education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM STATEMENT
GRADES 10-12

LIFE ORIENTATION

GRADE 11 TEACHER GUIDE

Teacher Guide: Life Orientation

This guide has been developed by the Department of Education as a guide for teachers of Life Orientation in Grade 11.

Teachers should use this guide in conjunction with:

- Life Orientation Subject Statement (DoE, 2003)
- Subject Assessment Guidelines: Life Orientation (DoE, 2007)
- Learning Programme Guidelines: Life Orientation (DoE, 2007)
- Life Orientation: Guidelines for the Implementation of the Physical Education Task (DoE, 2007)

Department of Education

Sol Plaatje House
123 Schoeman Street
Private Bag X895
Pretoria 0001
South Africa
Tel: +27 12 312-5911
Fax: +27 12 321-6770

120 Plein Street
Private Bag X9023
Cape Town 8000
South Africa
Tel: +27 21 465-1701
Fax: +27 21 461-8110

http://education.gov.za

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INTRODUCTION

HOW TO USE THIS GRADE 11 TEACHER GUIDE

This Teacher Guide for Life Orientation has been developed to assist teachers with the teaching of Life Orientation in Grade 11. As a guide it provides a broad outline of activities and a suggested sequence for the content of Life Orientation (Life Orientation Subject Statement, DoE 2003). A similar Teacher Guide was developed and distributed for Grade 10 during 2006.

This Guide is intended, primarily, to indicate to teachers the types of activities that can be used to address the Assessment Standards for Life Orientation in Grade 11 in a school year. It is neither a textbook nor a detailed set of classroom activities. Teachers must develop Lesson Plans and worksheets, consult additional sources, cater for expanded opportunities and develop appropriate assessment tasks and assessment tools for classroom use.

Teachers should use this Teacher Guide in conjunction with the textbook being used in the Life Orientation classroom. A complete Lesson Plan or a single activity from this Guide can be incorporated into the teaching of Grade 11 Life Orientation. The accompanying Grade 11 Learner Workbook allows this choice. A variety of relevant texts are provided along with sets of questions. Teachers are encouraged to use the texts provided and to expand on the questions posed to suit their individual circumstances.

The Teacher Guide provides suggestions for the five formal assessment tasks prescribed in the Programme of Assessment for Life Orientation for Grade 11. Teachers should view these as examples and adapt or replace these formal tasks with formal assessment tasks relevant to their particular school context.

WHAT GRADE 11 LEARNERS SHOULD LEARN

- To set goals for personal, study and health aspirations
- To analyse consequences and make responsible choices to realise personal potential
- To evaluate and improve their state of health by calculating their Body Mass Index and other relevant health-related fitness components
- To apply leadership skills in various settings
- To identify an issue and render a service to their community
- To identify and apply requirements for further study and career options

RESOURCES THE GRADE 11 TEACHER WILL NEED

- Textbook(s) for Life Orientation

- Literature/ articles/ texts on:
  - Personal well-being
    - planning, goal setting, life goals, study skills and study management
    - well-being and habits that promote well-being
    - nutrition, food groups, energy consumption, energy expenditure, etc. and the role of nutrition in physical activity and energy levels
    - decision-making and what influences one's ability to make responsible decisions
    - relationships, a balanced lifestyle, the different facets of well-being, and decision-making
  - Citizenship
    - values as addressed in the Constitution
    - various national and international instruments that are used to address human rights issues, e.g. Bill of Rights, South African Constitution, etc.
    - major religions and how they view different issues, e.g. marriage and relationships, conflict and peace
    - topical issues seen from a particular/ various religious perspectives
    - risk behaviours, their characteristics and consequences
    - human rights issues and organisations that address such issues
    - impact of human activity on society and the environment
  - Career choices
    - careers and related workplace activities
    - career requirements and admission requirements for higher education, e.g. Guide: *Into Higher Education*
    - study loans from various banking institutions and NSFAS
    - job requirements for various positions
  - Physical Education
    - evaluation of health-related components of fitness and norms
    - performance requirements and exercise programmes like a walking programme, an aerobic dance programme, a running programme, etc.
    - basics of anatomy and exercise physiology
    - games, rules and techniques
    - recreational activities

- Equipment for the presentation of the Physical Education component:
  - wall charts/ task cards/ station cards for exercises, games and recreation activities
  - even playing area, free of glass and stones to perform exercises, games and recreation activities
  - markers to mark off playing areas
  - clothing for learners to participate in and changing facilities and water
  - improvised weights for those learners needing to increase the intensity of the walking or running programme, for example:
    - cooldrink tins and plastic 500ml cooldrink bottles filled with sand and sealed
    - plastic bags, sand, broad tape and broad strips of cloth
  - CD/ Cassette player and CD/ cassette
  - stopwatches/ watches which mark off seconds, scales to weigh learners, tape measures to measure height of learners, 30cm benches/ boxes, 30cm rulers
  - improvised and other basic equipment for fitness, games and recreational activities, for example:
    - targets such as buckets and hoops and objects such as balls and beanbags
    - sticks, hoops, chairs to use as obstacles

TIME ALLOCATION IN GRADE 11

There are 72 hours (36 weeks x 2 hours per week) available for the teaching of Life Orientation in Grade 11. This excludes the 4 weeks (2 weeks for mid-year examinations and 2 weeks for end-of-year examinations) allocated to internal examination periods in Grade 11.

The following broad time allocation is suggested:

Learning Outcome	Grade 11
1: Personal-Well Being	16 hours
2: Citizenship	10 hours
3: Recreation and Physical Well-being	36 hours
4: Careers	10 hours
TOTAL	72 hours

NOTE:
A fixed period should be dedicated to Physical Education every week and this period should be labelled Physical Education in the school timetable. The Physical Education component in Grade 11 comprises three different movement sections: Fitness, Games and Sport, and Recreation. The order in which the different movement sections are presented is not prescribed, but is determined by how they are sequenced in the Grade 11 Work Schedule.

The movement sections in this guide are presented in the order indicated on the Grade 11 Work Schedule provided in the PLANNING section of this guide. In general, the games and/or sports movement section should be allocated more time than the other two movement sections.

ASSESSMENT

PROGRAMME OF ASSESSMENT IN GRADE 11

The minimum promotion requirement for Life Orientation is 30%.

All Grade 11 learners are expected to complete five formal Programme of Assessment tasks which are school-based, i.e. internally set, assessed and moderated. Of the five formal tasks, two must be tests (or internal examinations), one must be a Physical Education Task and the remaining two tasks can take any form suitable to the teaching, learning and assessment of Life Orientation. See Section 3 of the Subject Assessment Guidelines for Life Orientation for further information (DoE, January 2007).

The five formal tasks for Grade 11 should be spread across the four school terms as follows:

SUBJECT	SPREAD OF TASKS				TOTAL
	Term 1	Term 2	Term 3	Term 4	
Life Orientation	1	1	1	2	5

It is suggested that the two tests (or internal examinations) take place in terms 2 and 4. This means they will coincide with the internal examinations for other Grade 11 subjects and make it possible for Life Orientation teachers to administer them as part of the school examination timetable instead of during Life Orientation contact time.

The Physical Education Task (PET) constitutes the fifth task and is administered across all four school terms. Learner participation and performance is assessed and reported on in each term. The marks obtained per term are added up to give a total mark out of 100 for the Physical Education Task (PET) at the end of Grade 11.

Life Orientation teachers are also strongly encouraged to expose Grade 11 learners to optional Certificate Tasks (participation- and/or performance-based) where it is practically possible. Such experience will enhance their earning and learning potential. See Section 4 of the Subject Assessment Guidelines for Life Orientation for further guidance (DoE, January 2007).

The mark allocation for the five formal Programme of Assessment Tasks is as follows:

TASKS	MARKS (%)
2 x Tests/ Exams • Term 2: Mid-year (75 marks) • Term 4: End-of-year (75 marks)	150 (37.5%)
1 x Physical Education Task (PET) • Term 1 (25 marks) • Term 2 (25 marks) • Term 3 (25 marks) • Term 4 (25 marks)	100 (25%)
2 x Other tasks • Term 1 (75 marks) • Term 3 (75 marks)	150 (37.5%)
TOTAL	400 (100%)

When reporting on learner performance the following marks are applicable per term in Grade 11:

Term 1	Term 2	Term 3	Term 4	TOTAL
Task 1- Other: 75 PET: 25	Task 2- Test/ Exam: 75 PET: 25	Task 3- Other: 75 PET: 25	Task 4- Test/ Exam: 75 PET: 25	Tasks 1-4: 300 Task 5 (PET): 100
100	100	100	100	400/4 = 100

EXAMPLES OF FORMAL ASSESSMENT TASKS FOR GRADE 11

The five formal tasks selected for Grade 11 in this guide comprise:

- Task 1: Application task
- Task 2: Midyear test / internal examination
- Task 3: Source-based investigation
- Task 4: End-of-year test / internal examination
- Task 5: Physical Education Task (PET)

The following four broad levels, descriptions and percentage scales were used to inform the development of the performance descriptions and mark allocation for the above 5 tasks:

Level of Performance	Description	% Scale
E	Excellent (Wow)	75-100%
P	Proficient (Yes, looking good)	50-74%
A	Adequate (Yes, but still lots of room for improvement)	30-49%
L	Limited (No, lacking in many areas) / Not attempted	0-29%

The details, instructions and assessment tools for the five formal tasks suggested are provided below.

TASK 1: APPLICATION TASK

Term 1: See Lesson Plan 2, Activity 6 on page 28

FORM OF ASSESSMENT	Application task
DESCRIPTION OF TASK	Written planning and progress report on the implementation of one of the following: Personal Lifestyle Plan, Study Plan or Fitness Plan.
MARK ALLOCATION	75 marks
INSTRUCTIONS	Compile a 2-3 page report which includes the planning and progress made in one of the following: Personal Lifestyle Plan, Study Plan or Fitness Plan. A full plan which includes the goals, actions to be taken, achievement indicators and time frame must be provided at the start of the report – see page 6 of the LEARNER WORKBOOK for a template. The progress report for the plan should indicate successes/ failures. You need to motivate each with supporting evidence. Use the following headings for the report: 1. Plan including goals, actions, achievement indicators and time frame 2. Successes achieved in the implementation of the particular plan, with supporting evidence 3. Failures encountered in the implementation of the particular plan, with supporting evidence 4. Contributing factors that influenced the achievement / non-achievement of goals in the particular plan 5. Way forward: Actions that will be taken in future to ensure progress towards / improvement beyond the goals in the particular plan. <u>Note</u>: Supporting evidence can be provided in the form of diagrams, tables, etc. to depict successes and failures. The report will be assessed separately using the assessment tool provided. Mark allocation for the plan and report = 25 marks multiplied by 3 = 75 marks.

SOURCES	Refer learners to their templates on the planning of their Personal Lifestyle Plan, Study Plan and Fitness Plan respectively completed during Lesson Plan 1 and applied during the course of Lesson Plans 1 and 2.
ASSESSMENT	See suggested assessment tool provided below. Assess the plan and accompanying report using the matrix to arrive at a mark out of 25. Multiply the mark achieved by 3 and record the mark out of 75 for Term 1 on the record sheet – see page 15.

Suggested assessment tool for TASK 1:

MATRIX		APPLICATION OF KNOWLEDGE			
		L	A	P	E
	CONTENT	Applies irrelevant/ limited/ no knowledge and skills in goal setting	Applies moderate knowledge and skills in goal setting	Applies considerable knowledge and skills in goal setting	Applies comprehensive (high level) knowledge and skills in goal setting
1	Provides irrelevant, limited or no details relevant to the goals and progress made.	0-7 (25)	8-10 (25)		
2	Provides partial details relevant to the goals and progress made – many gaps evident.	8-10 (25)	11-12 (25)	13-15 (25)	
3	Provides sufficient details relevant to the goals and progress made – some gaps evident.		13-15 (25)	16-18 (25)	19-22 (25)
4	Provides comprehensive details and evidence, relevant to the goals and progress made – no gaps evident.			19-22 (25)	23-25 (25)

TASK 2: TEST / INTERNAL EXAMINATION

Term 2: See Lesson Plan 4, Activity 4 on page 35

See the suggested outline of a test/ internal exam paper for Life Orientation provided on page 18 for guidance on how to set this task.

