



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

SENIOR PHASE LESSON PLAN EXEMPLAR

GRADE 7-9

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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 Intermediate 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 you 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 second term according to the work schedule.

GRADE 7 LESSON PLAN EXEMPLAR

Duration 11hrs

SELECTED LOs & ASs	CONTENT	Teaching and Learning Activities	Assessment Details
<p>LO 5 ORIENTATION TO THE WORLD OF WORK AS1: Discusses interests and abilities related to career and study opportunities.</p> <p>AS 3: Identifies services and sources for career and study information.</p> <p>AS 4: Reports on an initiated or simulated career related activity</p>	<p>Careers Individual interests and abilities. Interests are things that you find fascinating and abilities are things that you are good at in accordance with each career Study opportunities , HEIs</p> <p>HEIs PACE Careers A-Z</p> <p>Career related activities e.g. interviews, job shadowing (take a girl child to work)</p>	<p>Activity 1 Learners brainstorm careers they know and after that in groups of five they choose a career and discuss what the career entails .Learners in their groups differentiate between interests and abilities. They make use of the career they have chosen and relate interests and abilities to the career. They write this information in their books. Each group makes a presentation on this information to the class and the rest of the class discusses the presentation to get a better understanding.</p> <p>Activity 2 Learners list HEIs they know and courses each institution offers. Learners investigate institutions that offer funding and the requirements to qualify for funding. They are encouraged to look for more information on this in newspapers and other publications to develop their own resources on HEIs. Teacher consolidates these activities by supplying learners with information on HEIs, courses offered and availability of funding.</p> <p>Activity 3 Each group using the chosen career simulates or do a role play of the chosen career demonstrating what the career is all about. Other groups may do an interview highlighting the interests and abilities related to the career. The group has to prepare the questions before hand in preparation</p>	<p>Teacher observation</p> <p>Written work</p> <p>Observation</p> <p>Role play / simulation</p> <p>Observation Sheet</p>

<p>LO3 PERSONAL DEVELOPMENT AS2: Evaluates media and other influences on personal lifestyle choices and proposes appropriate AS5 Demonstrates and reflects on decision -making skills</p>	<p>Different types of media Media influence e.g. fashion, relationships, sexual activities, violence , substance abuse, pornography and stereotyping</p>	<p>of the interview. Learners can also go to the real world of work and be part of a day’s work (job shadowing) e.g. going to the surgery of a dentist to experience what a day of a dentist looks like. They write a paragraph on their experience. Activity 4 Learners to bring to class newspapers with job information. They cut out jobs they cut out jobs of their interest and paste to table that will be filled. See annexure Activity 5 Learners report on what they have observed.</p> <p>Activity 1. Each learner is asked to take a minute and think about herself/himself. She/ he writes down what influences her lifestyle i.e. the way she talks, behaves, dresses, making friends, what she eats and drink, etc. Learners talk about what influences their lifestyles e.g. parents, siblings, friends, magazines and TV. The teacher asks the learners to mention different types of media and the influence they have on their lifestyle. Activity 2. Learners cut pictures of adverts showing positive and negative influences. They paste these in their books and evaluate how these adverts influence their lifestyle. Activity 3 Each learner thinks of a situation in which he had to take a decision. Learners write this in their books making use of the following statements:</p>	<p>Written task</p> <p>Oral presentation Observation</p> <p>Written task Rubric</p>
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<p>LO 2 SOCIAL DEVELOPMENT AS 4: Explains how recognition of diverse culture can enrich South African society.</p> <p>AS 5:Explains the role of oral tradition and scriptures in a range of world’s religion</p>	<p>Diversity in terms of religion, language, food and culture</p> <p>Oral tradition and scriptures</p>	<ul style="list-style-type: none"> • Describe the problem fully. • List all the choices you had .Match each choice with a consequence. • Make your choice <p>Activity 1 Learners brainstorm different cultures they know. They talk about their own cultures, the uniqueness of their culture in relation to other cultures.</p> <p>Activity 2 Teacher gives a scenario that depicts a conflict because of cultural differences.</p> <p>Activity 3 Learners to identify the causes of conflict in the scenario and these should be cultural related. Learners give recommendations on how this conflict could have been avoided. They must think of how tourism, sport, music and even food from different cultures can enrich the South African society. Learners write this in their work book. This scenario can also be role played and in the play learners show how they would play a reconciliatory role. Learners can also design and make a collage of different cultures using food, dress, religion ,etc.</p> <p>Activity 1 Learners using dictionaries look up the meaning of oral tradition and scriptures. They write this in their books. Learners list religions that they know especially those in their communities. The teacher consolidates this session by explaining the role of oral tradition in</p>	<p>Written task Rubric</p> <p>Role play Observation Sheet</p> <p>Design and make Rubric</p>
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<p>LO 1 HEALTH PROMOTION AS1:Proposes ways to improve the nutritional value of own personal diet</p>	<p>Healthy eating means eating a balanced diet that provides all nutrients that the body needs. Improving personal diet. Benefits of healthy eating</p>	<p>relation to religions using the table. See annexure Oral tradition and scriptures is used to communicate a code of conduct that shows people how to behave. Oral tradition is carried from culture to culture, generation to generation through telling stories.</p> <p>Activity 2 Learners are given homework to go and talk to their parents or even church elders about oral traditions and scriptures of their religion. They can also interview other religions on this. The teacher to assist learners in drawing up questions to use for the interview. Learner write their findings.</p> <p>Activity 3 Learners learn the information on the annexure and compare with their findings. See annexure</p> <p>Activity 1 In pairs learners talk about what they usually eat for breakfast, lunch and supper. The learners write this in their workbook. The teacher consolidates by emphasizing the importance of eating all three meals per day.</p> <p>Activity 2 Learners look into what they have written and talk about the nutritional value of what they eat daily. They draw a table indicating the food they eat. The next column indicate nutrients found in their food.</p> <p>Activity 3 Teacher reminds the learners about the food pyramid. Using the food pyramid the learners look into the</p>	<p>Informal assessment</p> <p>Written task Check list</p>
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<p>AS2:Evaluates actions to address an environmental health problem</p>	<p>Identifying an environmental health problem</p>	<p>nutritional value of what they eat and proposes ways to improve it. Activity 4 Learners fill in the table on good eating habits. See annexure.</p> <p>Activity 1 Learners in pairs talk about environmental health problems they identified in grades 4,5 & 6. Some examples are littering, air and water pollution, sanitation, etc. They also tried to address these problems by engaging in a project on stopping littering for an example.</p> <p>Activity 2 Learners in groups list actions they took to address these problems. Each group can take a different issue and address it.</p> <p>Activity 3 Learners in groups evaluate these actions using the following guidelines: Was the action realistic? Was everybody involved? Was it effective? Was it sustainable? Learners write this evaluation in their books and hand it in for assessment</p>	<p>Written work Memo</p>
<p>Resources: Careers A-Z, magazines, newspapers, policy on religions, posters and DWAF material Teacher Reflection:</p>			

