



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

SENIOR PHASE LESSON PLAN EXEMPLARS

GRADE 7-9

TERM 1

2009

INTRODUCTION

The Eastern Cape Department of Education, Curriculum Chief Directorate in collaboration with the District Curriculum Advisors developed this document that seeks to support teachers in planning for teaching, learning and assessment for effective implementation of the National Curriculum Statement in the Senior Phase.

This document serves to assist teachers with daily teaching, learning and assessment in Life Orientation for grades 7-9. These are exemplars of lesson plans and this means that teachers can use, adapt and refine these. The resources that are indicated are a guide teachers are at liberty to use other relevant material. The worksheets that are provided are to be utilised as they are part of assessment.

Life Orientation is allocated two hours per week according to policy. One hour is for Learning Outcomes 1, 2, 3&5 and one hour for Learning Outcome 4, Physical Movement. This time allocation for Life Orientation must be adhered to.

All the lesson plans have been designed to cover learning outcomes and assessment standards for the first term according to the work schedule. It is very crucial that the teacher informs the learners of assessment strategies and criteria for each activity so as to promote transparency of assessment. For all activities on religion, the teacher must emphasise the importance of cultural tolerance and the issue of human rights relating to social development. This term we celebrate human rights day. Activities on human rights have been included and these should be taught so that they culminate to the celebration of the human rights day.

All activities promote reading and writing and teachers are requested to encourage learners to read the scenarios and write what they have learned. Informal assessment should be written as class work or homework so as to improve and promote literacy. Learners should be encouraged to make use of dictionaries for the meaning of concepts.

An overview of the work schedule for each grade has been included so to assist the teacher with the coverage of work for each term.

Grade 7 Overview

Term 1	Term 2	Term 3	Term 4
<p>LO 3. The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world AS 5..Demonstrates and reflects on decision making AS 6. Evaluate on study skills.</p> <p>LO 1. The learner will be able to make informed decisions regarding personal, community and environmental health issues. AS 3. Positive living with diseases including HIV/AIDS</p> <p>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions. AS 1.Application of human rights. AS 2. How to encounter gender</p>	<p>LO 5. Orientation to the world of work. The learner will be able make informed decisions about further study choices AS 1. Interests and abilities related to career and study opportunities. AS 3. Services and sources for career and study information. AS 4. Reports on initiated career.</p> <p>LO 3. The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world AS 2. Evaluates media and other influences on personal life style and choices. AS 5. Demonstrates and reflects on decision making skills.</p> <p>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions. AS 4. How recognition of diverse cultures can enrich South African society.</p>	<p>.LO 3. The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world. AS 5. Demonstrates and reflects on decision making skills AS 6. Critically evaluates on own study skills</p> <p>LO 1. The learner will be able to make informed decisions regarding personal, community and environmental health issues. AS 4. Discusses personal feelings, community norms, values and social pressures with sexuality.</p> <p>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions. AS 3. Significance of volunteer organisation.</p>	<p>LO 3. The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world AS 1 Reports on the implementation of strategies to enhance own and others' self-image through positive actions. AS 3 Explains and evaluates own coping with emotions and own response to change. AS 4 Shows evidence of respect for others and the ability to disagree in constructive ways.</p> <p>LO 5. Orientation to the world of work. The learner will be able make informed decisions about further study choices AS 1 Interests and abilities related to career and study opportunities. AS 3 Services and sources for career and study information. AS 4 Reports on initiated career.</p> <p>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions. AS 3. Significance of volunteer organisation.</p>

