to prevent violations of human rights.

1. The learners are asked to provide five things that they can do to prevent human rights violations in their own school or community. Here they could apply strategies suggested in the list to specific problems at the school or in the community.
2. The plan that they create should be achievable, show in what sequence the steps should be taken, and provide time frames for each step.

Activity 3 **Discuss gender equity**

Learner's Book p.136

Review Copy

Teaching guidelines

This activity may be done individually or in small groups. You could read the article aloud in class or have learners read it silently.

1. This would be a problem because gender equity in sport includes having separate races for men and women.
2. Public discussions about her personal life without her consent would be an invasion of privacy.
3. Learner's answers may vary. The case study does not answer this question, so answers will reflect learner's own ideas. We can't know for certain whether her parents had these doubts. Explanations may include that the parents were not 'expecting anything big' and that they 'were surprised' when Semenya qualified for the commonwealth games. The explanation may also include that her parents knew that 'maybe one day she could be something'.
4. "Believe in yourself."
5. Learners' answer will differ.
    a. They might say that it probably affected her confidence and hurt her self-image.
    b. They should express their feelings.

Activity 4 Answer questions on gender-based violence

Learner's Book p.139

Teaching guidelines

This exercise is suited to pair work. If you think it is necessary, you pair boys and girls together. Some learners may have had similar experiences or know someone that has experienced or is experiencing this, so try to ensure that you, a counsellor, or another responsible adult is available should any learner need help or advice. The issue of *Ukuthwala*, where young girls are kidnapped and married, may come up in this section. There may be strong feelings for this practice and strong feelings against it. Allow debate, if learners are willing to speak about these things.

1. Gender-based violence is cruelty or the use of force against women. The girl in the story was abducted and kept prisoner against her will (she may also have been sexually abused), so this was gender-based violence.
2. It is legal for children between 12 and 16 to have consensual sex, but it is not legal for a man to force a young girl to have sex with him.
3. Yes the aunt is also responsible for gender abuse. She arranged for the girl to be married without her consent.
4. The young girl was helped by knowing what her rights were, and by speaking to a trusted adult; she was also helped by The Girls' Education Movement and her Life Orientation teacher.

Support

If possible, invite a social worker from the community to come and address the learners, to share their experiences in this field. Have learners draw up two questions each in preparation for this visit.

Review Copy

Activity 5 Discuss sources of help for girls and women

Learner's Book p.140

Teaching guidelines

This activity is suited to pair work or small groups. Again, the issue of sexual violence may spark learners to disclose that they have been abused or raped or that they have raped someone. Follow the school policy and the guidelines provided in the unit overview to help you deal with this, should it happen.

1. They are staying together in the same house and they are speaking out against rape.
2. Encourage learners to come up with their own ideas. Answers could include the following. They could find out more about rape and gender violence. They could contact organisations such as Stop Gender Violence, to find out more about

resources that are available to them. They could take out protection orders against people who threaten them. They could go to a safe house if they are at risk. They could ask the police to protect them.

3. The Sexual Offences Act
4. Encourage learners to come up with their own answers. You could also encourage learners to implement good strategies or to share useful strategies with the police or other organisations.

Remedial activity

Have learners write out the list of human rights, using their dictionaries to ensure they understand each important term. They can write these out in their home language and in English, if their home language is not English. They can also decorate the page.

UNIT 2

Outdoor recreational activities (1)

Review Copy

Unit overview

Learner's Book pages 141 to 143
Recommended pacing: 4 hours

Baseball is very similar to softball or 'rounders'. Like cricket, it is a bat and ball game where the team who has possession of the ball (the fielding team) deliver it to the batting team, who try to hit it and score runs. The fielding team try to prevent batters from scoring runs and also try to get them out. The rules of baseball are outlined on pages 139 and 140 of the Learner's Book. Go through them slowly with the class and make sure they all understand what to do.

Remind them that in baseball you have to run in a diamond shape though four bases to get a home run, not backwards and forwards between two wickets like in cricket. Another difference is that in cricket, the ball is bowled to the batter using an overarm rotation of the arm keeping the arm straight. Baseball pitchers throw the ball at different speeds to confuse batters.