ANNEXURE 1

JOB	INTERESTS	ABILITIES	OPPORTUNITIES
e.g. Pilot			
Dentist			
Fashion designer			

RUBRIC ON CULTURES

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Identified cause of conflict	Learner has not identified the cause of conflict	Learner has not identified an incorrect cause of conflict	Learner has identified the cause of conflict	Learner has identified and explained the cause of conflict
Related conflict to cultural differences	Learner has not related the conflict to cultural differences	Learner has related the conflict to cultural differences not in the scenario	Learner has related the conflict to cultural differences	Learner has related the conflict to cultural differences and shows in depth knowledge of the different cultures.
Made recommendations	Learner has not made any recommendations	Learner has made irrelevant recommendations	Learner has made recommendations	Learner has made excellent recommendations

GOOD EATING HABITS

I start the day with breakfast	ALWAYS	SOMETIMES	NEVER
I eat slowly and chew properly			
I eat a healthy lunch during break			
I eat fresh fruit and veggies daily I drink at least eight glasses of water per day			
I do exercises daily			
I eat fatty food			
I eat a lot of sweets			
I brush my teeth after every meal			

ROLE OF ORAL TRADITIONS AND SCRIPTURES IN DIFFERENT RELIGIONS

RELIGION	Examples of oral traditions	Scriptures
Christianity	Parables told by disciples	Bible
Hinduism	Holy songs	Vedas
Islam	Mohammed’s teachings	Quran
Judaism	Festivals and religious days	Torah
Buddhism	Monks	Buddhist symbols
Traditional religions	Myths and legends	Paintings and carvings

GRADE 8 LESSON PLAN EXEMPLAR

Duration 10hrs

Selected Outcomes & Learning Outcomes	Content	Teaching and Learning Activities	Details of Assessment
<p>LO5 ORIENTATION TO THE FIELD OF WORK AS1-Identifies and discusses career and study choices and their corresponding requirements.</p> <p>AS 2:Investigates career and study opportunities related to own interests and</p>	<p>Different careers Choice of careers and study institutions</p> <p>Self knowledge, interests, abilities, strengths and weaknesses</p>	<p>Activity 1 The teacher asks the learners to identify different careers in groups .Learners are encouraged to talk about the conventional e.g. nursing, teaching , etc. careers. They can also talk about the non conventional careers e.g. aviation, property studies , environmentalists, etc.</p> <p>Activity 2 The teacher asks the learners to discuss the identified careers in groups. Relate these to study choices and requirements. Requirements will refer to the kind of study and training you need for that career. Learners to find out about what the following institutions offer in terms of study and training requirements: Universities Technikons University of technology FET Colleges</p> <p>Activity 3 The teacher gives learners a list of careers and ask them to choose three careers of their choice individually. They then relate these to the study and training requirements. They write this in their books.</p> <p>Activity 1 Learners in pairs talk about their interests, abilities , strengths and weaknesses. They write these down and exchange responses. The partner comments honestly on these and return</p>	<p>Teacher observation</p> <p>Written work Memo</p>

<p>abilities AS 3: Evaluates own abilities and interests related to careers and study choices</p>		<p>it. Individual learners look at a career of his choice and try to match his interests and abilities. Learners must also think of study and training requirements as they do this task. Activity 2 The learner takes his chosen career and answer the following questions:</p> <ul style="list-style-type: none"> ➤ List the responsibilities of this career? ➤ Choose two key responsibilities and list the main abilities that are needed for this role ➤ What other abilities are needed for your choice of career? <p>Learners to design and make a booklet on two chosen careers. Specification for the booklet</p> <ul style="list-style-type: none"> ➤ Chosen career ➤ Study and training requirements ➤ Higher learning Institutions ➤ Duration ➤ Abilities and interests 	<p>Written work Self and Peer assessment</p>
<p>LO 3 PERSONAL DEVELOPMENT AS 2-Reflects on appropriate behavior in different kinds of interpersonal relationships.</p>	<p>Types of interpersonal relationships e.g. at school, home and community How to conduct oneself in a relationship</p>	<p>Activity 1 Learners define and identify interpersonal relationships at home , at school and in the community. In pairs they discuss values they expect in a relationship e.g. love, trust, honesty, respect etc. Activity 2. Learners role play a scenario that depicts an inappropriate behavior. One group will act a scene of parent and child. The other group teacher and learner and the last one a church leader and a member of the congregation. The other learners observe and give feedback by identifying the inappropriate behavior and recommend appropriate behavior. The other group will</p>	<p>Design and make Rubric</p> <p>Role play/ Simulation Rubric / Checklist</p>