<p>stereotyping and sexism</p> <p>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development. AS 2 Rotation, elevation and balancing AS 3 Fitness programme</p>	<p>AS 5. The role of oral traditions and scriptures in a range of religion.</p> <p>LO 1. The learner will be able to make informed decisions regarding personal, community and environmental health issues. AS 1. Ways to improve the nutritional value. AS 2. Evaluation of actions to address environmental health problem. AS 3. Strategies for living with diseases including HIV/AID</p> <p>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development. AS 4. Invasion Games.</p>	<p>LO 5. Orientation to the world of work. The learner will be able make informed decisions about further study choices AS 2. Explains the value and importance of work in fulfilling personal potential. AS 5. Time management skills and accountability in carrying out responsibilities</p> <p>LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development. AS 1. Participates in an outdoor adventure programme.</p>	<p>LO 1 The learner will be able to make informed decisions regarding personal, community and environmental AS 4. Discusses the personal feelings, community norms, values and social pressures associated with sexuality.</p> <p>LO 4 The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development. AS 1 Participates in an outdoor adventure programme.</p>
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Grade 7 Lesson Plans

Grade: 7		
Time : 20HRS (Including LO 4)		
SELECTED OUTCOMES	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT
<p>LO 3. The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.</p> <p>AS 1 Reports on the implementation of strategies to enhance own and others' self-image through positive actions.</p> <p>AS 3 Explains and evaluates own coping with emotions and own response to change.</p> <p>AS 4 Shows evidence of respect for others and the ability to disagree in constructive ways.</p>	<p>Learners brainstorm meaning of self image and discuss how they could improve self image. Learners discuss how they cope with stress.</p> <p>Brainstorm situations of change e.g. death, Divorce, retrenchment, new school, etc.</p>	<p>Informal assessment(written paragraph)</p> <p>Formal assessment(Design and make)</p> <p>Oral presentation</p>
<p>Activity 1</p> <p>Teacher requests learners to brainstorm the meaning of self image in pairs. Learners individually write this in their books and swap with new partners. Individually learners write a paragraph on:</p> <ul style="list-style-type: none"> ➤ How you feel about yourself ➤ Are you happy with the friends that you have ➤ How you feel about your school <p>Activity 2</p> <p>Based on the responses from activity 1, learners are requested to improve their self image (how they feel about themselves). The learners have to explain in details how they would go about doing this.</p> <p>Activity 3</p> <p>Learners take their partners' write up on self image and assist their partners to improve their self image in the following areas:</p> <ul style="list-style-type: none"> ➤ Looks and appearance ➤ Relationship with friends ➤ Family relationships ➤ School work and relationship with teachers ➤ Clothes and other possessions <p>Activity 4</p> <p>Learners design and make a poster depicting a positive self image and include the above mentioned areas and also do an oral presentation.</p>		

Activity 5

Learners brainstorm situations of change in their lives be it at home, at school and in the family. These will include death, divorce, retrenchment, starting a new school or grade, etc. They discuss emotions associated with these changes and how they respond to these situations and how they cope.

Teacher gives learners a scenario that depicts change making use of all the above cases.

Learners discuss how they will respond to change and cope with emotions related to the change.

Activity 6

Teacher simulates a scenario of disagreement and the learners suggest ways to respond. In their response it is important to emphasize respect when dealing with disagreement. Teacher consolidates this activity by explaining that at times you might be the correct during a disagreement but it is still important to show respect and listen to what the other person has to say.

RESOURCES: newspapers and magazines**TEACHER REFLECTION:****EXPANDED OPPORTUNITIES:**

<p>LO 1 The learner will be able to make informed decisions regarding personal, community and environmental health issues.</p> <p>AS 3 Describes strategies for living with diseases including HIV/AIDS</p> <p>AS 4 Discuss the personal feelings, community norms, values and social pressures associated with sexuality.</p>	<p>Brainstorming diseases</p> <p>Strategies to live with diseases</p> <p>Define sexuality</p> <p>Discussion on community norms and values relation to sexuality</p> <p>Discussion on social pressures in relation to Sexuality.</p>	<p>Informal assessment</p> <p>Written task</p> <p>Homework on gender stereotypes</p>
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Activity 1

Learners brainstorm diseases they learned in the previous grades. In pairs they talk about the causes and symptoms thereof. Individually learners write on TWO diseases of his choice. Include

- a brief description of the disease
- causes of the disease
- signs and symptoms

Activity 2

Teacher facilitates a discussion on strategies for living with diseases. This will include questions like what you would do if diagnosed with TB? Teacher must assist learners to think positively as many of them would think negatively. These strategies will include:

- Live a positive life
- Take medication
- Accept your situation
- Think positively
- Keep fit

Activity 3

Learners still work on the task in activity 1 and suggest strategies for living with the identified diseases.