FORM OF ASSESSMENT	Test / Internal examination
DESCRIPTION OF TASK	Written responses to test / exam questions.
MARK ALLOCATION	75 marks
INSTRUCTIONS	Follow the instructions provided on the question paper.
SOURCES	Content to be assessed includes all content covered in Terms 1 and 2 (1st semester) across the 4 Learning Outcomes.
ASSESSMENT	Make use of a marking memorandum to assess learner responses to short 1-2 mark questions. The suggested assessment tool provided on page 8 should be used to assess performance in longer responses (10 marks or more) that require learners to demonstrate the application of knowledge, skills and values to identify and solve problems, consider consequences and make decisions, etc. Assess the responses provided in each section. Add up the marks achieved per section to arrive at a total out of 75 for the task. Record the mark out of 75 for Term 2 on the record sheet – see page 15.

CONTENT DEALT WITH IN TERMS 1 AND 2:

- Goal setting: types of goals, life goals, priorities, how to plan
- Promotion of health: balanced lifestyle, responsible choices, responsible behaviours, consequences of choices, realising personal potential, role of nutrition, Body Mass Index, levels of activity, weight management
- Values: role in making decisions, universal values, personal values and beliefs
- Career aspirations: how these link to self, study plan for Grade 11, refinement of study skills, ethics in the workplace
- Civic responsibilities: knowledge, skills and values necessary to participate in civic life, roles of sports participants and spectators in nation-building
- Relationships: how they contribute/ are detrimental to individual well-being (social, emotional, physical, mental), how well-being impacts on relationships
- Risk behaviours: influencing factors, causes, consequences
- Fitness: health-related components and norms, personal goals and plan
- Modified games: coaching principles, officiating, administration, techniques, rules.

Suggested assessment tool for marking longer responses in TASK 2:

MATRIX		APPLICATION OF KNOWLEDGE			
		L	A	P	E
	CONTENT	Applies limited/ no knowledge and skills in problem-solving/ decision-making/ stating a position/ making a comparison	Applies moderate knowledge and skills in problem-solving/ decision-making/ stating a position/ making a comparison	Applies considerable knowledge and skills in problem-solving/ decision-making/ stating a position/ making a comparison	Applies comprehensive (high level) knowledge and skills in problem-solving/ decision-making/ stating a position/ making a comparison
1	Irrelevant, limited or no examples and/or motivation provided for the decision/ the position/ the solution/ the comparison.	0-7 (25) 0-5 (20) 0-2 (10)	8-10 (25) 6-7 (20) 3 (10)		
2	Provides partial examples and/or motivation relevant to the decision/ the position/ the solution/ the comparison.	8-10 (25) 6-7 (20) 3 (10)	11-12 (25) 8-9 (20) 4(10)	13-15 (25) 10-11 (20) 5 (10)	
3	Provides sufficient examples and/or motivation relevant to the decision/ the position/ the solution/ the comparison.		13-15 (25) 10-11 (20) 5 (10)	16-18 (25) 12-14 (20) 6-7 (10)	19-22 (25) 15-17 (20) 8 (10)
4	Provides comprehensive examples and/or motivation relevant to the decision/ the position/ the solution/ the comparison.			19-22 (25) 15-17 (20) 8 (10)	23-25 (25) 18-20 (20) 9-10 (10)

TASK 3: SOURCE-BASED INVESTIGATION

Term 3: See Lesson Plan 4, Activity 9 on page 36

FORM OF ASSESSMENT	Source-based investigation
DESCRIPTION OF TASK	Written piece of 250-350 words on how to reduce unsafe practices and promote healthy lifestyle behaviours among teenagers.
MARK ALLOCATION	75 marks
INSTRUCTIONS	Use the sources provided by your teacher and any other relevant sources to write a 250-350 word essay on how South African teenagers can reduce risky and unsafe behaviours and practices: 1. Read the sources (reference books, magazine and newspaper articles, information leaflets, statistics, etc.) which give guidance on how to avoid/ prevent and overcome risky and unsafe behaviours 2. Use the following criteria to compile your essay: o choose one of the categories of risk behaviour addressed in the Youth Risk Behaviour Survey of 2002 and list 3-4 examples of this behaviour (5 marks) o identify and explain 2-3 factors that encourage youth to engage in this type of risk behaviour (5 marks) o describe the impact of this type of risk behaviour on quality of life by making reference to the different spheres of life: physical, psychological, social, emotional, ethical and spiritual (25 marks) o use relevant statistics, data, tables, diagrams, etc. to support the impact of the risk behaviour (10 marks) o provide advice on how to avoid / say "no" to this type of risk behaviour and practice – examples of relevant situations should be used as the basis of the advice given (25 marks) o overall presentation – language use and reader-friendliness (3 marks) o list the sources used at the end of the essay (2 marks).
SOURCES	Provide learners with relevant extracts from the Youth Risk Behaviour Survey of 2002 and a variety of magazine articles and other texts that relate to lifestyle choices and their impact. These texts could include statistics, examples of the lifestyles of well-known personalities, guidelines on decision-making, research reports including data, etc. that relate directly to lifestyle choices and their impact. See examples of texts provided on pages 44-48 of the LEARNER WORKBOOK.
ASSESSMENT	See suggested assessment tool provided on page 10. Allocate a mark to each of the criteria as indicated on the assessment tool and add up the mark achieved per criterion to arrive at a mark out of 75. Record the mark out of 75 for Term 3 on the record sheet – see page 15.

Suggested assessment tool for TASK 3:

CRITERIA, DESCRIPTORS AND MARK ALLOCATION				Possible Mark	Mark Obtained
1. Names a type of risk behaviour and lists 3-4 examples of this behaviour (5 marks)				5	
0-1	2	3	4-5		
Examples are not provided / not relevant to the type of risk behaviour.	Examples link vaguely to the type of risk behaviour.	Most examples link clearly with the type of behaviour.	All examples are relevant and link clearly with the type of behaviour.		
2. Identifies and explains factors that encourage youth to engage in the type of risk behaviour (5 marks)				5	
0-1	2	3	4-5		
The factors are vague and/or not relevant.	The factors are mostly relevant, but no explanations are provided.	The factors are mostly relevant, but the explanations are vague / not fully relevant in places.	The factors are fully relevant and supported by comprehensive and relevant explanations.		
3. Describes the impact of risky behaviour on quality of life by making reference to the different spheres of life: physical, psychological, social, emotional, ethical and spiritual (25 marks)				25	
0-7	8-12	13-18	19-25		
Description is irrelevant / limited and does not address any of the different spheres of life.	Provides partially relevant description of the impact and only includes 1-3 spheres of life.	Provides relevant and considerable description of the impact and covers 4-5 spheres of life.	Provides relevant and comprehensive description of the impact and covers <u>all</u> 6 spheres of life.		
4. Uses relevant statistics, data, tables, diagrams, etc. to support the impact of risky behaviour (10 marks)				10	
0-1	3-4	5-7	8-10		
No / irrelevant support is provided.	Support provided is relevant, but no link is made to impact of risky behaviour.	Support provided is relevant, but the link made to impact of risky behaviour is vague / not fully relevant in places.	Support provided is relevant and the link made to impact of risky behaviour is relevant.		
5. Provides advice on how to avoid / say "no" to risky behaviours and practices (25 marks)				25	
0-7	8-12	13-18	19-25		
Advice provided is impractical / irrelevant and lacking in insight.	Provides limited / partially relevant advice on how to deal with risky behaviours and practices – insight lacking in most places.	Provides considerable advice in relevant and practical manner – insight lacking in some places.	Provides comprehensive advice in a relevant and practical manner which displays in-depth insight of risky behaviours and practices in situations.		
6. Overall presentation – language use and reader-friendliness (3 marks)				3	
0	1	2	3		
Very difficult to read and follow due to high number of language and spelling errors.	Flow is interrupted in many places due to language and spelling errors.	Flows well and easy to read in most places – contains errors which <u>affect</u> meaning in some places.	Flows well and easy to read – contains very few errors which <u>do not affect</u> meaning.		
7. Lists the sources used at the end of the essay (2 marks)				2	
0	0	1	2		
No list provided.	List provided, but only contains author <u>or</u> name of article.	List provided contains author <u>and</u> title of article.	List provided contains the author, title of article and <u>date</u> of publication.		
			Total for the task:	75	

TASK 4: TEST / INTERNAL EXAMINATION

Term 4: See Lesson Plan 6, Activity 4 on page 43

See the suggested outline of a test/ internal exam paper for Life Orientation provided on page 18 for guidance on how to set this task.

FORM OF ASSESSMENT	Test / Internal examination
DESCRIPTION OF TASK	Written responses to test / exam questions.
MARK ALLOCATION	75 marks
INSTRUCTIONS	Follow the instructions provided on the question paper.
SOURCES	Content to be assessed includes all content covered in Terms 3 and 4 (2nd semester) across the 4 Learning Outcomes.
ASSESSMENT	Make use of a marking memorandum to assess learner responses to short 1-2 mark questions. The suggested assessment tool provided on page 8 for Task 2 should be used to assess performance in longer responses (10 marks or more) that require learners to demonstrate the application of knowledge, skills and values to identify and solve problems, consider consequences and make decisions, etc. Assess the responses provided in each section. Add up the marks achieved per section to arrive at a total out of 75 for the task. Record the mark out of 75 for Term 4 on the record sheet – see page 15.

CONTENT DEALT WITH IN TERMS 3 AND 4:

- Risk behaviours: factors, influences, consequences
- Coping with challenges: seeking support, advice and assistance; moral issues and dilemmas; alignment of decisions with values
- Impact of lifestyle choices: consequences, realising personal potential
- Gender roles and how they impact on the individual, the family and society
- Social and environmental issues: responsibilities and what actions to take, community services and other active structures, the nature and impact of violations of human rights, strategies for intervention in violations
- Democracy: principles, processes and structures – accountability to the people and link to human rights
- Leadership: roles, qualities and skills
- Career choices: self-knowledge and career requirements, socio-economic considerations, admission requirements, financial options, competencies, abilities and ethics for the workplace
- Modified games: techniques and rules
- Recreational activities: group activities and team competitions
- Participants and spectators: how the behaviour and performance of participants and spectators impact on participants and nation-building.

TASK 5: PHYSICAL EDUCATION TASK (PET)

Term 1-4: See Lesson Plans 1-6 on pages 24-44

FORM OF ASSESSMENT	Physical Education Task
DESCRIPTION OF TASK	Participation and performance in various fitness, games, sport and recreational activities.
MARK ALLOCATION	100 marks (25 marks per term)
INSTRUCTIONS	The Physical Education Task focuses on learners' participation and performance in the Physical Education component of the Life Orientation curriculum. Learners are expected to participate in a weekly Physical Education period across all four terms of the school year. The movement activities will include a range of fitness, games, sport and recreational activities and the purpose is to help learners select the type of activity they most enjoy / are most competent at so that they can pursue it as part of their lifestyle. Learners' performance in the Physical Education Task (PET) is assessed during participation and the mark allocation is adjusted accordingly as learners show progress in the different movement skills and activities. While only two criteria are provided on the assessment tool for the PET for terms 1-4, you may expand on the performance criterion and introduce additional criteria if deemed necessary. The weighting between the two criteria be 60% for participation (15 marks) and 40% for movement performance (10 marks) to arrive at a mark out of 25 for the PET per term for terms 1-4. In addition, each learner is expected to plan and present one period of movement activity as part of a group during the school year. The schedule for this should be communicated well in advance. See page 13 for an example of a schedule for presentations.
ASSESSMENT	See suggested assessment tool provided on page 14. Assess the participation and performance of learners on a quarterly basis. Add up the mark achieved for participation and performance per term to arrive at a total out of 25 for the PET in that particular term. Record the mark out of 25 for each of terms 1, 2, 3 and 4 respectively on the record sheet – see page 15.

Refer to the Guidelines for the Implementation of the Physical Education Task (Department of Education, 2007) for further details on the planning, teaching and assessment of the PET.