Activity 1 **Playing a version of baseball**

Learner's Book p.143

Teaching guidelines

This version of baseball is more inclusive in a general physical education lesson, as the learners do not need to know how to bowl or bat, both of which are difficult actions to perform. Remind learners that while this is an outdoor recreational activity and they are allowed to have fun, it is still a Physical Education lesson and they will be assessed on both their participation in, and their performance of, movements used in outdoor recreational activities such as baseball. Ensure that learners understand all the safety guidelines before they begin the game.

UNIT 3

Cultural diversity in South Africa

Review Copy

Unit overview

Learner's Book pages 144 to 153
Recommended pacing: 3 hours

This unit introduces the cultural diversity within South Africa. Even though we use our similarities in nation building, we also see our diversity as a strength and something of which to be proud. The discussion starts with our official languages and recognised community languages. Here learners can celebrate their own languages, other languages that they speak, and their potential to learn new languages.

The discussion then moves on to cultural norms and values and how they change and shift, particularly due to a move towards urban living. The issue of respect is one that is important, because we all have a right to dignity. However, how people express respect differs. Understanding this difference helps to reduce misunderstandings. We then look at how home traditional values could conflict with our rights in the constitution. This issue is a controversial one and learners can be encouraged to debate the issue. One of the main areas, where cultural and religious differences have an impact, is on gender and how women and men should act and be treated.

The final section explores how various religions have contributed to social development. This section can be used to teach that people with different beliefs and norms can work together to help others no matter how different we all are.

Activity 1 Talk about languages

Learner's Book p.145

Teaching guidelines

This activity is an individual activity where the learner is asked to identify his or her home language and to find out whether it is listed as an official language or a community language. It also encourages learners to consider what languages they currently speak and what languages they would like to learn.

1. Learners' answers will vary depending on the language they speak. You can check the list of official languages in the Learner's Book on p. 146 to confirm whether or not each language is official or a community language.
2. Learners may speak only one language or many languages.
3. Learners' answers will vary but they should name a language and explain why they would like to speak it.
4. By learning a new language, we learn more about the culture and norms of the people who speak that language and we are more likely to spend time with people from that culture. This helps to show us the differences and similarities between groups, so that we can live successfully in a diverse culture.

Support

In a multilingual classroom, have learners work in pairs or small groups to learn and practise everyday greetings and small talk in a language that they do not speak.

Review Copy

Activity 2 Share knowledge of your culture

Learner's Book p.147

Teaching guidelines

You should divide the class into groups. If possible, make sure that there is a mix of cultures in each group.

1. Learners should think about and discuss key aspects of their won cultures. They should choose which aspects of their culture they should discuss with the tourist. Learners then take turns to be the tourist asking questions about different cultures. Learners respond giving as much information as they can about the different cultures.
2. Learners must suggest four or five ways to make money, for example: by making and selling crafts, food, and so on. If your class is not multi-cultural, have learners research the topic in their library or on the internet.
3. Learners must evaluate, whether their ideas show respect towards their and others' culture. Answers will differ.

Activity 3 Talk about respect

Learner's Book p.148

Teaching guidelines

This activity builds on the idea of valuing our diverse cultures. This could be done as a class or group activity. It encourages learners to think about and discuss the issue of respect and the different ways this is understood.

1. The learner is expected to provide the word for respect in his or her home language.
2. Learners have to express different ways that they show respect to people of different ages and backgrounds, and how they respect human rights. Ensure that the learners include at least one example of the ways that they show respect to elders, parents, adults in the community, friends, their culture, and other people's human rights.
3. Learners are expected to compare their own ideas about what respect means with those of their parents or grandparents. This comparison can be used to track the development of ideas and norms within a culture. Learners' answers will vary, but they should explain why their ideas about respect are the same or different from those of their grandparents.
4. Learners should explain what respect means to them. They also need to describe how respect for other cultures can help with nation building. This may include an understanding and pride in the diversity of our country, connecting to others in terms of our similarities, and being willing to learn new ways of thinking and behaving from people of other cultures.