Activity 4

Learners, using a dictionary look for the meaning of sexuality. The teacher facilitates a discussion that will give a clear meaning for Sexuality.

Activity 5

In groups learners discuss body changes related to puberty for both boys and girls. This they have done in the intermediate phase. Individually they write five body changes for girls and boys.

Activity 6

The teacher facilitates a discussion on how they feel about these changes and why. Boys would be uncomfortable with their deep voices And girls with pubic hair, menstruation, etc. These are mere examples because this would differ from individual to individual.

Activity 7

The teacher lists all the changes mentioned by the learners on the board. He takes each example and facilitates a discussion on community norms, values and social pressure on each of the changes. Theses will differ from culture to culture e.g. what are the community norms and values for a Xhosa girl in relation to menstruation. What are the social pressures for both boys and girls when they reach puberty stage? What do their friends say in regards to these changes?

RESOURCES: magazines, newspapers, Soul City booklets, etc.

TEACHER REFLECTION**EXPANDED OPPORTUNITIES**

<p>LO 2. The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions. AS 1 Discusses the application of human rights as stated in the South African Constitution AS 2 Explains how to counter gender stereotyping and sexism</p>	<p>Learners list human rights Discussion of application of these rights Meaning of stereotypes and sexism</p>	<p>Informal assessment Observation sheet while learners discuss Class work/ homework</p>
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Activity 1

Teacher reminds learners of human rights they learned in previous grades. Individually they write down five human rights and their responsibilities.

Activity 2

Learners in groups identify THREE rights to discuss. They discuss the application of these rights to their everyday lives e.g. a right to education.

Learners apply this right to everyday life, what does it mean to have a right to basic education and what is your responsibility to the right. This means that every child has a right to attend school irrespective of his gender or colour. He must not be denied this right. The child also has a responsibility to attend school daily and study to the best of his ability. They do the same using the identified rights.

Activity 3

Learners discuss rights that affect their communities e.g. a right to shelter, water and sanitation, etc. They discuss the role of the government in addressing these rights and fulfilling its mandate. The teacher can also make use of newspaper cuttings to facilitate this discussion. This can include the protests against service delivery by communities. Learners discuss things that the government do in relation to different rights e.g. how the right to shelter, clean water and accessibility to education is protected. (Learners write 3 paragraphs on this).

Activity 4

Learners write the meaning of stereotype and sexism and discuss a common understanding of these terms. In grade 4 stereotype we explained as a generalization. Gender stereotype refers to stereotypes based on sex. Once you are treated unfairly because of your sex we call it sexism. All women are bad drivers is a stereotype. Stereotypes lead to discrimination i.e. gender stereotypes will lead to discrimination and in this instance gender discrimination.

Activity 5

Learners think of gender stereotypes

- At school e.g. boys are good in Maths
- In the community e.g. boys are stronger than girls
- At home e.g. girls are the best cooks
- In the workplace e.g. men are good managers
- In the sport field, etc.

They discuss how they can counter this and write it in their class work books.

RESOURCES: Bill of Rights, magazines, newspapers, etc.

Teacher reflection:

Expanded opportunities:

LO 4. The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.
AS 2 Performs a sequence of physical activities including rotation, elevation and balance
AS 3 Participates in and reports on a fitness programme

Practical demonstration

Observation sheet

Activity 1.

Running, sliding, jumping skipping swinging arms clapping above the head, in front under the legs as a warm up activity.

Activity 2.