Example of a schedule for presentations:

TERM 1

Week	Lesson Plan	Activity	Presenter	Date
1	1	1. Pre-assessment of personal fitness	Teacher	
2	1	2. Introduction to aerobic fitness activities	Teacher	
3	1	2. Introduction to aerobic fitness activities	Teacher	
4	1	2. Introduction to aerobic fitness activities	Teacher	
5	1	3. Presentation of aerobic fitness activities	Group 1	
6	2	1. Presentation of aerobic fitness activities	Group 2	
7	2	1. Presentation of aerobic fitness activities	Group 3	
8	2	1. Presentation of aerobic fitness activities	Group 4	
9	2	1. Presentation of aerobic fitness activities	Group 5	
10	2	3. Re-assessment of personal fitness	Teacher	

TERM 2

Week	Lesson Plan	Activity	Presenter	Date
1	3	1. Pre-assessment of personal fitness	Teacher	
2	3	2. Introduction to self-designed / modified games	Teacher	
3	3	2. Introduction to self-designed / modified games	Teacher	
4	3	2. Introduction to self-designed / modified games	Teacher	
5	4	1. Presentation of self-designed / modified games	Group 6	
6	4	1. Presentation of self-designed / modified games	Group 7	
7	4	1. Presentation of self-designed / modified games	Group 8	
8	4	2. Re-assessment of personal fitness	Teacher	
9	EXAMS	XXX	XXX	XXX
10	EXAMS	XXX	XXX	XXX

TERM 3

Week	Lesson Plan	Activity	Presenter	Date
1	4	3. Pre-assessment of personal fitness	Teacher	
2	4	4. Presentation of self-designed / modified games	Group 9	
3	4	4. Presentation of self-designed / modified games	Group 10	
4	4	5. Influence of participant behaviour	Teacher	
5	4	6. Influence of spectator behaviour	Teacher	
6	5	1. Introduction to group recreational activities	Teacher	
7	5	1. Introduction to group recreational activities	Teacher	
8	5	1. Introduction to group recreational activities	Teacher	
9	5	1. Introduction to group recreational activities	Teacher	
10	5	2. Re-assessment of personal fitness	Teacher	

TERM 4

Week	Lesson Plan	Activity	Presenter	Date
1	5	3. Pre-assessment of personal fitness	Teacher	
2	5	4. Presentation of group recreational activities	Group 11	
3	6	1. Presentation of group recreational activities	Group 12	
4	6	1. Presentation of group recreational activities	Group 13	
5	6	1. Presentation of group recreational activities	Group 14	
6	6	1. Presentation of group recreational activities	Group 15	
7	6	1. Presentation of group recreational activities	Group 16	
8	6	2. Re-assessment of personal fitness	Teacher	
9	EXAMS	XXX	XXX	XXX
10	EXAMS	XXX	XXX	XXX

Suggested assessment tool for TASK 5: Terms 1-4

LEVEL	Limited (0-29%)	Adequate (30-49%)	Proficient (50-74%)	Excellent (75-100%)
CRITERIA 1: FREQUENCY OF PARTICIPATION DURING PHYSICAL EDUCATION PERIODS (15 marks)	Participated in 0-29% of all periods: =0% (0 marks) – did not participate at all <10% (1 mark) <20% (2 marks) =20% (3 marks) <30% (4 marks)	Participated in 30-50% of all periods: <40% (5 marks) =40% (6 marks) <50% (7 marks)	Participated in 50-74% of all periods: <60% (8 marks) =60% (9 marks) <70% (10 marks) <75% (11 marks)	Participated in 75-100% of all periods: =80% (12 marks) =90% (13 marks) =100% (15 marks)
CRITERIA 2: OUTCOME OF MOVEMENT PERFORMANCE (10 marks)	Very clumsy and/or ineffective – movements do not produce the desired outcome at all (0-2 marks)	Requires further attention and refinement – lapses in movements which do not always produce the desired outcome (3-4 marks)	Efficient, effective and appropriate – movements mostly produce the correct desired outcome (5-7 marks)	Exceptional level of skill – movements always produce the desired outcome (8-10 marks)

NOTE: Total = 25 marks per term

EXAMPLE OF A GRADE 11 RECORD SHEET

SUBJECT: Life Orientation **GRADE: 11** **CLASS: …..**

		TERM 1			TERM 2			TERM 3			TERM 4			Final Mark	
NAME OF TASK		1. REPORT	5. PET	Total	2. TEST/ EXAM	5. PET	Total	3. ARTICLE	5. PET	Total	4. TEST/ EXAM	5. PET	Total		
DATE OF ASSESSMENT															
LEARNERS' NAMES	MARK	(75)	(25)	100	(75)	(25)	100	(75)	(25)	100	(75)	(25)	100	400	%
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
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18															
19															
20															

SUGGESTED OUTLINE FOR TESTS / INTERNAL EXAMINATIONS

The suggested weighting of the cognitive levels is as follows for exams/ tests in Life Orientation:

Weighting	Cognitive level	Blooms taxonomy	Examples of verbs
30%	lower order	Levels 1 & 2	What? Why? Who? List
40%	middle order	Levels 3 & 4	Discuss, Explain, Describe
30%	higher order	Levels 5 & 6	Evaluate, Synthesize, Critically evaluate, Examine

The questions within each section should be conceptually scaffolded. This means that the questions contained in each section, along with the sub-questions, should be developed from easy questions to moderate main body questions and culminate in challenging questions.

Suggested outline for the test / internal examination paper:

The paper should consist of 3 sections:

- SECTIONS A AND B – all questions compulsory
- SECTION C – choice of two questions out of three

SECTION A: 25 MARKS
All questions are compulsory.
Types of questions: (1-2 mark questions)

- Multiple-choice
- True/False
- Matching columns
- Questions requiring 1-2 word responses.

This section should incorporate all 4 Learning Outcomes:

- The questions must be objective type questions, testing factual knowledge.
- Questions to vary from the simple to the complex.

SECTION B: 30 MARKS
All questions are compulsory.
Types of questions: (2-5 mark questions)

- Short open-ended questions
- Scenario-based
- Source-based questions
- Case study questions

This section should incorporate all 4 Learning Outcomes:

- Questions must be knowledge-based, i.e. include information that learners have acquired from the Life Orientation class.
- Information provided in the texts should be current, up-to-date, age-appropriate, and learner-friendly and learners must be able to relate to the case e.g. current news on the television, television series, 2010 Soccer World Cup.

SECTION C: 20 MARKS
Three (3) questions will be set of which learners will be expected to answer two (2).
Types of questions: (2 X 10-mark questions where extended responses are required, i.e. short written paragraphs)

- Application questions: solve problems, make decisions, give advice, etc.
- Each question should focus on the content of one specific Learning Outcome or an integration of content from different Learning Outcomes.
- A short text/ diagram/ data can be provided to act as a stimulus.

TOTAL FOR TEST / INTERNAL EXAMINATION: 75 MARKS

LEARNER EVIDENCE IN GRADE 11

Evidence of learner performance in the five formal Life Orientation tasks completed in Grade 11 must be kept for internal moderation purposes at the end of the year.

It is suggested that each Grade 11 learner be issued with an exercise book that is used for the recording and collection of all written tasks, including formal tasks, across the year. Tasks that need to be completed in another format and cannot be placed or recorded in the exercise book can be filed by the teacher. This means that a teacher only needs to have one set of exercise books and one file available as evidence of learner performance for moderation of a Grade 11 Life Orientation class.

The formal assessment tasks should be clearly distinguishable from the informal tasks in the learner's collection of evidence for Grade 11.

PLANNING

GRADE 11 WORK SCHEDULE – AN EXAMPLE

A full Work Schedule including all 16 Assessment Standards for Grade 11 is provided as an example for the implementation of Life Orientation in Grade 11. This Work Schedule was derived from a reflective planning process which involved:

- Studying the core content for Life Orientation in Grade 11
- Grouping similar content together
- Placing the content in a coherent sequence
- Allocating a time frame to each group of content
- Listing the informal assessment tasks that can be used to facilitate the teaching and learning of each group of content
- Indicating the formal tasks to be completed during a term
- Listing resources that can be considered when presenting each group of content

It is anticipated that teachers will make adjustments to the Work Schedule example to suit their local circumstances.

The Physical Education component of the Life Orientation curriculum should be planned and reflected in the Work Schedule. This provides the basis for the weekly Physical Education period.

The exemplar Work Schedule is based on 6 main themes, namely:

- Personal aspirations
- Making responsible decisions
- Keeping your well-being in check
- Dealing with challenges to well-being
- Making a difference
- Accessing higher education and the job market

Grade 11 Work Schedule – An example

Subject: Life Orientation **Grade:** 11

TIME FRAME		LOs.ASs	CORE CONTENT (See Appendix 1 of LPG: Content Framework for detailed content)	ASSESSMENT	RESOURCES
Term 1	5 weeks	LO1.AS1 LO1.AS3 LO2.AS4 LO4.AS1 LO4.AS4 LO3.AS1	PERSONAL ASPIRATIONS • Goal setting: Types of goals, life goals, priorities, how to plan • Promotion of health: Balanced lifestyle, responsible choices; responsible behaviours; consequences of choices; role of nutrition – BMI, levels of activity, weight management • Personal belief system: Values • Career aspirations and how these link to self: Expectations and reality; study plan for Grade 11; refinement of study skills • Fitness programme: Ascertain own level of fitness; health-related components and norms; personal fitness goals and plan; aerobic endurance programme	Daily- • Action plan for life, including health issues and values • Personality and career profile: How different careers options relate to self • Annual study plan • Mind map: Links between exercise principles and health-related components of fitness • Personal fitness plan • Diary: Personal nutrition analysis – intake versus output • Participation in aerobic endurance programme • Planning and presentation of aerobic activity • Logbook: Participation in fitness programme/ physical activities out of school time	• Texts on: ▪ planning, goal setting, life goals, study skills and study management ▪ well-being and habits that promote well-being ▪ nutrition and the role of nutrition in physical activity and energy levels ▪ fitness: evaluation, health-related components and norms, performance requirements and programmes ▪ basics of anatomy and exercise physiology • Fitness equipment, including task cards • Clothing for learner participation • Changing facilities and water
	5 weeks	LO1.AS3 LO2.AS4 LO4.AS3 LO3.AS1	SKILLED TO MAKE RESPONSIBLE DECISIONS • Responsible choices + responsible behaviours = realisation of personal potential • Role of values in making decisions: Universal values • Own values and beliefs: Influence on decisions • Civic responsibilities: knowledge, skills and values necessary to participate in civic life • Ethics: Behaviour in the workplace; dealing with dilemmas • Fitness: Aerobic endurance programme; re-assess level of fitness; compare to health-related norms	Daily- • Poster presentation: Personal values and ethics profile – how these impact on personal decision-making • Panel discussion: Values and religions • Participation in aerobic endurance programme • Planning and presentation of aerobic activity • Logbook: Participation in fitness programme/ physical activities out of school time Programme of Assessment- • TASK 1: Application task – Planning and progress report on application of personal lifestyle action plan, study plan and fitness plan (highlight progress/ lack of progress and motivate with supporting evidence) (75 marks) • TASK 5: Physical Education Task (25 marks)	• Texts on: ▪ decision-making and what influences one's ability to make responsible decisions ▪ 8 national values addressed in the Heartlines campaign ▪ fundamental values in the Constitution ▪ various religions and their perspectives of topical issues in society, including relevant newspaper articles ▪ fitness: evaluation, health-related components and norms ▪ basics of anatomy and exercise physiology • Fitness equipment, including task cards • Clothing for learner participation • Changing facilities and water