Review Copy

Activity 4 Think about a cultural practice

Learner's Book p.151

Teaching guidelines

14. This activity can be carried out as individual work or a class discussion. It may be helpful to explain that not all women are born with a hymen – the strip of vaginal skin that breaks and leads to bleeding, when first penetrated. Also some girls' hymens break during physical activity such as running and riding horses, etc.

1. Answers for and against may include:

The case for virginity testing	The case against virginity testing
It is a cultural tradition and so should be respected.	It invades the privacy of girls.
Girls can be proud of keeping their virginity.	It places different emphasis on who should and shouldn't be having sex between males and females.

Girls' families can ask for higher *lobola*.	Some girls' hymens break even if they have not had sex and some girls are born without a hymen and this could bring shame to the girl and the family, even though she is abstaining from sex.
It is a cultural practice that encourages women to respect themselves.	Girls are in danger of being rejected by their communities if they don't have a hymen.

2. This question should encourage debate around gender equality and differences between how each gender is culturally expected to behave sexually. It also may bring up the issue that there is no medical way to test male virginity.
3. Here the answers may vary – many feel that it does violate girl's dignity because they are valued differently; and they are touched privately sometimes without consent. Others feel that it protects the dignity of girls who have a hymen and can prove they are virgins.
4. This question looks at two separate cases.
    - Answers may vary, but the girl has a right to refuse.
    - Answers may vary, but the girl has the right to have the virginity test.

Activity 5 **Religious organisations that help communities**

Learner's Book p.152

Review Copy

Teaching guidelines

This activity can be done as a group or class discussion. It may be useful to research what different religious organisations are doing in your community and what skills development projects are available before giving this lesson. The Prodder directory or calling a local organisation that you already know about can help you with this research.

1. Answers will vary depending on your area.
2. Answers will vary.
3. Learners' answers will differ as they evaluate the success of the projects.

Activity 6 **Answer questions about a case study**

Learner's Book p.153

Teaching guidelines

Learners can work on their own, in pairs or in small groups to answer the four questions about the AfrikaTikkun centres. Give guidance where necessary as some learners may not be familiar with the concept. When they have completed the task go through the questions orally asking learners for good answers that you have observed while moving around from group to group.

1. The four programmes are child and youth care, family services, primary health care, and nutritional services.
2. It looks after children and has a youth development centre (child and youth care), kitchen and food parcels (nutritional services), helping people with HIV (prmary health care), family support (family services)
3. Jan now has skills and opportunities, he has travelled and is proud of himself and the organisation. If they had not helped, he would probably be unemployed and unhappy.
4. Learners answers will vary depending on their community needs.

UNIT 4

Outdoor recreational activities (2)

Unit overview

Learner's Book pages 154 to 155
Recommended pacing: 3 hours

Review Copy

This unit looks at self-defence. There are certain physical movements that learners can practise performing that will help them defend themselves in case they are attacked. However, when you are working through this unit, be sure to emphasise that the best form of defence is not to be attacked at all and, even if they are strong and fit. Running away, or making sure you are not in the wrong place at the wrong time, are always the best options. Developing skills on how to defend yourself is a last resort.

The three techniques outlined in this unit are not fancy or complicated. They are techniques learners can practise, use and rely on if they ever find themselves being attacked. Tell learners to keep their knees and elbows soft and slightly bent in all these movements.

Activities 1, 2 and 3 **The elbow strike, the slap and knee strike**

Learner's Book p.155

Teaching guidelines

The first two self defence movements – the elbow strike and the slap – are aimed at an attacker's face or neck. The knee strike is aimed at the groin. To be effective, all three movements need close contact, so hopefully, learners will never have to use them.

Support

Have learners work in groups of three. Each learner must envisage a possible situation in their own life where they might need to use self-defence. Then learners must decide which of the three strategies would be most appropriate, or come up with another strategy.

Term 4 Formal assessment exemplar 1

End-of-year examination (70 marks)

Section A: 25 marks

NOTE:

For one word answers, write only the question number and the word.

For multiple-choice questions, write only the question number and the letter of the correct answer.