Learners walk on logs/ bricks with hands stretched sideways with weights on the hands. The learner takes three steps and makes The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical
The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical
a rotation with one leg stretched.

Activity 3.

The teacher marks 4 points at 10 m apart. Point 1 is rotation, point 2 is elevation point 3 is balancing and point 4 is combination of the above The teacher demonstrates what will happen at each point. The learners perform at all the points

Activity 4. Cooling down.

Warming –up

Stretching the muscles of the legs and arms. Standing astride with arms on the hips, lift one heel and down alternate heels, lift the toes of foot and alternate, bend knee front knee and stretch the other leg, alternate your legs.

Stretch one arm and touch the opposite ear alternate the activity. standing astride stretch one arm and pull the other arm to inwards and alternate the arms. Move the arms in circles.

Activities 1.REPOTING ON A FITNESS PROGRAMME

Learners choose their fitness programmes. They discuss in groups their fitness programmes and how to report about their programmes.

NB. Learners may choose any of these: cardio- respiratory, strength, flexibility, body composition, speed,etc. A fitness programme should be measurable, done over a period of time and may target parts of the body or the whole body.

Activity 2.

Warm ups are discussed and done. Learners are encouraged to do warm ups before doing the actual activities.

Activity 3

Participating at agreed upon interval and measuring progress

Cooling down: Learners are encouraged to do cooling down exercises

Resources: These will depend on the choices. stop watch, balances, measuring tapes, balls, javelins, shot puts, etc.
logs/ bricks, whistle, weights, markers, stop watch

Expanded opportunities:**Teacher reflection:**

Grade 8 Lesson Plans

SELECTED OUTCOMES	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT
<p>LO 3: The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.</p> <p>AS 1: Analyses and discusses factors which influence self-concept formation self-motivation.</p> <p>AS3: Explains how self will cope with depression, crisis or trauma.</p> <p>AS 4: Discusses appropriate ways to initiate, sustain and relationships.</p>	<p>Learners write definition of self concept Factors which influence self concept formation</p> <p>Definition of concepts</p> <p>Types of interpersonal relationships</p>	<p>Informal assessment on written work</p> <p>Written work(class work) on experiences Traumatic experiences.</p> <p>Role play</p>
<p>Activity 1. Teacher facilitates the discussion of self concept and self motivation. He reminds learners on the strategies to improve self image they learned in grade 7. Learners in groups discuss how they feel about themselves. The things they like about themselves. This would include their likes and strengths. They also talk about self motivation. Individually learners write a paragraph on how they feel about themselves. The teacher consolidates this activity by explaining that the way you feel about yourself influences self concept and also your self motivation.</p> <p>Activity 2 Teacher explains that there are factors that influence self concept formation and request learners to talk about these factors in pairs. They talk about how family, school and community influence their self concept. These may include :</p> <ul style="list-style-type: none"> ➤ How you look ➤ Your successes ➤ Your progress <p>Activity 3 Teacher explains that self concept and self motivation are related. Good self concept will lead to good self motivation. He/she explains intrinsic and extrinsic motivation. In groups they discuss how they are motivated at home, at school and in the community. They write this in their class work books or do it as homework.</p> <p>Activity 4 Learners requests learners to look up the meaning of depression, crisis or trauma and write these in their workbooks. They think about situations or things that depress and traumatizes them. Individually they write about traumatic experiences or circumstances in their lives (school, home and community) that depress them.</p> <p>Activity 5 Learners brainstorm causes and symptoms of depression. These symptoms will include:</p> <ul style="list-style-type: none"> ➤ Always feeling tired ➤ Crying for no reason 		

- Being suicidal
- Feeling worthless
- Not eating properly

CAUSES

- Being teased or ridiculed
- Failing school work
- Family problems
- povert

Activity 6

Teacher facilitates this session by telling the learners that depression, crisis and trauma are situations that are not acceptable. It is important to think of coping skills because life is such that at any stage of your life you would experience these emotions. Learners suggest coping skills in their groups. The teacher consolidates this session by mentioning the following :

- Talk to someone friend, teacher, close relative or even church leader
- Phone child line

Learners to go and look for information on where you will get help in case of depression, crisis or trauma.