<p>LO3PERSONAL DEVELOPMENT AS 5-Designs and implements a personal plan for preventing and managing stress</p>	<p>Stressors. e.g. poor academic performance , relationships , financial problem peer pressure , conflicts , physical appearance and how it affects ones self – image. Stress prevention strategies</p>	<p>then role play the appropriate behavior. The teacher consolidates by mentioning more appropriate behavior .e.g. trustworthiness, obedience ,openness, respect, etc.</p> <p>Activity1 Teacher assists the learners to explain what stress is. Learners name things and situations that are stressful e.g. at school, at home and in the community. Teacher consolidates by explaining that stress is what we feel in difficult or challenging situations.</p> <p>Activity2 Learners think of a personal stressful situation . He writes down how and what he feels during that time e.g. sad, cry weak, sick very angry, etc.</p> <p>Activity 3 Teacher gives a scenario of a stressed person and learners are to answer questions like:</p> <ul style="list-style-type: none"> ➤ Identify the causes of the stress ➤ What are the signs and symptoms that indicate that the person is stressed? ➤ How did the person manage the stress? ➤ How could this person avoid stress in future? <p>Teacher consolidates by giving suggestions of managing stress e.g. identifying what causes stress, exercising, leading a healthy lifestyle, talking or confiding to someone and organizing yourself.</p> <p>Activity 4 Learner identifies one stressor in his life so as to try and manage stress. The above activity will assist you in developing your plan.</p>	<p>Written work Self assessment</p> <p>Question and answer</p> <p>Design and make Rubric</p>
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<p>LO 2: SOCIAL DEVELOPMENT AS 4:Critically evaluates changes in cultural norms and values in relation to personal and community issues</p>	<p>Causes of change in norms and values e.g. Multi –culturalism. Overrating of democracy , media influence .</p>	<p>Design a personal plan to prevent and manage stress.</p> <p>Activity 1 Learners to brainstorm what cultural norms and values are and talk about their cultural norms and values .e.g. pre arranged marriages , pre- marital sex , initiation rights, virginity testing, etc. They discuss the significance of these cultural norms.</p> <p>Activity 2 Learners are divided into groups and topics are allocated to each group to debate. Topics to debate will include the following:</p> <ul style="list-style-type: none"> ➤ Pre arranged marriages ➤ Commercialization of sex ➤ Virginity testing ➤ Initiation <p>The following questions will guide the debate:</p> <ul style="list-style-type: none"> ➤ A detailed explanation of the cultural norms and values ➤ Look at the pros and cons of the cultural norms ➤ What is the significance of these norms and values to you personally and to the community ➤ Is the change for the good or for the bad 	<p>Observation sheet</p> <p>Debate Observation Sheet Checklist</p>
<p>AS 5: Discusses the contributions of organizations from various religions to social development</p>	<p>Importance of voluntary work / charity work. e.g. Community development , sport etc</p>	<p>Activity 1 Learners recap on various religions they know and define social development. They discuss the role of churches in social development.</p> <p>Activity 2 Learners name churches and organizations that have a contribution towards community and social development e.g.</p>	

<p>LO1 –HEALTH PROMOTION AS 1: Plans an action in which laws and/ policies for Protecting environmental Health are applied to address an Environmental health issue.</p>	<p>Laws and policies for protecting the environment Environmental Health issues.</p>	<p>supplying food parcels, tendering local gardens, soup kitchen, building schools, caring for the aged and vulnerable, etc. Examples of these organizations include Salvation Army, Red Cross, Roman Catholic Church etc.</p> <p>Activity 3 Learners write a letter to any charity organization requesting assistance for</p> <ul style="list-style-type: none"> ➤ Disaster stricken area ➤ Orphans and child headed families ➤ Poverty stricken families etc. <p>Activity 1 The teacher will ask the learners to brainstorm and discuss environmental health issues.</p> <p>Activity 2 The teacher provides the learners with a worksheet with two columns. The one column is a list of environmental health issues. The next column is a jumbled list of laws and policies that protect the environment. The learners are to match the two columns.</p> <p>Activity 3 The learners plan an action to apply laws and policies to address environmental health issues. In their plan the learners have to consider the following:-</p> <ul style="list-style-type: none"> ➤ Identify the problem ➤ Make recommendation ➤ List steps to follow. ➤ Indicate responsible people or organizations with whom you are going to work ➤ Time frame 	<p>Written work Rubric</p> <p>Work Sheet Memo</p> <p>Design and make Rubric</p>
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<p>AS 2: Critically analyses the causes of common diseases in relation to socio-economic and environmental factors</p>	<p>Meaning of socio economic factors, common diseases that occur in the learner environment</p>	<p>Activity 1 The teacher facilitates this activity explaining socio-economic factors and environmental factors e.g. Lack of running water Unpurified water Overcrowding Poverty Malnutrition Air pollution, etc.</p> <p>Activity 2 Learners to mention diseases that are common in their environment e.g. T.B, HIV/AIDS, Cholera, Diabetes & Hypertension and link them to socio-economic factors. Learners write the common diseases and match these with socio-economic factors. They write this in their work books</p> <p>Activity 3 The teacher opens a discussion on facts and myths concerning these diseases.</p> <p>Activity 4. Learners choose one disease and discuss how the following factors can lead to the spread of the chosen disease.</p> <ul style="list-style-type: none"> ➤ Lack of education ➤ Unemployment ➤ Lack of nutritious food ➤ Poor living conditions e.g. crowded, cold and damp places <p>(5 marks for each heading)</p>	<p>Written work Self assessment</p> <p>Written work Memo</p>
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RUBRIC ON CAREERS