Question 1

Give a word/term for each description:

1.1 You want to do things without being forced. (1)

1.2 A person is sexually attracted to someone of the opposite sex. (1)

1.3 The way of behaving that is usual in your community and family. (1)

1.4 Skills that help you to find a solution; you usually get some things that you want while the other person also gets some things that he or she wants, but neither of get everything you want. (1)

1.5 A way of saying what you want and how you feel without being rude. (1)

1.6 The skills that are needed to learn how to work in a systematic, sequential manner. (1)

1.7 A type of learning that consists of thinking, reading and analysing. (1)

[7]

Review Copy

Question 2

Are these statements true or false?

2.1 Problem solving is the skill of breaking information up into smaller parts to understand the whole.

2.2 Synthesising is the skill of putting parts of information together to make meaning of all the information.

2.3 Analysing is the skill of looking for similarities and differences.

2.4 Creative thinking is the skill of reviewing information that you have already read once before.

2.5 Evaluating is judging the value of information. [5]

Question 3

Fill in the following missing words in these sentences – enterprising, realistic, investigative, social and conventional:

People in the _____ career category should have good listening and communication skills. (1)

3.2 People in the _____ career category should have good organisational and classification skills, and be able to concentrate well. (1)

3.3 People in the _____ career category should be entrepreneurial and able to communicate their ideas well. (1)

3.4 People in the _____ career category should be highly inquisitive. (1)

3.5 People in the _____ career category should be able to use tools well. (1)

[5]

Question 4

List five activities that kinaesthetic learners enjoy. [5]

Question 5

List five services that local government should provide the community. [5]

TOTAL SECTION A **27 marks**

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Section B: 25 marks

Question 6

Read the case study and answer the questions:

Maya is a Grade 8 learner. Her parents want her to be a teacher or a social worker, as they think these are suitable careers for a girl. Maya isn't interested in either of these careers, but she doesn't know what she would prefer to do. Her favourite subjects are Maths, Science, and Art and Design and her hobbies are making model aeroplanes and Soduku. She is very shy and has only one close friend at school. She loves her country and wants to contribute to its development.

6.1 Why are Maya's parents' career choices not suitable for her? (2)

6.2 Using the information from the case study, follow the decision-making process to suggest a suitable career for Maya. (6)

[8]

Question 7

Read the case study and answer the questions:

Peter's father died two years ago, and his mother recently remarried. Peter and his mother now live at his stepfather's house. On the weekend his stepfather often goes out with his friends and gets drunk. When he gets home late at night Peter's mother

refuses to let him into their bedroom so he has to sleep on the spare bed in Peter's room. Sometimes he gets into Peter's bed and sexually abuses him. When Peter tried to tell his mother about this, she got angry with him and said he was telling lies because he didn't like his stepfather, who was providing a comfortable home.

7.1 Which of Peter's rights are being abused? [2]
7.2 Suggest two things Peter can do to stop the abuse and deal with the situation. [6]
[8]

Question 8
Your principal has asked you to make a pamphlet on self-motivation for next year's Grade 8 learners, based on your own experience of starting high school. Write two or three sentences explaining why it is important to be self-motivated at high school. Then suggest four things learners can do to motivate themselves. (5 and 4) **[9]**

TOTAL SECTION B **25 marks**

SECTION C
Answer TWO of the following questions:

Review Copy

Question 9
Your local newspaper is running a competition for a proposal for a 'Proudly South African' event in your area. Draw up a proposal, which should include the following information:
9.1 List the different cultural groups living in your area and say what they have in common. (4)
9.2 Outline the focus of the event, and mention two activities relating to the common interests you identified above. (4)
9.3 Outline the benefits of this event for the community. (2)

Question 10
During the last month the following incidents have been reported at your school:

- During a discussion on cultural festivals in an LO lesson, a learner described how a cow was slaughtered during a traditional marriage ceremony she attended. A classmate called her a 'savage'.
- A Hindu learner was told by another learner that he was going to 'go to hell because he worships many gods'.
- A group of learners was talking Xitsonga in the playground, and other learners mocked and laughed at them.