TIME FRAME		LOs.ASs	CORE CONTENT (See Appendix 1 of LPG: Content Framework for detailed content)	ASSESSMENT	RESOURCES
Term 2	4 weeks	LO1.AS2 LO1.AS3 LO1.AS4 LO3.AS2	KEEPING YOUR WELL-BEING IN CHECK • Relationships: How they contribute/ are detrimental to individual well-being – social, emotional, physical, mental • Well-being: Impact on relationships and communication with others • Lifestyle: Characteristics of a healthy lifestyle; role of responsible decision-making; realising personal potential • Gender: Impact on relationships and lifestyle choices • Self-designed / Modified games, including techniques and rules	Daily- • Relationship tree • Relationship inventory • Role-play: Relationships – the good and the bad • Mind map: Analysis of relationships and their effects on well-being and vice versa • Group presentations: Why choose a healthy lifestyle; responsibilities and characteristics of a healthy lifestyle • Participation in self-designed modified games • Planning and presentation of games	• Texts on: ▪ relationships, a balanced lifestyle and decision-making ▪ games, rules and techniques, including coaching, umpiring and officiating skills • Equipment for games • Clothing for learner participation • Changing facilities and water
	4 weeks + 5 weeks (Term 3)	LO1.AS3 LO2.AS4 LO3.AS2 LO3.AS3	DEALING WITH CHALLENGES TO WELL-BEING • Risk behaviours: Influencing factors and causes, consequences, accidents • Risky situations, socio-economic environment, individual responsibility for making informed decisions • Self-designed / Modified games, including techniques and rules • Impact of participant and spectator behaviour in games situations and on nation-building	Daily- • Inventory: Personal risk analysis/ Risk behaviour IQ • Analysis: Consequences of risk-taking • Profiles: Risk takers and influencing factors • Participation in self-designed / modified games • Planning and presentation of games Programme of Assessment- • TASK 2: Test/ Examination (LO1-4) – All content dealt with to date in Terms 1 and 2 (75 marks) • TASK 5: Physical Education Task (25 marks)	• Texts on: ▪ risk behaviours (Youth Risk Behaviour Survey, 2002), their characteristics and consequences ▪ games, rules and techniques, including coaching, umpiring and officiating skills • Equipment for games • Clothing for learner participation • Changing facilities and water
	2 weeks	MIDYEAR EXAMINATIONS			

TIME FRAME		LOs.ASs	CORE CONTENT (See Appendix 1 of LPG: Content Framework for detailed content)	ASSESSMENT	RESOURCES
Term 3	5 weeks (roll-over from Term 2)	LO1.AS3 LO2.AS4 LO3.AS2 LO3.AS3	DEALING WITH CHALLENGES TO WELL-BEING (Continued from Term 2) • Impact of unsafe practices • Coping with challenges: seeking support, advice and assistance • Moral issues and dilemmas: Alignment of decisions with values, implications of behaviours • Self-designed / Modified games, including techniques and rules • Impact of participant and spectator behaviour in games situations and on nation-building	Daily- (Continued from Term 2) • Mind map: Consequences of risk behaviours for self and others • Case study: Moral issues and dilemmas • Source-based investigation: Where to access support, advice and assistance • Simulation: How behaviour of spectators and participants impacts on participants • Participation in self-designed / modified games • Planning and presentation of games Programme of Assessment- • TASK 3: Source-based investigation – Written piece on how to reduce unsafe practices and increase healthy lifestyle behaviours among teenagers (75 marks)	(Continued from Term 2) • Texts on: ▪ support groups, organisations offering counselling, etc. ▪ topical issues, dilemmas, etc. ▪ games, rules and techniques, including coaching, umpiring and officiating skills • Equipment for games • Clothing for learner participation • Changing facilities and water
	5 weeks	LO1.AS3 LO1.AS4 LO2.AS1 LO2.AS2 LO2.AS3 LO3.AS4	MAKING A DIFFERENCE • Impact of choices: Consequences; realising personal potential • Gender roles and how they impact on the individual, the family and society • Violations: Social and environmental issues; responsibilities and what actions to take • Community services and other active structures • Human rights: The nature and impact of violations; strategies for intervention in violations • Democracy: Principles, processes and structures – accountability to the people and link to human rights • Leadership: Roles, qualities and skills • Leading and following group recreational activities	Daily- • Debate: Dealing with human rights violators • Class declaration on violations of human rights and social and environmental issues • Democracy in action: Discussion and analysis of the various structures of the South African government and how they function • Profile: What makes a good leader • Participation in group recreational activities • Planning and presentation of group recreational activity Programme of Assessment- • TASK 5: Physical Education Task (25 marks)	• Texts on: ▪ human rights issues; organisations that address such issues; impact of human activity on society and the environment ▪ the structures of the South African government: Roles and functions ▪ recreational activities • Basic equipment as required for recreational activities, markers for stations, task cards, etc. • Clothing for learner participation • Changing facilities and water
Term 4	2 weeks				

TIME FRAME		LOs.ASs	CORE CONTENT (See Appendix 1 of LPG: Content Framework for detailed content)	ASSESSMENT	RESOURCES
Term 4 cont.	6 weeks	LO1.AS3 LO4.AS1 LO4.AS2 LO4.AS3 LO3.AS4	DEVELOPING SKILLS TO ACCESS HIGHER EDUCATION AND THE JOB MARKET • Impact of choices: Consequences; realising personal potential • Career choices: Self-knowledge; career requirements; socio-economic considerations • Admission requirements • Financial options for further study • Workplace: Competencies, abilities and ethics • Leading and following group recreational activities • Individual role in a recreational activity	Daily- • Investigation: Admission requirements, financial options and financial benefits of career choices • Comparative analysis: Requirements and expectations of the workplace environment • Participation in group recreational activities • Planning and presentation of group recreational activity Programme of Assessment- • TASK 4: Test/ Examination (LO1-4) – All content dealt with in Terms 3 and 4 (75 marks) • TASK 5: Physical Education (25 marks)	• Texts on ▪ career requirements and admission requirements for higher education – Guide: Into Higher Education; job requirements; admission requirements for various higher education institutions ▪ recreational activities • Basic equipment as required for recreational activities, markers for stations, task cards, etc. • Clothing for learner participation • Changing facilities and water
	2 weeks	END-OF-YEAR EXAMINATIONS			

GRADE 11 LESSON PLANS

The Lesson Plans provided in this guide are drawn directly from the Grade 11 exemplar Work Schedule provided on pages 19-22. While a suggested time frame is provided per Lesson Plan, teachers will have to monitor learners' progress and pace activities accordingly.

The Lesson Plans, each containing their own coherent series of activities, are intended to develop the knowledge, skills and values that enable learners to set goals and realise these goals with respect to personal lifestyles, civic responsibilities, physical well-being and career choices.

To achieve regular and continuous participation in Physical Education, the movement activities feature as a series in the right-hand column of each Lesson Plan. While these movement activities focus primarily on Learning Outcome 3 (Physical Education), the knowledge, skills and values to be addressed in the movement activities are integrated/ link up with the content of Learning Outcomes 1, 2 and 4 which is addressed in the activities in the left-hand column of each Lesson Plan.

The information provided for each Lesson Plan includes:

- The recommended duration of the Lesson Plan in weeks and hours
- The content to be addressed
- Recommended classroom activities
- The background information needed to teach the activities
- Guidance on assessment tasks
- Some suggestions for extension activities

The Assessment Standards for Grade 11 were the basis for the development of the 6 Lesson Plans in this guide. The topics of these six Lesson Plans are:

- Lesson Plan 1: Personal aspirations
- Lesson Plan 2: Making responsible decisions
- Lesson Plan 3: Keeping your well-being in check
- Lesson Plan 4: Dealing with challenges to well-being
- Lesson Plan 5: Making a difference
- Lesson Plan 6: Accessing higher education and the job market

LESSON PLAN 1	**Duration**: Term 1, Weeks 1-5 (±10 hours)

Topic: Personal aspirations

Content:

- Goal setting: types of goals, life goals, priorities, how to plan
- Promotion of health: balanced lifestyle, responsible choices, responsible behaviour
- Consequences of choices
- Role of nutrition: Body Mass Index (BMI), levels of activity, weight management
- Personal belief system: values
- Career aspirations and how these link to self: expectations and reality
- Study plan for Grade 11: refinement of study skills
- Fitness programme: ascertain own level of fitness, health-related components and norms, personal fitness goals and plan, aerobic endurance programme

PERSONAL ASPIRATIONS (5 hours) NOTE: All activities in this Lesson Plan include informal daily assessment.	PHYSICAL EDUCATION ACTIVITIES (5 hours) Fitness: Aerobic endurance programme NOTE: All activities constitute part of the PET.
1. Setting the scene (Case study) Ask the learners to read the various texts provided under the heading THE IMPORTANCE OF PLANNING on pages 1-3 of the LEARNER WORKBOOK and to respond to the questions provided. Take feedback from several groups and allow other groups to comment. Provide the class with an overview of the five health-related components of fitness. Introduce learners to the FITT principles of fitness training and the use of the training heart rate zone when exercising. See texts and instructions for FITNESS REQUIREMENTS AND COMPONENTS on page 4 of the LEARNER WORKBOOK. Thereafter learners calculate their individual training heart rate zone and record this in their exercise books. Wrap up with a presentation / discussion on the role of planning in achieving life, career, health and other goals. 2. SMART goal setting for life (Action plan) Get the learners to consider the factors that influence their lives e.g. family, gender, culture, religion, belief system, values, money. Which of these factors are important when setting goals in life? Make a short presentation on short-term, medium-term and long-term goals: how their purpose and focus differ and how they contribute to achieving life goals. Ask the learners to list examples of short-, medium and long-term goals in their own lives. Learners identify 2-3 short-term goals (i.e. can be addressed within a month) of which one should be health-related from their list. Refer learners to the text on GOAL SETTING THE 'SMART' WAY on pages 5-6 of the LEARNER WORKBOOK to guide them through the development of an action plan to achieve these goals. Challenge the learners to put their plan into action. Inform learners that they will need to report on progress made in the 2-3 goals in a formal report towards the end of Term 1. This will be their FORMAL assessment task for Term 1. 3. Setting personal fitness goals (Personal fitness plan – 1 period) Learners compare their performance in each of the five tests to the HEALTH-REALTED FITNESS NORMS provided on page 7 of the LEARNER WORKBOOK. Learners then rate their performance on a scale of 1 to 10 and indicate their ideal performance in each test on the scale. See page 7 of LEARNER	1. Pre-assessment of personal fitness (Practical assessment – 1 period) Communicate the criteria that will be used to assess learner performance in the PET. See the *Guidelines for the Implementation of the Physical Education Task* (DoE, 2007). Lead the class through a warm-up using a gentle run followed by a stretching routine. Guide learners through the FIVE HEALTH-RELATED FITNESS TESTS explained on page 70 of the LEARNER WORKBOOK: • Test 1: Body Mass Index (BMI) • Test 2: Cardiovascular fitness • Test 3: Flexibility • Test 4: Muscular endurance • Test 5: Muscular strength Learners record their performance in each test on a table in their exercise books. See TEMPLATE FOR RECORDING HEALTH-RELATED FITNESS TEST RESULTS on page 71 of the LEARNER WORKBOOK. Note: The post-test will be undertaken during the last week of Term 1. The difference in results between the pre- and the post-test will be used to assess improvement in health-related fitness. 2. Introduction to aerobic fitness activities (Participation – 3 periods) Lead the class through a warm-up and engage the learners in a walking / running session for 20-25 minutes. Suggested structure for an aerobic exercise session: Warm-up: Move at a gentle, but constant pace for 3 minutes, picking up the pace in the second minute; then in a gentle stretching routine which includes the major muscle groups (5-7 minutes) Exertion: Move at a moderate to brisk pace for 20-25 minutes Warm-down: Move at a gentle pace for 3 minutes, slowing down the pace in the second minute – may complete stretching routine if one was not completed during the warm-up (5-7 minutes).