Activity 7

Learners brainstorm relationships they know and are involved in e.g. with parents, siblings, friends, relatives, romantic, etc. They discuss how they have initiated, sustained and ended these relationships e.g.

- How did you start your relationship with your best friend/ What did you say to him/her?
- What are you doing to keep this relationship (sustain)?
- If you were to end it , how would you do it?

Activity 8

Learners role play how to initiate, sustain and end a relationship with friends and a romantic one. The other learners observe and make comments to improve if there is need. They also suggest ways to end a relationship without making it a traumatic and depressive experience. In the role play they must demonstrate how to sustain a relationship.

Resources: magazines and newspapers

Teacher reflection

Expanded opportunities

<p>LO 1 The learner will be able to make informed decisions regarding personal, community and environmental health issues. AS 3 Describes what a healthy lifestyle is in own personal situation, as a way to prevent diseases AS 4 Demonstrate informed decision making about health and safety</p>	<p>Defining a healthy lifestyle Listing diseases Brainstorm health and safety issues</p>	<p>Informal assessment Discussion Homework / class work</p>
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Activity 1

Learners in groups of four discuss what a healthy lifestyle means to them. They also talk about what to do and how to live a healthy lifestyle. They report back to the rest of the class and other groups make an input as others report.

Activity 2

Individually learners write what a healthy lifestyle means to him/her. This will include among other things;

- Eating healthy
- Keeping fit
- Not using drugs
- Abstaining from sex,
- Basic hygiene (washing hands, covering mouth when coughing or sneezing) etc

Activity 3

Learners brainstorm diseases they know from the previous grades e.g. TB, cholera, chicken pox, HIV/AIDS, etc. Individually learners take TWO diseases and explain how a healthy lifestyle can prevent diseases. They also include the following:

- Explanation of the disease e.g. H1N1Virus also known as swine flu. It can be fatal if there are underlying disease like HIV/AIDS
- Causes and symptoms e.g. painful body and flu symptoms
- How a healthy lifestyle can prevent e.g. basic hygiene, good rest, etc

Activity 4**SCENARIO 1**

A young lady was found murdered at the early hours of the morning on Saturday the 18 October 2009. It is alleged that she was returning from a tavern and had too many glasses of wine. She left the tavern after midnight and walked home. She was attacked by unknown men who left her to die. Her body was discovered by police.

Learners discuss how this lady exposed herself to crime.

How could she have avoided this tragedy

SCENARIO 2

Mr. Ludidi has lost his job as senior manager for a big company. He was suspended twice and now he has been fired. The head of the company claims that they have lost a lot due to his absenteeism from work especially Mondays and Fridays. He is addicted to liquor. A report from the doctor claims that Mr Ludidi is not fit to work as alcohol has affected all his major organs including his liver, lungs and brain. He will never be fit for any employment.

Learners identify the effects of liquor on Mr Ludidi's health

What are the consequences?

Activity 5

The teacher facilitates a discussion on how ill informed decision making can affect one's health and safety