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The learner has chosen two careers	The learner has not chosen any career	The learner has chosen one career	The learner has chosen two career	The learner has chosen two careers and explained each career.
The learner has identified study and training opportunities	The learner has not identified study and training opportunities	The learner has identified either study or training opportunities	The learner has identified study and training opportunities for one career.	The learner has identified study and training opportunities for both careers.
The learners has identified HEIs	The learner has not identified HEIs	The learner has identified irrelevant HEIs	The learner has identified HEIs	The learner has identified HEIs and gave an explanation on what each HEI offers.
The learner is able to relate abilities and interests	The learner is unable to relate abilities and interests	The learner is able to relate either abilities or interests	The learner is able to relate abilities and interests	The learner is able to relate a number of abilities and interests

TEST

Question 1.

- 1.1 Explain the concept socio economic (2)
- 1.2 Name two diseases that are related to socio-economic factors. (2)
- 1.3 How do myths contribute to the patient's condition? (3)

2. In Column A there is a list of socio-economic factors and in column B there is a list of possible diseases.

Match column A with column B

A	B
Socio-economic factors	Possible diseases
1.No running water	a. Colds and flu
2. Overcrowding	b. Bronchitis
3. Water pollution	c. T.B.
4. Floods	d. Cholera
5. Air pollution	e. Diarrhea

(5)

3.1 Unpurified water causes diseases. How would you purify the water? Name 3 factors **(3)**

GRADE 9 LESSON PLAN EXEMPLAR

Duration 10hrs

SELECTED LOs & Ass	CONTENT	TEACHING & LEARNING ACTIVITIES	DETAILS OF ASSESSMENT
<p>LO5 ORIENTATION TO THE WORLD OF WORK AS 1:Researches study and career funding providers.</p>	<p>Careers Study institutions. FET colleges Distance Education Colleges e.g. INTEC, Damelin College etc. Universities of Technology. Financial institutions Banks NASFAS Companies Government Depts. Nature of funding - Loans - Bursary - Learnership -Scholarship</p>	<p>Activity 1 Teacher reminds learners of what they did in grade 8 in relation to careers. Learners now know something on careers and relate careers to interests and abilities and also study options and training required.</p> <p>Activity 2 Learners recap on Higher Education Institutions and how they are different e.g.</p> <ul style="list-style-type: none"> ➤ Distance Education Institution ➤ FET Colleges ➤ Universities of Technology ➤ Former technikons <p>Learners now talk about the financial implications of higher education.</p> <ul style="list-style-type: none"> ➤ Bursaries ➤ Loans ➤ scholarship <p>Teacher ask them to find out and write what the above mentioned financial options mean.</p> <p>Activity 3 The teacher initiates a discussion on financial institution e.g. Who qualifies When to apply How to apply What to submit</p>	<p>Written task Self and Peer assessment</p>

<p>AS5 Motivate own career and study choice.</p>	<p>Different fields of career Self knowledge</p>	<p>Activity 1 Learners work in pairs and write down their choice of career. The learner writes a paragraph supporting the choice of career. He may include interests and abilities. They exchange their books and the one partner asks probing questions to make sure the learner has made the correct choice. They exchange roles.</p> <p>Activity 2 The learners as individuals write an application letter for funding.</p> <ul style="list-style-type: none"> ➤ He motivates his career choice ➤ Why he needs a bursary ➤ What he would do once he qualifies ➤ How will the society benefit 	
<p>LO1 HEALTH PROMOTION AS1: Illustrates and evaluates the influence of ecological, social, economic, cultural and political factors on own personal choice of diet.</p>	<p>Factors influencing choice of diet Ecological Social Economic Cultural political</p>	<p>Activity1 Learners write down the meaning of ecology, social, economic, cultural and political and how these factors influence their choice of diet. The learners draw a table and list what they eat in one column and next to it indicate the factor influencing the choice. Ecological factor refers to eating organic food only Social refers to influence of peers, media through adverts because you want to be thin. Economic and political refers to available money, unemployment that determines what you eat Cultural refers to what your cultural preferences are.</p> <p>Activity 2 Learners are to complete the task. See annexure</p>	