WORKBOOK for a TEMPLATE FOR RECORDING FITNESS RATING. Guide learners through the development of a personal fitness plan in which they apply the SMART goal-setting process to physical fitness and health. The learners start by reflecting on their fitness ratings against the fitness norms provided and what they perceive to be their ideal performance in each of the five components. See pages 8-10 of the LEARNER WORKBOOK for notes, instructions and templates to develop a PERSONAL FITNESS PLAN. Learners submit personal fitness plan for formal assessment purposes. Instruct learners to compile and keep a logbook of all exercise sessions completed outside of contact time until the end of Term 1. (See background information for further details). Note: This logbook can be recorded in the exercise book and must be submitted for assessment at the end of Term 1. The logbook will be used to assess frequency of participation in an exercise programme outside of contact time. 4. How career options relate to self (Personality and career profile) Lead a presentation / discussion on the wide range of options available to young South Africans leaving school today. See pages 11-13 of the LEARNER WORKBOOK for texts and questions which deal with CAREER OPTIONS. Each learner compiles a personality profile which clearly describes their own individual strengths, weaknesses, likes and dislikes. Next, they describe the working environment which would best suit their personality and how much they expect to earn – describe their expectations. Learners list 3 careers they would like to pursue and analyse each career listing its qualifications, workplace demands and salary scale. Provide a broad overview of the tax implications related to earning a salary and refer learners to pages 14-15 of the LEARNER WORKBOOK for texts and accompanying questions which deal with TAX DEDUCTIONS. Thereafter learners compare the requirements and actual salary for each of the careers against their individual personality profiles and expectations: Is your personality suited to any of the careers, i.e. does the reality match your expectations? Explain. How important is it that a person's choice of career should match their individual personality? What role does salary and the trends in the job market play in this choice? 5. Planning for study (Annual study plan) Make a presentation on the promotion requirements and minimum higher education entrance requirements to the class. Guide learners through the text on the COMPILATION OF A STUDY PLAN provided on pages 16-18 of the LEARNER WORKBOOK for their seven Grade 11 subjects. 6. Energy intake versus energy output (1-week diary) Make a presentation on the importance of nutrition and the principles of healthy eating and exercise in balancing energy intake versus energy output. Use THE 5 FOOD GROUPS and ENERGY EXPENDITURE DURING PHYSICAL EXERCISE on pages 19 and 20 respectively of the LEARNER WORKBOOK for texts and accompanying questions. Task each learner to compile a personal diary which clearly lists the foods consumed during a 7-day period. At the same time each learner also keeps a record of all physical activity engaged	See page 29 for a planning template. 3. Presentation of aerobic fitness activities (Participation – 1 periods) Depending on the size of the class, 4-6 learners can be grouped together to present to the class during a period. Where there is a shortage / lack of relevant equipment encourage groups to improvise and make their own equipment for the presentation. Learners should work as a group to plan and present an aerobic fitness activity which targets cardiovascular endurance specifically. Such activities involve a rhythmic activity that is repeated over a period of time such as: walking, running, swimming, exercise circuit, aerobics, obstacle courses, etc. One group submits a plan and presents an aerobic fitness session per period to the class including: • Warm-up • Exertion • Warm-down See page 72 of the LEARNER WORKBOOK for a planning template. Note: Record learner participation on a class list to assess frequency of participation in an exercise programme during contact time. This will count towards the mark for the PET. See the *Guidelines for the Implementation of the Physical Education Task* (DoE, 2007).

in during this same period. See instructions and a template for the personal NUTRITION AND EXERCISE DIARY on pages 21-22 of the LEARNER WORKBOOK. Guide learners to estimate the calorie intake according to their list of foods consumed and to estimate their calorie expenditure according to the physical activity engaged in. Wrap up with a short reflection: • Based on individual energy intake versus energy output, what changes do learners need to make to their current lifestyle pattern to improve their health and weight management? • How important is nutrition for overall health and well-being in the different developmental domains: physical, mental, emotional and social?	

Assessment:

PERSONAL ASPIRATIONS:
No formal assessment takes place during this Lesson Plan, but the reports on progress made in the different plans compiled and implemented by the learners in this Lesson Plan will culminate in a progress report which will constitute a formal assessment task in Lesson Plan 2.

PHYSICAL EDUCATION:
Formal assessment of learner performance in the Physical Education Task starts during this Lesson Plan and continues across all six Lesson Plans. See the *Guidelines for the Implementation of the Physical Education Task* (DoE, 2007). The assessment of learners' frequency of participation and movement performance is undertaken on a continuous basis throughout the Physical Education periods.

Possible extensions:

PERSONAL ASPIRATIONS:
- Group debates on payment of taxes: Why pay tax? Citizenship issues? Service delivery? Impact on own life?
- Read up on various study skills and apply skills that improve performance.
- Carry out a BMI and nutrition survey to determine the body fat trend and perceptions among teenagers at your school.
- Read up on various eating disorders and how to identify and manage them.
- Research various ways in which to lose weight and determine which is the healthiest route to follow.

PHYSICAL EDUCATION:
- Muscles- Explore the following major muscle groups and find out what exercises strengthen them:
  a) Triceps, b) Biceps, c) Quadriceps, d) Hamstrings, e) Abdominal Rectus and f) Pectoralis Major
- Join an exercise club/ initiate own exercise club and follow an exercise programme 2-3 times a week with a group.
- Differentiate the intensity within the exercise programme to allow learners to exercise at their preferred level. This can be done by increasing speed, number of repetitions, number of sets and the incline on which the activity is carried out. Weights of different increments can also be used to build in differentiation. These can be made of 500ml plastic bottles/ 340 ml cooldrink cans filled with sand and sealed.
- Where choices are allowed in the aerobic exercise programme, allow learners to take turns leading smaller groups who opt for the same aerobic exercise programme.

LESSON PLAN 2	**Duration**: Term 1, Weeks 6-10 (±10 hours)
Topic: Making responsible decisions	

Content:

- Responsible choices PLUS responsible behaviours leads to the realisation of personal potential
- Role of values in making decisions: universal values
- Own values and beliefs: influence on decisions
- Civic responsibilities: knowledge, skills and values necessary to participate in civic life
- Ethics: behaviour in the workplace; dilemmas in the workplace
- Fitness: aerobic endurance programme, re-assess level of fitness, compare to health-related norms

MAKING RESPONSIBLE DECISIONS (5 hours)	PHYSICAL EDUCATION ACTIVITIES (5 hours)
NOTE: Activities 1-3 in this Lesson Plan constitute informal daily assessment, while Activity 6 constitutes a formal assessment task (75 marks).	Fitness: Aerobic endurance programme NOTE: All activities constitute part of the PET.
1. Setting the scene (Application) Make a short presentation on the DECISION-MAKING which is provided on page 23 of the LEARNER WORKBOOK. Ask the learners to study INDIVIDUAL SITUATIONS on page 24 of the LEARNER WORKBOOK and to answer the accompanying questions. 2. How values impact on personal decisions and choices in life (Poster presentation) Present the list of 8 national values used during the Heartlines TV campaign in 2006 and lead a class discussion on what each value entails: • Acceptance • Responsibility • Forgiveness • Perseverance • Self-control • Honesty • Compassion • Grace. Divide the class into groups and allocate a different value to each group. See VALUES AND PERSONAL DECISIONS on pages 25-26 of the LEARNER WORKBOOK for questions. Allow learners to discuss the questions provided per value and to report back to the class using a poster/ diagrammatic format. Wrap up with a discussion on: How do values impact on decisions and choices? How do decisions and choices facilitate the realisation of personal potential, i.e. life goals? 3. How constitutional values and religion influence civic and social decisions and choices (Role-play) Ask learners to reflect on the knowledge, skills and values necessary to participate in civic life. Divide the class into 10 groups. Allocate a fundamental value to each group – refer learners to CONSTITUTIONAL VALUES on pages 27-28 of the LEARNER WORKBOOK for a text and accompanying questions. Each group makes a short presentation to the class on their constitutional value. Thereafter, focus on the role that religion plays in civic and social responsibilities. See page 29 of the LEARNER WORKBOOK for a text and questions on THE VALUE OF RELIGION IN LIFE. 4. How values in the different religions influence choices and decisions (Panel discussion) Get learners to read up on a topical issue such as marriage and family, peace and conflict, etc. from the context of at least 3 major religions in preparation for a panel discussion: teacher/	1. Presentation of aerobic fitness activities (Participation – 4 periods) Continuation of Activity 3 in Lesson Plan 1. One group submits a plan and presents an aerobic fitness session per period to the class including: • Warm-up • Exertion • Warm-down See page 72 of the LEARNER WORKBOOK for a planning template. Note: Record learner participation on a class list to assess frequency of participation in an exercise programme during contact time. This will count towards the mark for the PET. See the *Guidelines for the Implementation of the Physical Education Task* (DoE, 2007). Remind learners to submit exercise logbooks for sessions performed outside of contact time for assessment at the start of Activity 2. 2. Re-assessment of personal fitness (Practical assessment – 1 period) Lead the class through a warm-up using a gentle run followed by a stretching routine. Guide learners through the FIVE HEALTH-RELATED FITNESS TESTS explained on page 70 of the LEARNER WORKBOOK as a post-test: • Test 1: Body Mass Index (BMI) • Test 2: Cardiovascular fitness • Test 3: Flexibility • Test 4: Muscular endurance • Test 5: Muscular strength Learners record their performance in each test in the post-test on the TEMPLATE FOR RECORDING HEALTH-RELATED FITNESS TEST RESULTS provided on page 71 of the LEARNER WORKBOOK. Note: The difference in results between the pre- and the post-test will be used to assess improvement in health-related fitness. REMINDER: Record the PET mark out of 25 for term 1 on the record sheet – see page 15. See the *Guidelines for the Implementation of the Physical Education Task* (DoE, 2007).

learner introduces the topic and asks the panellists – each allocated a different religion – to introduce the perspective of that religion to the class. See texts and accompanying questions for MARRIAGE AND RELIGION pages 30-34 of the LEARNER WORKBOOK for texts and accompanying questions. The audience is invited to ask questions/ make comments at the end of all presentations. Guide learners to make use of higher order questions related to how different religions view issues and how these values influence choices and decisions. 5. Ethics in the workplace (Scenarios) Engage learners in the text and questions on ETHICAL BEHAVIOUR on page 35 of the LEARNER WORKBOOK to determine the role that ethics play in the workplace. Engage learners with scenarios that involve ethical dilemmas in the workplace – see WORKPLACE SCENARIOS on page 36 of the LEARNER WORKBOOK for texts and questions. Get different groups to work on different scenarios so that they can exchange and discuss the various situations depicted in the scenarios and come up with mechanisms to be used in the workplace to encourage a professional work ethic. 6. Progress report on the application of personal life goals, study plan and fitness plan (FORMAL TASK 1: Application task: Written report – 75 marks) Learners compile a written planning and progress report including one of the following plans: • Personal Lifestyle Plan • Study Plan • Fitness Plan See instructions and guidance for TASK 1 provided on pages 5-6.	

Assessment:

MAKING RESPONSIBLE DECISIONS:
Activity 6 (FORMAL TASK 1) constitutes a formal assessment task and counts 75 marks. It is a written task which provides feedback on progress made in the different goals learners set themselves for action in Activity 2 for Personal Aspirations and Activity 3 for Physical Education in Lesson Plan 1. See TASK 1 on pages 5-6 for further details, instructions and assessment tools that can be used to assess learner performance in this task.

PHYSICAL EDUCATION:
Formal assessment of learner performance in the Physical Education Task continues from Lesson Plan 1. See the *Guidelines for the Implementation of the Physical Education Task* (DoE, 2007).

Possible extensions:

MAKING RESPONSIBLE DECISIONS:
- Role-play various scenarios which depict the 8 national values e.g. father cannot forgive policeman for shooting his son.
- Engage in topical debates related to values, e.g. The HIV and AIDS epidemic is not about sex, it is about our failure as a society to put our values into practice; Why inter-religious relationships can/ cannot work.

PHYSICAL EDUCATION:
- Differentiate the intensity within the exercise programme to allow learners to exercise at their preferred level. This can be done by increasing speed, number of repetitions, number of sets and the incline on which the activity is carried out. Weights of different increments can also be used to build in differentiation. These can be made of 500ml plastic bottles/ 340 ml cooldrink cans filled with sand and sealed.
- Where choices are allowed in the aerobic exercise programme, allow learners to take turns leading smaller groups who opt for the same aerobic exercise programme.