Resources: Dept of Health, clinics, Soul City material, print media

Teacher reflection

Expanded opportunities

<p>LO 2 The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 1 Discusses violation of human rights and plans counter strategies</p> <p>AS 2 Explains how to use democratic processes to address a local problem</p>	<p>List human rights</p> <p>Suggestion of counter strategies</p>	<p>Informal assessment</p> <p>Written task</p>
<p>Activity 1</p> <p>Learners brainstorm human rights they learned in the previous grades. They also discuss the importance of human rights and refer to experiences or instances when human rights have been violated.</p> <p>Activity 2</p> <p>The teacher gives learners scenarios depicting human rights violations and learners plan counter strategies e.g.</p> <p>SCENARIO</p> <p>Lutho is five years old and stays with an uncle in a shack. Her mother has been in hospital for a long time. She goes without food for days. She is weak and thin. She was taken to the clinic but the nurses at the clinic say they do not have any medication and they sent her back home.</p> <p>Identify all rights that have been violated</p> <p>How would you assist Lutho?</p> <p>Where can she go for help?</p> <p>Individually, learners identify TWO human rights violations they have experienced either at home or at school. They plan strategies to counter these.</p> <p>Activity 3</p> <p>Learners talk about democratic processes in pairs. What does it mean for them. They make use of their own contexts e.g. at home and at school. Democratic processes will include negotiations and consultation.</p> <p>Activity 4</p> <p>Learners in groups of four identify a local problem either at school or in the community. They apply democratic processes to address this problem. These problems could include:</p> <ul style="list-style-type: none"> ➤ littering at school or in the community ➤ bullism at school ➤ corporal punishment at school by some teachers ➤ taverns that sell liquor to learners ➤ crime <p>Individually learners identify a problem and apply democratic processes to address it</p>		
<p>Resources: S.A. Constitution, Bill of Rights</p>		
<p>Teacher reflection</p>		
<p>Expanded opportunities</p>		

<p>LO 4 The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 3: Participates in and reports on a fitness programme and records progress</p> <p>AS 5 Investigates reports on gender equity issues in a variety of athletic and sports activities</p>	<p>Explains gender equity</p>	<p>Observation sheet</p>
<p>Activity 1. The teacher and class discuss benefits fitness programmes considering learners' interests, abilities and aptitudes. They also discuss the measurement of progress, duration of programmes and intended outcomes of the programmes.</p> <p>Activity 2. The learners in groups or individuals participate in their programmes and progress is measured at agreed upon intervals and records are kept to check progress.</p> <p>Activity 3. Include examples of strength, endurance, flexibility, aerobic exercises.</p> <p>Activity 4. The learners workout a fitness routine plan as group or at different stations. They can add music to the movement. NB learners should be reminded do warming up and cooling down exercises.</p> <p>Gender equity</p> <p>Activity 5 The class and the teacher make a list of athletics/sport played by men only and those played by women only. They are given a copy of the bill of rights and check the sport/athletics lists against the bill of rights to find out if the rights are not violated.</p> <p>Activity 6 Learners report on the sports/athletics they have listed and discuss the exclusion of certain groups in relation to the violation of human Rights.</p> <p>Activity 7 The learners design criteria motivating why same sport can be played by both men and women. They use criteria that reflect the knowledge gained in their fitness programme.</p> <p>Activity 8 They write a report s on the gender equity in athletics and sport.</p>		

RECORDING SHEET

NAME OF LEARNER -----

GRADE -----

DATE	Exercise 1 (No. of times)	Exercise 2 (No. of times)	Exercise 3 (No. of times)	Exercise 4 (No. of times)
22/01/09				
29/01/09				
05/02/09				

Grade 9 Lesson Plans

SELECTED OUTCOMES	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT
<p>LO 3. Personal Development The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world AS 1: Analyses and reflects on positive personal qualities in a range of contexts. AS 3: Responds appropriately to emotions in challenging situations. AS 4: Explains what has been learned from a challenging personal interaction by critically reflecting on own behaviour</p>	<p>List positive qualities Scenario</p> <p>Case study on emotions</p>	<p>Informal assessment</p> <p>Homework/ class work</p> <p>Role play an interaction</p>
<p>Activity 1 Learners read the conversation below to promote reading and answer the questions that follow.</p> <p>Joy: “I love my aunt because she is always there for me. She always has time to listen to my problems and gives me good advice”</p> <p>Lizeka : Our LO teacher is cool. She is always in a good mood and she gets on with everybody in the classroom.</p> <p>Sizwe: My dad helps my mom a lot with preparing supper and doing dishes”</p> <p>Loyiso: My older brother often comes to visit us. He brings us presents.</p> <p>Chuchu: I don’t know what I would do without my best friend Pheli . She is the only one I can tell everything to and know she won’t tell anyone else.</p> <p>Discuss with your partner the positive qualities that each person has. For example one of the positive personal qualities of the aunt is that she is reliable and she is always there for me.</p>		