Your principal is very concerned about the intolerance some learners at the school are showing towards others. She has asked for ideas for a code of conduct to prevent

such incidents happening in the future. Which human rights are violated in the above examples? Why is it important that we show tolerance to each other? Suggest three items for the code of conduct.

[10]

Question 11

In your community the streets and pavements are dirty and outside many of the houses there are broken rubbish bags with rotting refuse because it is not collected regularly. Sometimes two weeks go by before the refuse is removed. Some people have started to burn their rubbish – a practice that you know is not allowed in terms of the local by-laws – and the smoke pollutes the air. Write to your local councillor about this unhealthy environmental problem.

Your first paragraph should outline the problem your concerns about the health hazards in the area and point out which human rights are being violated. [5]
Your second paragraph should suggest a course of action that could solve the problem. [5]

[10]

TOTAL SECTIONS C: 20 marks
GRAND TOTAL: 70 marks

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Term 4 Formal assessment exemplar 1 memorandum

Question 1

Give a term for each description:

1.1	motivated (1)	1.2	heterosexual (1)
1.3	norm (1)	1.4	negotiation (1)
1.5	assertive (1)	1.6	organisation (1)
1.7	theoretical (1)		

[7]

Question 2

Are these statements true or false?

2.1 False	2.2 True
2.3 False	2.4 False
2.5 True	

[5]

Question 3

3.1 Social (1)
3.2 conventional (1)
3.3 enterprising (1)
3.4 investigative (1)
3.5 realistic (1)

[5]

Question 4

Learning with action and movement, hands-on activities; simulated real-life experiences, touching, feeling and holding objects, experiments, making models (any 5).

Question 5

Provide clean, safe water, sanitation services, refuse removal, making bylaws to ensure environmental health (for example, to prevent dumping) and employing Environmental Health Practitioners to control environmental health (for example, to check restaurants) [5]

[Total: 27 marks]

Review Copy

Section B: 25 marks

Question 6

6.1 Teaching and social work fall into the 'social' career category, but Maya is shy and doesn't like socialising.

(2)

6.2 Example: Step 1: Identify interests: model aeroplanes, Soduku
Step 2: Identify abilities and strengths: number problems, designing and making things
Step 3: Identify values: wants to contribute to development of country
Career category: Investigative, realistic
Possible careers: Engineer, architect (or any other suitable suggestion)

(6)

(8)

Question 7

7.1 The Proudly South African campaign promotes South African products and services to help people keep their jobs and to grow new business in South Africa. Organisations or businesses can join, provided that they have good-quality products or services, made with only South African ingredients. (4)

7.2 Sporting Chance is a South African company that uses sports to unit people from different communities. (1)

7.3 To teach life skills, create job opportunities and develop talent to give children an equal chance to perform in sport. (3)

7.4 They represent our country so when they do well, we feel proud to be South Africa. They unite people. (2)

[10]

Question 8

Paragraph 1: Learner's own ideas about the importance of self-motivation in 2 or 3 sentences. Examples: larger classes; high school is more demanding; teachers don't have time to pay attention to every learner; learners are not children any longer so are expected to do more for themselves – they need to prepare for tertiary education and the workplace.

(5)

Paragraph 2: Any four suggestions from section in Learners' Book How to be self-motivated, or learners' own ideas. Examples: regular exercise, learn a new skill, know and build on your strengths, use positive self-talk and believe in yourself, set goals for yourself.

(4)

(9)

[27 marks]

Section C: 16 marks

Answer two of three questions

Review Copy

Question 9

Learner's own list of cultural groups and what they have in common.
Focus of the event, and two activities relating to common interests above.
Learner's own ideas about benefits of event for the community.

(8)

Question 10

Freedom of religion, right to dignity and respect, freedom to express ourselves in our own language. Learner's own opinion. Three suitable items that protect rights and promote tolerance (8)

(10)

Question 11

Paragraph 1: Learner's own summary of concerns about the health hazards (air pollution, spreading of diseases). Under the Constitution you have the right to stay in a clean, healthy and safe environment.

Paragraph 2: Learner's own ideas about dealing with problem: for example. improved service-delivery, awareness-raising campaign around by-laws, environmental health issues, involving learners and unemployed people in cleaning up.