Planning template for aerobic fitness activities

NAME OF AEROBIC FITNESS ACTIVITY:	
GOAL(S) TO BE ACHIEVED DURING THIS PERIOD:	
LIST OF SKILLS INVOLVED:	
LIST OF EQUIPMENT REQUIRED:	
1. WARM-UP (5-7 minutes)	
INSTRUCTIONS	DIAGRAM(S)
2. EXERTION (20-25 minutes)	
INSTRUCTIONS	DIAGRAM(S)
3. WARM-DOWN (5-7 minutes)	
INSTRUCTIONS	DIAGRAM(S)

LESSON PLAN 3	**Duration**: Term 2, Weeks 1-4 (±8 hours)

Topic: Keeping your well-being in check

Content:

- Relationships: how they contribute/ are detrimental to well-being (social, emotional, physical, mental)
- Well-being: impact on relationships and communication with others
- Lifestyle: characteristics of a healthy lifestyle, role of responsible decision-making, realising personal potential
- Participation in self-designed / modified games
- Self-designed / Modified games, including techniques and rules

KEEPING YOUR WELL-BEING IN CHECK (4 hours) NOTE: All activities in this Lesson Plan constitute informal daily assessment.	PHYSICAL EDUCATION ACTIVITIES (4 hours) Games and Sport: Modified games NOTE: All activities constitute part of the PET.
1. Setting the scene (Relationship tree) Ask the learners to draw and label their own family tree. Next, learners select any three of these family members, and summarize the type of relationship that they have with each of the three members. Ask individuals to relate to the class the relationship with one family member that they value most. Next learners draw a relationship tree that will include relationships with other people as well, e.g. boyfriend/girlfriend, teachers, friends at school/home/church. Learners now discuss the relationship tree with a partner and compare the type of relationships that they have with members mentioned on the tree. They should highlight those relationships that have helped them to realise their personal potential. Wrap-up with a discussion on whether the gender of a family member impacts on relationship with that member and if so, in what way. 2. Relationships and their effects on well-being (Relationship inventory) Ask learners to discuss one incident that they have experienced with one of the persons mentioned on the relationship tree, which left them feeling happy and has inspired them in other relationships: • Describe the situation • Explain the actions of the different parties in the situation • What lesson was learnt from the other party – inspiration and insight gained? • What impact did the situation and experience thereof have on their emotional, physical, mental and social activities and well-being? Engage learners in a reflective exercise on relationships and well-being: • What effect does lack of attention from your parents / other significant family members have on you as a person? Discuss the social, emotional, mental and physical effects providing examples. • What advice would you give to someone who does not get any attention at home? • Which of your family members / friends contribute positively to your well-being? Discuss using examples. • Are you the kind of family member / friend who contributes to the well-being of others? How can you improve the impact you have on their well-being? 3. Impact of lifestyle choices on well-being (Well-being table and discussion) Ask learners to discuss in pairs their understanding of a healthy lifestyle and to list the behaviours, values and characteristics that are associated with a healthy lifestyle on the left-hand side	1. Pre-assessment of personal fitness (Practical assessment – 1 period) As the learners will have just retuned from school holidays, it will be interesting to see whether they were able to maintain their fitness levels. Lead the class through a warm-up using a gentle run followed by a stretching routine. Guide learners through the FIVE HEALTH-RELATED FITNESS TESTS explained on page 70 of the LEARNER WORKBOOK: • Test 1: Body Mass Index (BMI) • Test 2: Cardiovascular fitness • Test 3: Flexibility • Test 4: Muscular endurance • Test 5: Muscular strength Learners record their performance in each test on a table in their exercise books. See TEMPLATE FOR RECORDING HEALTH-RELATED FITNESS TEST RESULTS on page 71 of the LEARNER WORKBOOK. Note: The post-test will be undertaken at the end of Term 2. The difference in results between the pre- and the post-test will be used to assess improvement in health-related fitness. 2. Introduction to self-designed / modified games (3 periods) Present a self-designed / modified game per period using the BACKGROUND INFORMATION and TEMPLATE provided on pages 31 and 32-33 respectively as guidance. Each game should include: • 1-2 lead-up activities which develop skills that are required to play the game • A game that you have designed or modified from existing games Focus on games that encourage sufficient physical activity to increase the heart rate during different phases of the game or continuously during the game. The size of the teams should be limited to a maximum of 5 players to allow for maximal participation of all players in the game. Suggested structure for each period: A. WARM-UP OR INTRODUCTORY ACTIVITY (3-5 minutes) The activity should prepare the body for what is to come - could involve moving the body about vigorously; stretching; experimenting with different movements or revising previous movements. This section is important for communicating expectations by naming the expected outcomes for the session.

of a table drawn on a page in their exercise books. They should follow this up with a list of the behaviours, values and characteristics that are associated with an unhealthy/ risky lifestyle on the middle column of the table. Refer learners to the text and questions provided for THE BALANCING ACT on pages 37-38 of the LEARNER WORKBOOK to assist them. In small groups learners expand on the right-hand column of the table by demonstrating the link between healthy and unhealthy/ risky lifestyle choices and effect on the physical, social, emotional and mental facets of life both for oneself and others. Ask learners to present their discussion on lifestyle choices and their impact on well-being to the class. 4. Effect of well-being on lifestyle choices (Reflection) Ask learners to identify 2-3 important lifestyle choices they have had to make in their lives. Guide learners in a personal reflection on these choices and how their own emotions, relationships, state of mind and/or physical state at that moment in time impacted on the particular choices made. Next learners analyse how emotional, social, mental and physical well-being can positively and negatively influence lifestyle choices.	B. SKILLS DEVELOPMENT (10-15 minutes) Individual and group skills could be developed by allowing practising of skills at different stations in different contexts. Repetition of skills should be allowed to refine the skills. During this time learners should be encouraged to develop and refine skills. Use self, group, peer or teacher assessment against an observation skills checklist to support individual skills development. C. SKILLS APPLICATION (15-20 minutes) Apply skills in a game situation. Performance can now be observed for self, group, peer or teacher assessment. D. WARM-DOWN OR CONCLUDING ACTIVITY (3-5 minutes) A session should be ended in an orderly manner and bring the class together in either a final activity, the collection of equipment, the review of a specific skill, movement or behaviour and/or a reflection of the expected outcomes for the session. Note: Record learner participation on a class list to assess frequency of participation in the games activities. This will count towards the mark for the PET. See the *Guidelines for the Implementation of the Physical Education Task* (DoE, 2007).

Background information for PHYSICAL EDUCATION ACTIVITIES:

Activity 2: Self-designed / modified games

The focus in this activity should fall on games and not sport. In planning for and presenting these sessions the teacher / learners can use existing games or can create their own games. However, when making use of existing games variation should be built into the rules, how it is played, the combination of skills used, the equipment used, the number of players involved etc. to modify it for presentation to the learners.

Games such as rounders played without a bat and using the hand or foot instead are encouraged. A few plastic cooldrink bottles can be used as bases. Improvised equipment can also be used. For example, teachers / learners can use plastic coffee tin lids instead of balls in a game that requires running, catching and throwing skills. Use can be made of rolled up magazines or newspapers for striking implements and paper can be rolled up in the shape of a ball inside a plastic bag/ vegetable net bag for striking and fielding games.

Examples of games:

Air ball – using an improvised paper ball in teams of 3, learners play ball back and forth between two teams over a centre line within four markers, points are scored if opposing team plays ball downward over the centre line, sends the ball outside of the play area or allows the ball to touch the ground within the play area on their side of the middle line.

Slap ball – using an improvised paper ball and rolled up magazines in teams of 4, learners play ball with slapping action of magazine between team members to score between a pair of plastic cooldrink bottles placed on either end of playing area within the 4 markers making up the playing field. Could add further rules such as the ball can only be played in a forward direction, i.e. in the direction of the goal being aimed for.

Assessment:

KEEPING YOUR WELL-BEING IN CHECK:

No formal assessment takes place during this Lesson Plan, but the issues dealt with in this Lesson Plan will be included in a motivational article which will constitute a formal assessment task in Lesson Plan 4.

PHYSICAL EDUCATION:

Formal assessment of learner performance in the Physical Education Task continues from Lesson Plan 1. See the *Guidelines for the Implementation of the Physical Education Task* (DoE, 2007).

Possible extensions:

KEEPING YOUR WELL-BEING IN CHECK:

- Allow learners to link the features of a tree to the different relationships indicated in the relationship tree, e.g. strong and supportive = trunk of the tree.

PHYSICAL EDUCATION:

- Allow advanced learners to umpire a game while playing.

Planning template

NAME OF ACTIVITY:	
GOAL(S) TO BE ACHIEVED DURING THIS PERIOD:	
LIST OF SKILLS INVOLVED:	
LIST OF EQUIPMENT REQUIRED:	
1. WARM-UP / INTRODUCTORY ACTIVITY (3-5 minutes)	
INSTRUCTIONS	DIAGRAM(S)
2. SKILLS DEVELOPMENT (10-15 minutes)	
INSTRUCTIONS	DIAGRAM(S)

3. SKILLS APPLICATION (15-20 minutes)	
INSTRUCTIONS	DIAGRAM(S)
4. WARM-DOWN / CONCLUDING ACTIVITY (3-5 minutes)	
INSTRUCTIONS	DIAGRAM(S)

LESSON PLAN 4	**Duration**: Term 2, Weeks 5-8 and Term 3, Weeks 1-5 (±18 hours)
Topic: Dealing with challenges to well-being	

Content:

- Risk behaviours: influencing factors and causes, consequences, accidents
- Risky situations: socio-economic environment, individual responsibility for making informed decisions
- Impact of unsafe practices
- Coping with challenges: seeking support, advice and assistance
- Moral issues and dilemmas: alignment of decisions with values, implications of behaviours
- Participation in modified games
- Modified games, including techniques and rules
- Behaviour of participants and spectators: influence on participants and nation-building

DEALING WITH CHALLENGES TO WELL-BEING (9 hours)	PHYSICAL EDUCATION (9 hours)
NOTE: Activities 1-3 in this Lesson Plan constitute informal daily assessment, while Activities 4 (75 marks) and 9 (75 marks) constitute formal assessment tasks.	Games and Sport: Modified games NOTE: All activities constitute part of the PET.
TERM 2 (4 hours) 1. Setting the Scene (Risk behaviour IQ assessment) Learners respond to the twelve statements based on the 2002 Youth Risk Behaviour Survey based on what they think the estimated % for each statement is – see RISK BEHAVIOUR IQ on page 39 of the LEARNER WORKBOOK for statements. They should individually give their best guess as to the percentage of South African learners who engage in the behaviour stated and then compare their answers with the correct ones. (See BACKGROUND INFORMATION on page 36 for correct responses.) How did perceptions, i.e. individual responses, differ from reality, i.e. the correct responses? Engage class in reflection and discussion on: • What percentage of learners in the class overestimated the percentage of youth involved in health-risk behaviours? • Why do you believe that such a high percentage of the class overestimated these behaviours? 2. Defining risk behaviours Working in 3s, learners list examples of as many risk behaviours they can think of and then compile a definition for risk behaviours that clearly describes the concept. Learners exchange ideas with a few other groups and refine their definition if necessary. Ask learners to study the text provided and to answer the accompanying questions on STOP TO THINK which relate to road safety behaviours on page 40 of the LEARNER WORKBOOK. 3. Why people pursue risk behaviours (Jigsaw discussion) Group learners in groups of 6. Allocate each category of the risk behaviours reported on in the Youth Risk Behaviour Survey to different groups: • Injurious risk behaviours that give rise to intentional and unintentional injuries (e.g. violence, traffic safety and suicide-related behaviours) • Substance abuse (e.g. tobacco, alcohol and other drugs) • Sexual behaviour (e.g. use of condoms and other forms of contraception and highlight the prevalence of pregnancies and sexually transmitted diseases) • Nutrition and dietary behaviours (e.g. undernutrition, overnutrition, consumption of various foods – healthy and	TERM 2 (4 periods) 1. Presentation of self-designed / modified games (3 periods) Depending on the size of the class, 4-6 learners can be grouped together to present to the class during a period. Where there is a shortage / lack of relevant equipment encourage groups to improvise and make their own equipment for the presentation. Learners should work as a group to plan and present a self-designed / modified game encourages sufficient physical activity to increase the heart rate during different phases of the game or continuously during the game. The size of the teams should be limited to a maximum of 5 players to allow for maximal participation of all players in the game. Such games include invasion games where there is a constant interplay between attacking and defending play while on the move (e.g. touch rugby, handball), batting and fielding games where only 1-2 players fulfil the batting role while running continuously between markers and the fielders are all actively involved in running and handling the ball during each batting turn (e.g. continuous cricket). One group submits a plan and presents a self-designed / modified game per period to the class including: • Warm-up • Skills development (at least 2 lead-up activities) • Skills application • Warm-down See pages 73-74 of the LEARNER WORKBOOK for a planning template. 2. Re-assessment of personal fitness (Practical assessment – 1 period) Lead the class through a warm-up using a gentle run followed by a stretching routine. Guide learners through the FIVE HEALTH-RELATED FITNESS TESTS explained on page 70 of the LEARNER WORKBOOK as a post-test: • Test 1: Body Mass Index (BMI) • Test 2: Cardiovascular fitness • Test 3: Flexibility • Test 4: Muscular endurance • Test 5: Muscular strength Learners record their performance in each test in the post-test

unhealthy)

- Physical activity (e.g. participation in activities and how much time is spent on TV and/or computers)
- Hygiene-related behaviours (e.g. teeth brushing and hand washing habits)

Groups of six list examples of risk behaviours associated with the category of risk behaviour allocated to the group and then brainstorm and discuss the factors that influence engagement in the type of risk behaviour. Learners should make notes in their exercise books during the discussion. Groups each present their category of behaviour, examples and factors to the class. Learners should also make notes in their exercise books during the presentations.
Wrap-up with group reflections on the factors which have the greatest impact on the Grade 11 age group with respect to engaging in risk behaviour and why this is so.