<p>AS2: Develops and implements an environmental health programme</p>	<p>Environmental health problem occurring in the learners' community</p>	<p>Activity 1 Learners brainstorm environmental health problems they have learned in the previous grades and also occurring in their community e.g. littering, water pollution, air pollution, sanitation, etc. The class decides which issue to prioritize bearing in mind the severity of the problem, available resources to address the problem and how realistic is it to achieve your goals.</p> <p>Activity 2 Learners are asked to identify one health environmental health problem and develop and implement a sustainable programme on the environmental health problem they have chosen.</p> <p>Activity 3 In groups of six, learners develop a plan. The plan need to include the following:</p> <ul style="list-style-type: none"> ➤ Indicate the purpose of the plan ➤ Awareness campaign ➤ What would you need in the form of resources ➤ With whom are you going to work(other organizations) ➤ The duration of the programme ➤ Financial implications, if any, etc. 	<p>Design and make Rubric</p>
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<p>LO2 SOCIAL DEVELOPMENT AS4 Critically investigates issues of diversity in South Africa and ways in which to promote understanding of diverse cultures</p> <p>AS 5 Reflects on and discusses the contribution of various religions in promoting peace.</p>	<p>Issues of diversity will include language dress code clothing religion diet. How all the above can promote understanding of diverse cultures</p> <p>Promotion of peace by various religions during political violence faction fights taxi violence civil war</p>	<p>Activity 1 Learners brainstorm different cultures they know. They must think of what makes these cultures different. They mention issues of language, dress, food, religion and food.</p> <p>Activity 2 Learners in groups choose one culture and investigate the following: Language dress code clothing religion food They must give the significance of each of the above.</p> <p>Activity 3 The grade 9 learners plans a cultural day where the learners showcase diverse cultures in the form of food and . They can invite speakers to represent the different cultures and do a verbal presentation on the issues that make them unique</p> <p>Activity1 Teacher together with the learners recap in the different religions they know. They list these religions in their books. They look for responses or opinions e.g. the moral code for Buddhism and Hinduism is non violence, in Christianity Jesus is called the Prince of Peace. Islam means peace and Judaism when they greet each other they say peace be with you.</p>	<p>Project Rubric</p>
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<p>LO3 PERSONAL DEVELOPMENT AS2 Critically discuss own rights and responsibilities in interpersonal relationships.</p> <p>AS5 Applies goal setting and decision making strategies.</p>	<p>Rights and responsibilities in terms of interpersonal relationships. Assertiveness in taking action e.g. getting a court interdict in cases of violence and intimidation.</p> <p>Dreams and goals Decision making strategies</p>	<p>The teacher consolidates by telling learners that different religions play an important role in promoting peace .e.g. as mediators between the rival parties.</p> <p>Activity 2 Learners think of any violent experience in their communities e.g. taxi violence, political violence, faction fights ,xenophobic attacks and how religion has contributed in promoting peace. Learners can also go and interview different religions and find out how they have contributed towards promoting peace. Individually they write a report on this.</p> <p>Activity 1 Learners recap on rights and responsibilities. They write these rights in their books. They talk about interpersonal relationships e.g. family relationship, friendship and intimate relationship. The teacher consolidates this activity by explaining further these relationships and the importance of each in ones life.</p> <p>Activity 2 Learners read the following scenarios and answer the questions that follow. See annexure</p> <p>Activity 3 Learners do a role play depicting scenarios of violation of human rights in an interpersonal relationship. The other learners identify the violated rights and recommend what need to be done.</p> <p>Activity 1 Each learner thinks about his future career. This they have already discussed in this grade. In pairs they share what they have written. The teacher explains that these are dreams and the most important is how</p>	<p>Written report Rubric</p> <p>Question and answer</p> <p>Role play Rubric</p>
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		<p>to realize or make these dreams a reality. THEY MUST SET GOALS. Activity 2 This is an individual task.</p> <ul style="list-style-type: none"> ➤ The learners identify their future career and explain why you want to follow this path. ➤ What is it that you are currently doing to achieve this? ➤ What are the time frames? ➤ What are your challenges? ➤ How do you think you will overcome the challenges? <p>Activity 3 Using the career choice, learners want to make informed decisions on a career from a list of other careers. The learners make use of the different steps of problem solving to make an informed choice. There are a number of steps and not all of them are applicable in one situation but the following are basic decision making steps:</p> <ul style="list-style-type: none"> ➤ Identify the problem ➤ List solutions ➤ Name the pros and cons for each solution ➤ Decide which is the best ➤ Apply the solution 	
<p>Resources: Careers A-Z, magazines, posters, newspapers, policy on religion and DWAF material Teacher Reflection:</p>			

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TASK ON PERSONAL CHOICE OF DIET

Fill in the table

How much do the following factors influence your choice of diet?	A lot	To some extent	A little	Never	Give examples of food
Social factors					
Ecological factors					
Economic factors					
Cultural factors					
Political factors					

SCENARIOS ON INTERPERSONAL RELATIONSHIPS

1. Sindi and Vuyie are sisters sharing the same room. Vuyie reads Sindi's sms without her permission.
2. Siphos insists on having sex with his girlfriend and she refuses and Siphos slaps her in the face.

QUESTIONS

Identify rights that have been violated in each scenario
 What is the responsibility of each person in the scenario?

PHYSICAL DEVELOPMENT AND MOVEMENT

SENIOR PHASE GRADE 7-9

Duration 1 hour (1 weeks) **Grade** 7

LOs and ASs	Content	Activities	Assessment
<p>The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical AS 1.</p> <p>AS 2 Performs a sequence of physical activities including rotation, elevation and balance movements.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Rotation, • Elevation • Balancing • Sequencing of movements <p>Skills</p> <ul style="list-style-type: none"> • Balancing using different body parts, individual and simultaneously <p>Values</p> <ul style="list-style-type: none"> • Honesty • Acceptance 	<p>Activity 1. Running, sliding, jumping skipping swinging arms clapping above the head, in front and under the legs</p> <p>Activity 2. Learners walk on logs/ bricks, hands stretched sideways with weights on the hands. The learner takes three steps and makes a rotation with one leg stretched. Forward. The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical Fitness.</p> <p>Activity 3. The teacher marks 4 stations at 10 m apart forming a square. Station 1 is rotation, station 2 is elevation station 3 is balancing and station 4 is combination of the above exercises. The teacher demonstrates what will happen at each station. The learners perform at all the stations.</p>	<p>Observation Sheet</p>