Activity 2

Teacher draws a table indicating positive personal qualities with a scale for each quality ranging from **Very, Quite, Occasionally and not at all.**

QUALITIES	VERY	QUITE	OCCASSIONALLY	NOT AT ALL
Friendly and outgoing				
Trustworthy				
Confident				
Reliable				

This is a list of some of these qualities:

- Sensible
- Good at managing money
- Loyal
- Good with children
- Kind
- Thoughtful
- Unselfish
- Understanding
- Able to discuss things easily
- Good at listening
- Self controlled
- Able to get on with everybody

Learners analyze their positive personal qualities by ticking the appropriate column for each personal quality listed. Choose what you consider to be your best five positive personal qualities. Write them down.

Activity 3

Write a paragraph in which you describe a situation where you had to show some of your positive personal qualities. In your paragraph you must identify the positive personal qualities and reflect on how you dealt with the situation using these qualities.

Activity 4

Learners to read the scenario below and answer the questions that follow in groups.

ROAD RAGE

This morning I was driving in the traffic and needed to change lane. So I indicated and moved into the next lane. I see in my rear mirror the guy in the car behind me has a really angry face cursing at me. He keeps driving right up to my bumper and then stopping just before he hits me. We got to the next set of traffic lights and I can see this guy us disturbed. He gets out of and walks towards my car." Get out I'm gonna hit you' he says. 'Why' I say. He does his nervous twitch thing, curses more and then drives away. I am not going to get out of my car and get into some caveman type of a fight with someone I do not know for any reason at all.

QUESTIONS

1. Why do you think the other driver was displaying road rage?

Give two reasons.

2. How could she avoid this situation?

Activity 4

Learners are to role-play this scenario. There should be two motorists, an on looker and a mediator. Learners must comment on the role of each of the actors in terms of an attempt of conflict resolution.

Activity 5

Individually learners think of a situation where he /she was confronted with such an interaction and how he/she responded and say whether the response was appropriate or not. Learners can also role play this interaction and the others comment on the response whether it was appropriate or not.

LO 1. The learner will be able to make informed decisions regarding personal, community and environmental health issues.

AS3 Investigates personal and social factors that contribute to drug abuse and suggests appropriate responses and rehabilitation options

AS4 Evaluates resources on health information, services and a range of treatment options

Understanding drug abuse
Brainstorm personal and social factors

Listing diseases and their symptoms
Identifying resources on health information,
Services and treatment options

Informal assessment

Research

Investigation

Activity 1

Learners discuss the meaning of drug abuse as they have dealt with substance abuse in the previous grades. They talk about reasons why people abuse drugs. Learners think of people they know who are or were drug addicts. They investigate personal and social reasons that led to the behavior. They also discuss how these people can be assisted and rehabilitation options. Rehabilitation places will include SANCA and other rehabilitation centre. Also think about healthy lifestyles and how this can assist.

Activity 2

Learners brainstorm commonly occurring diseases in their contexts. They discuss causes and symptoms of these diseases. All this they did in the previous grades. Learners now discuss resources on health information and treatment options for these diseases e.g. TB

- Is there any resource on health information that is available on TB e.g. booklets or material that give you information about it.
- Are there any services available for TB like mobile clinics or nurses that assist patients outside hospitals or even therapists or
- Counseling services.
- Are there treatment options like medication available?
- Are these services accessible?

Learners identify ONE disease in his environment and evaluate resources on health information, services and treatment options available for the disease. They design and make a booklet on this. They evaluate all the afore mentioned.