4. Midyear examinations (FORMAL TASK 2: Test/ Examination – 75 marks)

Test/ Examination should cover all the content, i.e. knowledge, skills and values, dealt with to date across Learning Outcomes 1-4. See pages 7-8 for guidance and a list of this content and page 16 for a suggested outline of how to set the test / examination.

TERM 3 (5 hours)

5. Counting the cost of risk behaviours

Using the information engaged with in Activities 1-3, learners work as individuals to analyse the consequences of a specific high risk behaviour related to each of the categories of risk behaviour. Guide learners to keep on asking the question "WHAT WILL HAPPEN NEXT?" for each high risk behaviour from a personal perspective as though they are engaging in the behaviour until they can no longer arrive at an answer. Learners should record their responses in their exercise books. Next get learners to revisit the consequences they have recorded and explore how each of these will impact on the immediate people in their lives, i.e. friends and family, and then the broader school and home community.

6. Coping with temptations (Scenario writing)

Get learners to work in 3s to compile scenarios which depict situations that are highly likely to tempt teenagers into engaging with risk behaviours. Groups swap scenarios and determine what advice they would give to people who find themselves in the particular situation, including the consequences of choices made for self and others.

7. Where to access support, advice and assistance (Source-based investigation)

Collect and provide learners with resources on organisations such as Alcoholics Anonymous, Childline, etc. See ACCESSING SUPPORT, ADVICE AND ASSISTANCE on pages 41-42 of the LEARNER WORKBOOK for contact information and questions. Ask learners to compile a strategy on how and where would they distribute the information to ensure that all teenagers have access to this information?

8. Moral issues and dilemmas (Group debates)

Provide learners with thought-provoking scenarios where the person involved has to make a difficult decision that involves a dilemma, e.g. should he/she steal to save someone's life, on the TEMPLATE FOR RECORDING HEALTH-RELATED FITNESS TEST RESULTS provided on page 71 of the LEARNER WORKBOOK.

REMINDER: Record the PET mark out of 25 for term 2 on the record sheet – see page 15. See the *Guidelines for the Implementation of the Physical Education Task* (DoE, 2007).

TERM 3 (5 periods)

3. Pre-assessment of personal fitness (Practical assessment – 1 period)

As the learners will have just retuned from school holidays, it will be interesting to see whether they were able to maintain their fitness levels.
Lead the class through a warm-up using a gentle run followed by a stretching routine. Guide learners through the FIVE HEALTH-RELATED FITNESS TESTS explained on page 70 of the LEARNER WORKBOOK:

- Test 1: Body Mass Index (BMI)
- Test 2: Cardiovascular fitness
- Test 3: Flexibility
- Test 4: Muscular endurance
- Test 5: Muscular strength

Learners record their performance in each test on a table in their exercise books. See TEMPLATE FOR RECORDING HEALTH-RELATED FITNESS TEST RESULTS on page 71 of the LEARNER WORKBOOK.

Note: The post-test will be undertaken at the end of Term 3. The difference in results between the pre- and the post-test will be used to assess improvement in health-related fitness.

4. Presentation of self-designed / modified games (2 periods)

Continuation of Activity 1 in this Lesson Plan.
One group submits a plan and presents a self-designed / modified game per period to the class including:

- Warm-up
- Skills development (at least 2 lead-up activities)
- Skills application
- Warm-down

See pages 73-74 of the LEARNER WORKBOOK for a planning template.

5. Influence of participant behaviour (1 period)

Engage the learners in a discussion on spectatorship and the role of umpires in the sporting world.
Lead the class through a warm-up and divide the learners into teams of 3-5. Present your own self-designed/ modified game including 1-2 relevant lead-up activities for the game. Take one player per team out of the game for 5-10 minutes at a time to sit on the sideline and spectate. These "spectators" should boo their own team when they do wrong and cheer when they do right.
Lead the class through a warm-down and reflection on how the behaviour of "spectators" influenced them while playing.

6. Influence of spectator behaviour (1 period)

Engage the learners in a discussion on sportsmanship and the role of rules in the sporting world.
Lead the class through a warm-up and divide the learners into

commit murder to protect his/her family, etc. End each scenario with the question: What would you do if you were in this situation? See MORAL ISSUES AND DILEMMAS on page 43 of the LEARNER WORKBOOK for texts and questions. In 4s, learners discuss the moral issues and dilemmas at play in the scenario and then engage in a 2-versus-2 debate about the decision that the individual should make when faced with such a situation during which they use the pros and cons of each option to support their argument. Learners should make notes of points raised in their exercise books during the debate. Wrap-up with a class discussion on how a moral dilemma can influence one's values allowing learners to quote examples from their group debates. 9. How to reduce risk behaviours (FORMAL TASK 3: Source-based investigation: Written piece – 75 marks) Learners compile a written piece on how to reduce risk behaviours and increase healthy lifestyle behaviours among teenagers. See HOW TO REDUCE RISK BEHAVIOURS on page 44-48 of the LEARNER WORKBOOK for a text and instructions. See instructions and guidance for TASK 3 on pages 9-10.	teams of 3-5. Present your own self-designed/ modified game including 1-2 relevant lead-up activities for the game. Instruct the players in one of the teams allocated to a playing area to bend the rules, while the other team adheres to all rules for 5-10 minutes and then swap the roles between the two teams. Lead the class through a warm-down and reflection on how the behaviour of "participants" influenced them while playing. Learners then discuss how the behaviour of participants and spectators in a sporting context can influence social coherence and community values. Note: Record learner participation on a class list to assess frequency of participation in the games activities. This will count towards the mark for the PET. See the *Guidelines for the Implementation of the Physical Education Task* (DoE, 2007) for guidance.

Background information for activities on DEALING WITH CHALLENGES TO WELL-BEING:

Activity 1: Setting the scene

Correct responses for the statements provided on page x of the LEARNER WORKBOOK:

Guide learners to allocate 1 mark to each response that is within 5% of the correct response. No marks are awarded to responses that exceed the 5% difference. Next learners add up the marks for each of the 12 responses and multiply the total by 10 to arrive at their Risk Behaviour IQ score.

1. 47%
2. 17%
3. 6%
4. 21%
5. 19%
6. 35%
7. 9%
8. 12%
9. 6%
10. 70%
11. 28%
12. 45%

Note: Usually learners will overestimate the frequency of risky behaviours and underestimate positive health choices. In this activity, learners are therefore likely to overestimate in questions 2-12 and underestimate in question 1.

(SOURCE: *The 1st South African National Youth Risk Behaviour Survey 2002* (Department of Health, 2003)

Assessment:

DEALING WITH CHALLENGES TO WELL-BEING:

Formal assessment of the knowledge, skills and values addressed in both Term 1 and Term 2 takes place via a test/ internal examination (Activity 4 – FORMAL TASK 2) towards / at the end of Term 2. A suggested outline is provided on page 16.

Activity 9 (FORMAL TASK 3) constitutes a formal assessment task and counts 75 marks. It is a written source-based task which provides statistics on risk behaviours and guidance on how to reduce engagement in risk behaviours, including consequences and coping mechanisms. See TASK 3 on pages 9-10 for the details, instructions and assessment tools that can be used to assess learner performance in this task.

PHYSICAL EDUCATION:

Formal assessment of learner performance in the Physical Education Task continues from Lesson Plan 1. See the *Guidelines for the Implementation of the Physical Education Task* (DoE, 2007).

Possible extensions:

DEALING WITH CHALLENGES TO WELL-BEING:

- Allow learners to compile scenarios and topics which include moral dilemmas and topical issues for discussions and debates.
- Allow learners to develop games, e.g. a board game, that addresses moral issues and questions.
- Allow learners to write a journal piece/ essay on moral issues in which they express their personal feelings.

PHYSICAL EDUCATION ACTIVITIES:

- Pair learners who struggle with a presentation with a stronger partner to assist them with the planning of the lead-up activities and modified court game. Allow them to use the partner as an assistant to hand out equipment, perform demonstrations etc. during their presentation.
- Allow advanced learners to umpire a game.
- Allow learners to carry out informal surveys on people's perceptions on the role of sport in nation-building.

LESSON PLAN 5	**Duration**: Term 3, Weeks 6-10 and Term 4, Weeks 1-2 (±14 hours)

Topic: Making a difference

Content:

- Impact of choices: consequences, realising personal potential
- Gender roles: how they impact on the individual, the family and society
- Social and environmental issues: responsibilities and what actions to take
- Community services and other active structures
- Violations of human rights: nature and impact, strategies for intervention
- Democracy: principles, processes and structures, accountability to the people and link to human rights
- Leadership: roles, qualities and skills
- Leading and following group recreational activities

MAKING A DIFFERENCE (7 hours) NOTE: All activities in this Lesson Plan constitute informal daily assessment.	PHYSICAL EDUCATION ACTIVITIES (7 hours) Recreation: Group activities NOTE: All activities constitute part of the PET.
TERM 3 (5 hours) 1. Setting the scene Get learners to identify and discuss current issues and violations that affect the social and environmental well-being of community life and then explore how these same issues impact differently on different sectors in society, e.g. different genders in a community, a rural community, a business community, a suburban community, etc., and society at large. Learners can tabulate their discussion in their exercise books. Refer learners to examples of human rights violations such as those related to the Soweto uprising on 16 June 1976 and ask them to answer the questions based on the example provided. See VIOLATIONS OF HUMAN RIGHTS on pages 49-50 of the LEARNER WORKBOOK for a text and questions. Refer learners to examples of environmental violations such as the dumping of toxic waste into a river which serves as a source of water to people who live nearby and ask them to answer the questions based on the example provided. See VIOLATIONS OF ENVIRONMENTAL RIGHTS on page 51 of the LEARNER WORKBOOK for a text and questions. 2. How to protect human dignity (Discussion) Various instruments and organisations have been established to protect people against human rights violations and to protect the environment. Present one or more national instruments (e.g. Bill of Rights) and one or more international instruments (e.g. Basic rules of International Human Law) that deal with human rights to the class. Ask learners to study the instrument(s) and answer the questions provided in buzz groups of 3s. See HOW TO PROTECT HUMAN DIGNITY on pages 52-53 of the LEARNER WORKBOOK for instruments and questions. Next have learners brainstorm the various organisations/ commissions, etc. that have been established to ensure that human rights violations do not take place or to help rectify violations. Provide learners with information on a national (e.g. Truth and Reconciliation Commission) and an international organisation (e.g. International Committee for Red Cross) and get learners to explore the vision, mission, objectives and activities of each. Learners then answer the questions. See ORGANISATIONS THAT DEAL WITH HUMAN RIGHTS on pages 54-55 of the LEARNER WORKBOOK for texts and questions.	TERM 3 (5 periods) 1. Introduction to group recreational activities (4 periods) Present a group recreational activity per period using the BACKGROUND INFORMATION and TEMPLATE provided on pages 40-42 and 32-33 respectively as guidance. Focus on activities that encourage a sufficient level of physical activity to increase the heart rate during different phases of the activity or continuously during the activity. The size of the teams should be limited to a maximum of 4 participants to allow for maximal participation of all learners in the activity. Make sure that when choosing the recreational activities to be presented, some include dance skills, others orienteering skills, and the remainder outdoor pursuits, etc. Suggested framework for a recreational session: A. WARM-UP OR INTRODUCTORY ACTIVITY (3-5 minutes) The activity should prepare the body for what is to come - could involve moving the body about vigorously; stretching; experimenting with different movements or revising previous movements. This section is important for communicating expectations by naming the expected outcomes for the session. B. SKILLS DEVELOPMENT (10-15 minutes) Group skills could be developed by allowing free experimentation of movement. Repetition of skills should be allowed to refine the skills. During this time learners should be encouraged to think and work creatively. C. SKILLS APPLICATION (15-20 minutes) Group skill work, creativity and group sequences can now be applied or performed for self, group or peer assessment. D. WARM-DOWN OR CONCLUDING ACTIVITY (3-5 minutes) A session should be ended in an orderly manner and bring the class together in either a final activity, the collection of equipment, the review of a specific skill, movement or behaviour and/or a reflection of the expected outcomes for the session. Note: Record learner participation on a class list to assess frequency of participation in the recreational. This will count

Wrap-up with an individual mindmapping exercise on what organisation and/or instruments within a school can help reduce the act of bullying within the schooling system. See text and questions on BULLYING IS BRUTAL on page 56 of the LEARNER WORKBOOK.