		<p>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 one foot and alternate, bend knee forwards 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 inwards and alternate the arms. Move the arms in circles.</p>	
Resources: logs/ bricks, whistle, weights e.g. balls			
Expanded Opportunities: Give more challenging exercises e.g. forward rolls, cartwheel, nochela/guni			
Teacher Reflection:			

Content: Fitness Programme

Grade: 7

Duration 1 hour (1 week)

LOs and ASs	Content	Activities	Assessment
<p>The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical</p> <p>AS Participates in and reports on a fitness programme</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • fitness programme • designing fitness programme • knowledge of reporting <p>Skills</p> <ul style="list-style-type: none"> • co-ordination • starting • paddling • finishing • listening • flexibility • report <p>Values</p> <ul style="list-style-type: none"> • patience • determination • self satisfaction 	<p>Activities 1.Learners choose their fitness programmes. They discuss in groups their fitness programmes and how to report about their programmes.</p> <p>Activity 2. Warm ups are discussed and done. Learners are encouraged to do warm ups before doing the actual activities.</p> <p>Activity 3 Learners participate and progress is measured at intervals as according to the plan of the programme..</p> <p>Activity 4. Cooling down: Learners are encouraged to do cooling down exercises relevant to their activities.</p>	<p>Reporting at intervals</p>
<p>Resources These will depend on the choices. Some of them may be stop watch, balances, measuring tapes, balls, javelins, shot puts etc.</p>			
<p>Extended opportunities The learners may combine and participate in different fitness programmes</p>			
<p>Teacher Reflections.</p>			

3 hour (3 weeks)

LOs and ASs	Content	Activities	Assessment
<p>The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical. AS 4 Design and play a game that includes a concept of invasion</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know invasion games • Designing invasion games • Rules of the game <p>Skills</p> <ul style="list-style-type: none"> • Designing • Brainstorming • Communication • Demonstration • Playing the game <p>Values</p> <ul style="list-style-type: none"> • Team spirit • Respect • Cooperation • Tolerance • Obeying the rules 	<p>Activity 1. The learners brainstorm invasion games. They choose their games and each group designs their own game. Criteria are discussed and written down e.g.</p> <ul style="list-style-type: none"> • Place to play • No of players • Rules of the game <ol style="list-style-type: none"> 1. score 2. offences 3. punishments • Skills involved • Name of team • Warming up and cooling down exercises • Equipment needed for the game • Diagram of the place of play • Duration <p>Activity 2 Oral presentation of the game is presented in the class.</p> <p>Activity 3 The groups demonstrate to the classmates how to play the game.</p> <p>Activity 4 The whole class plays the games in turns</p>	<p>Oral presentation Observation sheet checklist</p>
<p>Resources: To be determined by the designed games.</p>			
<p>Extended Opportunities: interchange groups, groups reflect on the game. improve the games</p>			

Content: Fair Play

Grade 8

Duration 1 hour (weeks)

LOs and ASs	Content	Activities	Assessment
<p>The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical.</p> <p>AS 5. Investigates fair play in a variety of athletic and sport activities.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Rules and regulations • Knowledge of fair play <p>Skills</p> <ul style="list-style-type: none"> • Investigate • Fair play • Distinguish between athletic and sport <p>Values</p> <ul style="list-style-type: none"> • Obedience • Team work • Fair play • Respect • Tolerance 	<p>Activities 1 Learners watch a game or athletic live or make use of DVD with the rules of that particular game/sport that were given to them by the teacher. They discuss the play identifying fair and unfair play. Divide the learners into groups, one discussing fair play and the other one unfair play.</p> <p>Activity 2. The learners watch different sports/ athletic and investigate fair play. They write down their comments. The learners are given rules of the athletic/sport and use these rules when watching the game/sport.</p>	<p>Checklist against rules.</p> <p>Questionnaire</p> <p>Observation sheet</p> <p>as a set of rules as criteria that in the observation sheet.</p>
<p>Resources: DVD, DVD player, books with rules of the games,</p>			
<p>Extended Opportunities: invite experts, interview knowledgeable people.</p>			
<p>Teacher reflections</p>			

Content: Outdoor Recreational Activity

Grade 8

Duration 2 hour (2 weeks)

LOs and ASs	Content	Activities	Assessment
<p>The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical.</p> <p>AS 1 Plans and participates in adventurous recreational outdoor activity.</p> <p>AS 2. Plans and implements a programme to improve techniques of rotation, balance and elevation</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Knows outdoor recreational activity <p>Skill</p> <ul style="list-style-type: none"> • Planning • Participation <p>Value</p> <ul style="list-style-type: none"> • Openness • Respect • Honesty • Love • Teamwork • Appreciation 	<p>Activity 1. The class discusses adventurous outdoor recreational activities. The teacher assigns activities to groups of learners. The learners plan their own activities using guidelines provided by the teacher.</p> <p>Activity 2 The learners present their plans to the whole class explaining:-</p> <ul style="list-style-type: none"> • Warm up activities, • rules, • duration, • place, • number of participants, • cooling down activities • equipment required. <p>In their plans the learners should include activities that will show techniques of:-</p> <ul style="list-style-type: none"> • rotation, • balance 	<p>Checklist against plan – group assessment and participation.</p> <p>Observation sheet</p>

		<ul style="list-style-type: none"> • and elevation. <p>All safety measures should be explained before the game is played.</p> <p>.</p> <p>Activity 3. The learners participate in the activities according to their plans.</p>	
Resources: To be determined by the activities chosen			
Extended Opportunities: The teacher exposes the learners to more complex activities.			
Teacher Reflection:			

Content: Fitness Programme.