(8)

[16 marks]

Term 4 Formal Assessment exemplar 2

End-of-year examination (70 marks)

Section A: 27 marks

Question 1: Multiple choice

1.1 Which of the following is an agreement signed between the South African government and other countries around the world?
A Environmental Health Practitioners
B CITES
C Endangered Wildlife Trust
D Environmental Management Act

(1)

1.2 What is the name of the South African special investigation unit that investigates companies who pollute or damage the environment?
A The Hawks
B The Special Investigation Unit
C The Leopards
D The Green Scorpions

(1)

1.3 What is the name of the international day where people show their support for the preservation of the environment?
A World Heritage Day
B Climate Day
C Earth Day
D Green Day

(1)

1.4 Which day of the year is the international day where people show their support for the preservation of the environment?
A 1 May
B 22 April
C 27 April
D 10 May

(1)

1.5 We have a right to a safe and healthy environment. What is our responsibility linked to this right?
A To take care of the environment
B To keep our homes clean
C To protest against poaching Rhinos
D To implement environmental health programmes

(1)

(5)

Review Copy

Question 2:

2.1 Match each level of government to the role it has in protecting the environment

A. Constitution	1. Provide regulations and implement laws
B. National government	2. Create bylaws to control environment
C. National and provincial government	3. Protects environmental rights
D. Local government	4. Develops policies and laws

(4)

2.2 Is this statement True or False?

People in communities are responsible for reporting companies who break environmental laws.

(1)

(5)

Question 3:

Choose the correct word from the two options.

3.1 Negotiation skills include using (you/I) statements.

3.2 People's day-today way of behaving and what they considered to be normal are called (norms/values).

3.3 Being sexually attracted to someone of the same sex is called (heterosexuality/homosexuality).

3.4 Putting parts of information together to try to understand all the information is called (analysing/synthesising).

3.5 When you give criticism, you should always try to be (constructive/thorough).

3.6 When you negotiate your point, you are most likely to succeed if you use (submissive/assertive) body language.

[6]

Question 4:

List ways in which people can build trust in a relationship.

[5]

Question 5:

5.1 How can a person's culture affect their self-image? (3)

5.2 List three ways in which we can build a positive self-image in the way we think about culture. (3)

[6]

[25 marks]

Review Copy

Section B: 27 marks

Question 6: Answer the questions based on this scenario
Mandisa lives in an area where there are gangsters and a high rate of crime. She recently took Tik when at a party. She knows that it is dangerous, but doesn't know whether or not she wants to stop taking drugs.
6.1 Explain how Mandisa can make her decision.

(3)

6.2 What could the consequences of continuing taking the drugs be? And what could the consequences of staying sober be for Mandisa?

(6)
(9)

Question 7: Nation building
7.1 Name two things that we need to get right to build our nation successfully.

(2)

7.2 Describe two ways that South African's use to create a common identity.

(2)

7.3 Describe two ways that either individuals or groups have contributed to nation building in South Africa.

(2)
(6)

Question 8: Write a paragraph about cultural diversity.
Write a paragraph of no more than ten sentences about a difference between your culture and another culture and describe how people from the different cultures could respect this difference.

(10)
[27 marks]

Review Copy

Section C: 16 marks

Answer two of three questions

Question 9: Read the scenario and then write the letter.
Andrew got drunk and had a fight with an older boy. He later also had sex with a someone at the party and can't remember if he used a condom or not. He is now worried that he may have been infected with HIV.
Write a letter to Andrew giving him advice about what to do if he is HIV positive and how he can protect himself in the future.

(8)

Question 10: Read the scenario and answer the question.
Suppose you noticed that some of the learners at your school were bullying younger learners. They are also preventing girls from playing sport on the school field and saying rude and hurtful things to the girls.
Explain what human rights are being violated and discuss how you and others at your school could prevent or deal with these human rights abuses.

(8)

Question 11: Write a description of thinking skills.
To perform well at school and in your career you make use of different thinking skills: analysing, synthesising, comparing, evaluating, problem-solving, and creative thinking.
Describe three of these thinking skills using examples from learning a particular subject at school. Then state what way of thinking you most enjoy and how it links to a career field that you want follow.