Resources: Dept of Health, Dept of Social Development, Library, Internet

Expanded opportunities

<p>LO 2 The learner will be able demonstrate to commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.</p> <p>AS 1 Debates issues on citizen's rights AS 2 Reports on participating in or planning of a local celebration of a national day</p>	<p>Brainstorm rights List national days Planning for the celebration</p>	<p>Informal assessment (debate) using an observation sheet Oral presentation on preparations Written work as formal assessment task</p>
<p>Activity 1 Learners brainstorm rights and their responsibilities. The teacher uses one example of rights that affect learners and their respective communities e.g. a right to basic education.</p> <p>Activity 2 Learners discuss the meaning of a right to basic education, what it means and what it implies. They also mention what their responsibility is in relation to this right. This means that every child has a right to basic education. It means that all children below the age of eighteen has a right to be at school and must not be discriminated against. He also has a responsibility to learn.</p> <p>Activity 3 Learners are given the following scenario:</p> <ol style="list-style-type: none"> 1. A learner has not been doing his homework for no reason. The teacher has reported this to the parents and the principal. The learner does not seem to care. The teacher chased him out of his class until he changes this behaviour 2. All learners who did not return their text books did not receive their third term reports. 3. Learners protest because one teacher seldom honours his periods 4. Learners demand a financial report as they allege that the headmaster is not managing the school finances <p>Learners debate the above statements in relation to a right to basic education. What choices do they have and what is their responsibility. The teacher consolidates each debate with the desirable choice.</p> <p>Activity 4 The teacher requests the learners to identify rights that they feel are not honoured in their communities and debate these. This can include the:</p> <ul style="list-style-type: none"> ➤ right to housing ➤ right to basic health care ➤ right to clean water and sanitation <p>Activity 5 The teacher reminds learners of the national days they identified in grade 8 and the programmes associated with these days. Learners list the national days and their respective dates of celebration e.g.</p> <ul style="list-style-type: none"> ➤ Human rights day 21 March ➤ Youth day 16 June ➤ Freedom day 27 April 		

- Workers day **01 May**
- Women's day, etc. **09 August**

Activity 6

Learners are asked to write on ONE national day. They must state the origin of the day and or why it is celebrated. The learners then plan a celebration of this day. This should include amongst other things,

- the venue
- time
- date
- programme
- entertainment
- posters and flyers
- speakers
- catering, etc

Learners submit this as written work and do an oral presentation in class

Resources: SA Constitution, Bill of Rights, calendar

Teacher reflection:

Expanded opportunities:

<p>LO 4 The learner will be able to demonstrate an understanding of; and participate in, activities that promote movement and physical development.</p> <p>AS 2 Refines and evaluates own and peer movement performance including rotation, balance and elevation</p> <p>AS 3 Assesses own physical wellness and sets personal goals for improvement</p>	<p>Practical demonstration Evaluating each other Defining physical wellness Goal setting</p>	<p>Informal assessment using an observation sheet</p>
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Activity 1

The learners can use criteria to evaluate their performance. It may look like this, depending on the activity. One can do the following:-

- Warming up
- Rope skipping-
- Crawl through tyres
- Run in between blocks
- Jump over benches
- Do forward roll
- Do backward roll
- Jog to rhythm
- Perform sequence of steps
- Stretching exercises

- Assess my heart rate every
- Did I do full rotation
- Did I keep balance throughout
- Cooling down exercises

Learners do the same exercises and evaluate each other in pairs.

Activity 2.

The teacher explains what wellness to the learners is. Wellness and healthy living:

Teacher asks questions e.g.

What do you understand by healthy living?

Possible answers:

- good eating habits
- emotional health
- physical health
- social health
- spiritual health

Activity 3. Brainstorming the categories of health in groups and do this in a jig-saw magic. Compare the influences of physical, emotional, social, spiritual health etc. Each learner from each group reports.

Activity 4 the learners set goal and the goals

- **S** –mall
- **M** –easurable
- **A** ttainable
- **R**- ealistic

Resources: benches, skipping ropes, whistle, blocks, mats, music, tyres, bricks, benches, mats or mattresses

Teacher reflection

Expanded opportunities