Grade: 8

Duration 1 hour (weeks)

LOs and ASs	Content	Activities	Assessment
<p>The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical.</p> <p>AS 3. Participates in fitness programmes and records progress</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Fitness programme <p>Skills:</p> <ul style="list-style-type: none"> • Recording • Comparison <p>Values</p> <ul style="list-style-type: none"> • Consistency • Endurance • Determination • Appreciation • Honesty • Patience 	<p>Activity 1. The teacher and class discuss benefits of 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. 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 groups or as individuals. . They can add music to the movement.</p> <p>NB learners should be reminded to do warming up and cooling down exercises.</p>	<p>Rubric Practical demonstration</p>
Resources			
Expanded Opportunities			
Teacher Reflection			

Checklist Sheet

• Plan is original and creative							
Plan includes sessions for							
• Warming up							
• Cardio respiratory endurance							
• Flexibility							
• Muscle strength							
• Cooling down exercises							
• Time frames for each activity							
• Good team management							
• Good team spirit							
• Are you satisfied with your programme							
• Do you have exercises that include: elevation							
• Balance							
• Elevation							
• Rotation							
	1	2	3	4	5	6	7

Content: Target Games

Grade 8

Duration 2 hour (2 weeks)

LOs and ASs	Content	Activities	Assessment
<p>The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical.</p> <p>AS 4. Designs and plays target games.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Target game • Safety measures <p>Skills</p> <ul style="list-style-type: none"> • Designing • balancing • Co-ordination • Play <p>Values</p> <ul style="list-style-type: none"> • Enjoyment • Respect • Teamwork • Good self image • Positive self-concept 	<p>Activity 1. The learners brainstorm target games. They choose their games and each group designs their own games. Criteria are discussed and written down e.g.</p> <ul style="list-style-type: none"> • Place to play • No of players • Rules of the game <ol style="list-style-type: none"> 1. score 2. offences 3. punishments • Skills involved • Name of team • Warming up and cooling down exercises • Equipment needed for the game • Diagram of the place of play • Duration <p>Activity 2 Oral presentation of the game in the class.</p> <p>Activity 3 The groups demonstrate to the classmates how to play the game.</p> <p>Activity 4 The whole class plays the</p>	<p>Oral presentation Observation sheet checklist</p>

		games in turns.	
Resources: To be determined by the designed games.			
Extended Opportunities: interchange groups, groups reflect on the game. improve the games			
Teacher Reflections:			

Marking Rubric

40 marks

Criteria	Level 1	Level 2	Level 3	Level 4
The rules are clear and easy to follow (7)	The rules are not clear and cannot be followed	The rules are not easy to follow and apply	The rules are clear and easy to follow.	The rules are clear and easy to follow and diagrams are used.
Warming up and cooling down activities are relevant to the game (8)	warming up and cooling down activities are not planned	Warming up and cooling down activities are not related to the game	Warming up and cooling down activities are relevant to the game	Warming up and cooling down activities are relevant to the game and time is allocated to each activity

Equipment is suitable for the game (5)	There is no equipment planned though it is necessary.	The equipment is not suitable for the game and is not easily available	The equipment is suitable for the game	The equipment is suitable to the game and illustrations are used.
The game involves a number of skills. (5)	No specific skills are involved.	There are very few skills involved.	The game involves a number of skills	The game involves a number of skills and they involve all parts of the body.
The demonstration is done correctly and game is understood. (7)	Demonstration is chaotic and meaningless	Demonstration is poorly done and the game is not understood	The demonstration is done correctly and the game is understood	The demonstration is done correctly according to the rules and the game and is understood.
The game is played according to rules and all players participated (8)	The game is played but no rules were applied and few players participated.	There few rules observed and some learners did not participate	The game is played according to rules and all players participated	The whole class played according to the rules and it is understood. The player participated and enjoyed the game

Content: Gender Equity

Duration 2 hour (2 weeks)

LOs and ASs	Content	Activities	Assessment
<p>The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical.</p> <p>AS 5. Investigates and reports on gender equity issues in a variety of athletic and sport activities</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Bill of rights • Gender equity • Athletic and sport activities. • Knowledge of fitness <p>Skills</p> <ul style="list-style-type: none"> • Investigation • Reporting • Conflict management • Recording • Problem solving • Critical thinking • Analytic thinking <p>Values</p> <ul style="list-style-type: none"> • Acceptance • Tolerance • Accommodating • Respect • Empathy 	<p>Activity 1. 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 2. They report on the sports/athletics and violation of human rights</p> <p>Activity 3. The learners design criteria motivating why same sport can be played by men and women. They use criteria that reflect the knowledge gained in their fitness programme.</p> <p>Activity 4 They write reports on the gender equity in athletics and sport.</p>	<p>Written report Oral presentation</p>
<p>Resources: Bill of rights,</p>			
<p>Extended Opportunities: Talk show on gender equity, campaign on equity in sport</p>			
<p>Teacher Reflection:</p>			

Out door Recreational Games

Duration 2 hour (2 weeks)