(8)
[10 marks]

Formal Assessment exemplar 2 memorandum

End-of-year examination (70 marks)

Section A: 25 marks

Question 1:
1.1 B 1.2 D
1.3 C 1.4 B
1.5 A

(5)

Question 2:
2.1

A. Constitution	3 Protects environmental rights
B. National government	4 Develops policies and laws
C. National and provincial government	1 Provide regulations and implement laws
D. Local government	2 Create bylaws to control environment

(4)

2.2 True

(1)
(5)

Question 3: Choose the correct word from the two options.

3.1 I
3.2 norms
3.3 homosexuality
3.4 synthesising
3.5 constructive
3.6 assertive

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[6]

Question 4:

Ways in which people can build trust in a relationship is to accept the person for who they are and don't try to change them; be honest but don't say things to hurt someone; support and encourage your friend; be trustworthy; be willing to compromise; be reliable; don't be possessive or controlling and talk openly about your thoughts and feelings. (any 5)

[5]

Question 5:

5.1 Culture includes our history and is an important part of our identity. Our cultural group also teaches us how to behave to be accepted by others. (3)

5.2 Respect our culture and that of other people; think about what people of different cultures can share with one another; and think about what you can learn from people from other cultures. (3)

[6]

Section B: 25 marks

Question 6:

6.1 Mandisa should list what makes her want to take the drug and what makes her want to stop taking the drug. She should weigh up all these factors and make a sober decision. May also accept listing consequences or support that she need.

(5)

6.2 Learners answers will vary but should include physical, emotional, family and financial problems that are likely to result if Mandisa continues taking Tik: for example. she will become addicted her skin, teeth, hair, and internal organs will be damaged, she is likely to have conflict with her family become involved in violence and crime, may be raped or rape someone, and so on. Positive consequences may include feeling like she belongs trying to escape the fear that gangs bring, losing weight, and so on. The consequences of staying sober may be being rejected by her friends being able to complete her studies having money to help her future avoiding high risk activities that could result in HIV infection teen pregnancy violence, and death. Finding new ways to cope, etc.

(6)

(11)

Question 7:

7.1 Any two of the following: create a common, shared South African identity. Make sure that our democracy works well. Meet people's basic needs such as food, housing, health care, education and employment.

(4)

7.2 Any two of the following: national symbols, including all the languages and cultures of South Africa's people in our national identity, identifying and building on shared things, for example, enjoying music and sport that South Africans have in common.

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(4)

7.3 Any relevant examples –for example people from other cultures should be welcomed in the home; sharing resources with schools from other areas; Proudly South African logo and so on. Ensure that the learners describe how these contribute to nation building, rather than just listing people's or group's names.

(2)

(10)

Question 8:

The first two to three sentences should describe a differences between the learner's culture and another culture. The learner should then describe ways that people from the different cultures could respect these differences. Learners may also include how this aspect of their culture has influenced them, or how these differences could cause misunderstanding and difficulties.

(8)

Section C: 27 marks

Answer two of three questions

Question 9:

The advice in the letter should include getting an HIV test so that he knows his status. If it is positive he will need to visit his clinic regularly, eat healthy food, keep fit, and have a positive attitude. He will need to take ARVs for the rest of his life once his CD4 count drops below 350. To protect himself in the future, he should avoid drinking alcohol, fighting, and unsafe sex. To think about what he wants to achieve in his life – what his dreams are, and then to assess whether any of his high risk behaviour helps him to achieve this.

(8)

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Question 10:

Rights being violated include the right to dignity, safety and security of the person, and the right to equality. Ideas to prevent human rights abuses will vary but could include reporting abuse to the principal, police, trusted adults, standing up for the rights of others, educating people about their rights, becoming an activist in various ways.

(8)

Question 11:

Learners should describe three of the thinking skills listed provide an example of when they use that skill in their subjects analysing, synthesising, comparing, evaluating, problem-solving, and creative thinking. Then state what way of thinking they most enjoy and how it links to a career field that they want follow

(8)

[16 marks]

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