LOs and ASs	Content	Activities	Assessment
<p>The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical.</p> <p>AS 1. Participate in and evaluate own performance in an adventurous recreation outdoor activities</p> <p>AS 2. Refines and evaluates own and peer movement performance including rotation, balance and elevation</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Rules of outdoor activity • Evaluation of own performance • Ability to rotate, balance and elevate <p>Skills</p> <ul style="list-style-type: none"> • Participation • Evaluation • Communication • Performance <p>Values</p> <ul style="list-style-type: none"> • Acceptance • Tolerance • Respect • Accountability • Responsibility • Cooperation 	<p>Activity 1. Learners choose an activity they will do. The teacher lists criteria that they will use to evaluate their own performance. The learners plan their activities as in grade 8. They do in the activity.</p> <p>Examples of adventurous outdoor activities:</p> <ul style="list-style-type: none"> • Absailing • Paragliding • Bungee jumping • Tree top canopy ride • Bi- athlon • Tri-athlon <p>Activity 2. The learners can use criteria to evaluate their performance. It may look like this, depending on the activity: one can do the following:-</p> <ul style="list-style-type: none"> • Warming up – 2mnts • Rope skipping- 2mnts • Crawl through tyers-2mnts • 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 2 mnts • Did I do full rotation • Did I keep balance throughout 	<p>Observation sheet</p>

		<ul style="list-style-type: none"> • Cooling down exercises <p>Learners do the same exercises and evaluate each other in pairs.</p> <p>Activity 3 Learners report as individuals and in partners</p>	
Resources: benches, skipping ropes, whistle, blocks, styers, mats, music,			
Expanded Opportunities: learners can be exposed to various out door activities which are more challenging.			
Teacher Reflection			

Content: Physical Wellness Assessment

Grade: 9

Duration 2 hours

LOs and ASs	Content	Activities	Assessment
<p>The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical.</p> <p>AS 3. Assesses own physical wellness programmes and sets personal goals for improvement.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Physical wellness • Level of wellness • Strategies of improvement • How to assess physical wellness • How to goals for wellness improvement <p>Skills</p> <ul style="list-style-type: none"> • Goal setting • Assessing • Decision making • Balancing lifestyle • Participating <p>Values</p> <ul style="list-style-type: none"> • Keeping well • Appreciation • Caring for self • Respect for own health • Setting goals 	<p>Activity 1. The teacher and the learners discuss what wellness and healthy living is: Teacher asks questions e.g.</p> <ul style="list-style-type: none"> • What do you understand by healthy living? <p>Possible answers -good eating habits -emotional health -Physical health - social health -spiritual health - application of rights</p> <p>Activity 2. 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.</p> <p>Activity 4 the learners set goals. and</p> <ul style="list-style-type: none"> • S –mall • M –easurable 	<p>Journal entry</p> <p>Jig-saw magic summary</p>

		<ul style="list-style-type: none"> • A- ttainable • R- ealistic • T-arget <p>Refer to LO 3 AS 3 responding to challenging situations</p> <p>AS 4 – Critically reflect on own behaviour</p> <p>AS 5 Applying goal setting and decision making strategies</p> <p>AS 6 Critically evaluate own application of problem solving skills in a challenging situation.</p> <p>Journal entry for assessment. They can identify their strengths and weaknesses that contribute to their physical health wellness.</p>	
Resources:- any resources relevant to the chosen game			
Expanded Opportunities:-			
Teacher reflection			

Content: Physical Wellness Assessment

Grade: 9

Duration 2 hour (2 weeks)

LOs and ASs	Content	Activities	Assessment
<p>The learner will be able to demonstrate an understanding of, and participate in activities that promote Movement and Physical.</p> <p>AS 4 Critically evaluate and execute a game plan for individual and team sport</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • How to critically evaluate • How to execute a game plan <p>Skills</p> <ul style="list-style-type: none"> • Critically evaluation • Executing a game plan • Communication • Organisation • Co-operation • Listening • Good team spirit <p>Values</p> <ul style="list-style-type: none"> • Tolerance • Acceptance • Positive self concept 	<p>Activity 1. The learners are provided with a game plan. They evaluate it. They brainstorm their evaluation and make notes/summary of what they have done.</p> <p>Activity 2. The learners execute the game plan. They should:-</p> <ul style="list-style-type: none"> • Observe rules. • Use appropriate equipment • Know the strengths and weaknesses of team mates. • The infringements of the game. • Motivate players • Evaluate own performance • Evaluate team performance • Evaluate application of rules • Evaluate equipment and use of <p>NB Learners should always do warming up and cooling down activities.</p>	<p>Checklist</p>
Resources:- Any resources relevant to the chosen game			
Expanded opportunities			
Teacher reflection			

Checklist

	1	2	3	4	5	6	7
Did we include warming up activities?							
Did we include cooling down activities?							
Did we know how to use equipment?							
Did we know the abilities of each team member?							
Did we motivate each other?							
Are we determined to do our best?							

Learning Area Life Orientation : **Content:** Physical Wellness Assessment

Grade 9

Duration 2 hour (2 weeks)

LOs and ASs	Content	Activities	Assessment
<p>Demonstrate an understanding of, and participate in activities that promote Movement and Physical.</p> <p>A S 5. Reports on and discusses sport ethics</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Know sport ethics <p>Skills</p> <ul style="list-style-type: none"> • Discussion • Reporting skills <p>Values</p> <ul style="list-style-type: none"> • Respect • Co-operation • Openness • communication 	<p>Activity 1. Learners are asked:-</p> <ul style="list-style-type: none"> • What do they understand by sport ethics. • What do you remember or practise as fair play? • Discuss in groups positive and negative sport ethics. • Name instances where one witnessed or were involved in positive and negative sport ethics. <p>Activity 2.</p> <ul style="list-style-type: none"> • Write rewards for positive sport ethics. • Write punishments for negative sport ethics <p>Activity 3. Write your own code of conduct for your team.</p>	<p>Oral presentation on code of conduct</p>
Resources : Books about rules of different sports			
Expanded Opportunities:			
Teacher reflection			