3. Leadership roles, qualities and skills (1 period)

Ask learners to work in 3s to compile a definition for leadership and then to develop a leadership inventory which they can use to assess individual leadership ability. The inventory should include a list of leadership roles, qualities and skills and be accompanied by a rating scale to help assess leadership ability. Allow 3s to share their inventories with other groups and to refine their lists is necessary.

Wrap-up with a discussion on the role of leadership in taking a stand to protect human dignity.

4. Dealing with violations (Awareness campaign)

In groups of 4-5 learners search the media for stories of what people have done to address social and/or environmental issues that impact on community life and broader society. See FIGHTING FOR A CAUSE on page 57 of the LEARNER WORKBOOK for an article and questions.

Thereafter, each group chooses a social issue related to the community which they would like to draw attention to. Groups then plan an awareness campaign in which they inform / educate people in their immediate community on the issue and encourage them to participate in a recreational / sporting activity in the interests of their own well-being and that of the broader community. See SOCIAL ACTIVISM on page 58 of the LEARNER WORKBOOK for instructions.

Wrap-up with a reflective discussion on how the campaign can be implemented within the school community. Ask learners to record their responses in their exercise books.

Refer learners to South African organisations that offer youth the opportunity to engage in community service through the basis of volunteerism. See COMMUNITY SERVICE on page 59 of the LEARNER WORKBOOK which deals with the Scout Association and encourage the learners to join / mobilise such organisation within their community.

TERM 4 (2 hours)

5. Democratic structures, principles and processes (Discussion)

Get learners to work in 4s to brainstorm the principles, processes and procedures relevant to a democratic structure and the election of officials required to serve on such a structure. Next ask learners to reflect on the process used at their school to appoint the Representative Council of Learners and their own individual participation in the process. Each group should then compare the process used at school to the principles, processes and procedures originally listed by the group and critically reflect on how the school process differs to what they perceive to be relevant to a democratic structure. See DEMOCRATIC CONSTITUTION MAKING pages 60-61 of the LEARNER WORKBOOK for a text and questions.

6. Democracy in action

Ask learners to describe what democracy means at school, in the home, in the workplace, in society, in government, etc. and provide examples of activities/ actions in each that reflect democratic participation. See DEMOCRACY IN ACTION on

towards the mark for the PET.

See the *Guidelines for the Implementation of the Physical Education Task* (DoE, 2007).

REMINDER: Record the PET mark out of 25 for term 3 on the record sheet – see page 15. See the *Guidelines for the Implementation of the Physical Education Task* (DoE, 2007).

2. Re-assessment of personal fitness (Practical assessment – 1 period)

Lead the class through a warm-up using a gentle run followed by a stretching routine. Guide learners through the FIVE HEALTH-RELATED FITNESS TESTS explained on page 70 of the LEARNER WORKBOOK as a post-test:

- Test 1: Body Mass Index (BMI)
- Test 2: Cardiovascular fitness
- Test 3: Flexibility
- Test 4: Muscular endurance
- Test 5: Muscular strength

Learners record their performance in each test in the post-test on the TEMPLATE FOR RECORDING HEALTH-RELATED FITNESS TEST RESULTS provided on page 71 of the LEARNER WORKBOOK.

REMINDER: Record the PET mark out of 25 for term 3 on the record sheet – see page 15. See the *Guidelines for the Implementation of the Physical Education Task* (DoE, 2007).

TERM 4 (2 periods)

3. Pre-assessment of personal fitness (Practical assessment – 1 period)

As the learners will have just retuned from school holidays, it will be interesting to see whether they were able to maintain their fitness levels.

Lead the class through a warm-up using a gentle run followed by a stretching routine. Guide learners through the FIVE HEALTH-RELATED FITNESS TESTS explained on page 70 of the LEARNER WORKBOOK:

- Test 1: Body Mass Index (BMI)
- Test 2: Cardiovascular fitness
- Test 3: Flexibility
- Test 4: Muscular endurance
- Test 5: Muscular strength

Learners record their performance in each test on a table in their exercise books. See TEMPLATE FOR RECORDING HEALTH-RELATED FITNESS TEST RESULTS on page 71 of the LEARNER WORKBOOK.

Note: The post-test will be undertaken at the end of Term 4. The difference in results between the pre- and the post-test will be used to assess improvement in health-related fitness.

4. Presentation of group recreational activities (1 period)

Depending on the size of the class, 4-6 learners can be grouped together to present to the class during a period. Where there is a shortage / lack of relevant equipment encourage groups to improvise and make their own equipment for the presentation.

Learners should work as a group to plan and present a group recreational activity which encourages sufficient physical activity to increase the heart rate during participation. The size of the

page 62 of the LEARNER WORKBOOK for a text and questions. Wrap-up with a discussion on what makes a situation/ decision/ participation democratic versus what makes it undemocratic.	groups should be limited to a maximum of 5 learners to allow for maximal participation of all in the activity. Such activities include orienteering, obstacle courses, dancing, etc. One group submits a plan and presents a group recreational session per period to the class including: • Warm-up • Skills development (if applicable to the activity being presented) • Skills application • Warm-down See pages 73-74 of the LEARNER WORKBOOK for a planning template. Note: Record learner participation on a class list to assess frequency of participation in the recreational. This will count towards the mark for the PET. See the *Guidelines for the Implementation of the Physical Education Task* (DoE, 2007).

Background information for PHYSICAL EDUCATION ACTIVITIES:

Activity 2: Getting ready to present

RECREATIONAL ACTIVITIES

Recreation includes any activity or pastime that promotes the revitalisation of the mind, body or spirit. It can be used to develop skills and establish interests outside the school environment. Most importantly, it enables people to use their free time productively and in a non-destructive way.

Depending on the nature of the recreation activity, it can provide one with a form of adventure (adrenalin rush) as a healthy alternative to experimenting with drugs or getting involved in gang-related activities.

While recreation activities should provide stimulation, innovation and excitement, it is not always possible to present these activities in the school environment due to the financial and physical resources required. The types of recreation activities suggested for presentation by the learners in Lesson Plans 5 and 6 are: dance, orienteering, outdoor pursuits such as a group activity where teams score points on the completion of each section of the activity, etc. These types of activity are suitable for classroom use and can be presented with minimal and inexpensive equipment.

Examples of recreational activities:

A. DODGE IT
Set up several stations that all involve having to dodge, move around, over or under objects and obstacles. In 4s, learners practise and complete the exercises at each station. The group competes against the clock to see how many times they can complete an exercise with a specified time, e.g. 1 minute. The stations could include, for example, the following exercises:

STATION 1: Dodging obstacles

EX.	DESCRIPTION
1	Dodge in and out of stationary obstacles placed far apart
2	Dodge in and out of stationary obstacles placed very close together
3	Dodge in and out of stationary obstacles following arrows to complete the pathway
4	Dodge moving obstacles in 3s: Two players throw a ball at you from two sides alternately while you run back and forth between 2 markers trying to dodge the ball

STATION 2: Moving over obstacles

EX.	DESCRIPTION
1	Move over stationary obstacles placed at the same height
2	Move over stationary obstacles placed at different heights
3	Move over stationary obstacles by supporting oneself on the obstacle
4	Move over moving obstacles e.g. rope swung in circles

STATION 3: Moving under obstacles

EX.	DESCRIPTION
1	Move under obstacles placed at same heights
2	Move under obstacles placed at different heights
3	Change direction while moving under a very low obstacle

B. OLYMPAFUN

The above activity (DODGE IT) can also be applied in an athletics setting where learners perform a modified version of an athletics event at each station and accumulate points by adding the slowest time/ shortest distance and fastest time/ longest distance together and then halving the answer to get the group's time/ distance for the event.

C. OBSTACLE CIRCUITS

The choice of what items to include in the obstacle circuit will depend on the physical environment of the school and the equipment available at the school. Try and collect obstacles that come out of nature for the activities. Otherwise use what the school has or improvise. After placing the obstacles, number them in such a manner that the learners have to run at least 50m to get to the next obstacle. The obstacles should cater for movements such as running, dodging, crawling, hurdling, balancing, jumping, rolling, moving over and under, and moving on and off.

D. TARGATHON

The choice of targets will depend on the type and quantity of equipment you have available at the school. Buckets, hoops, chairs and old tyres will come in handy. Differ the heights and distances at which each target is placed as well as the target used to make up the target stations which should include at least 10 targets. Hang some of the targets so that participants have to aim through them and into them and not only at them. After placing the targets, number them in such a manner that the participants have to run at least 50m to get to the next target. Different projectiles can be used at the different stations, depending on what type of aiming is required. While a ball is the most common projectile, plastic coffee tin lids can be used as Frisbees to aim at targets, etc. The stations could include aiming in different contexts: aiming while stationary, aiming from different positions, aiming while on the move, etc. Each group completes a circuit of the different target stations in relay fashion at each station to see how many points they can accumulate as a group in as short a time as possible. Each group member must take a turn at each target. The scores of all members are added together per target.

F. DANCE ACTIVITIES

Learners choreograph dance steps to a favourite piece of music and teach others how to perform the movements. Alternatively learners can teach the latest dance craze movements to their peers or modify existing dance steps and put them to music.

G. ORIENTEERING

Orienteering involves finding of a number of locations in an allotted time. Each location has a marker with a code on it which has to be written down on the scorecard to prove that the person was at the location. It is advisable to have at least 3 – 4 different colours at each location to add diversity in the route which is to be followed. Learners coded as red follow instructions on red cards at locations, etc. This prevents learners from following each other. To avoid learners from memorising routes, change position of locations every session.

It is important to prepare and place the coded markers prior to the start of an orienteering session to avoid time being wasted. Provide a sufficient number of locations and varied routes per activity to ensure that learners truly have to find their own way and to encourage learners to be on the move at a fast walking pace or jogging pace for at least 15-20 minutes of the session.

There are numerous types of format and coding methods available for orienteering. Some examples of formats and codes are cited:

FORMAT EXAMPLES

1. Points competition — Each marker can be worth a certain number of points, depending on its accessibility and distance from the start point. Participants are given a set time and are required to obtain as many points as possible in the allotted time. Penalties are given for people arriving after the time is up. The person or team with the most points wins.
2. Individual — Each participant is given certain markers to find. The most successful and quickest person wins.
3. Team event — This is the same as the individual format, excepting that a team is formed and participants' times are added or the average time is taken.
4. Team relay — In this format, each participant goes out in turn to find certain markers.

CODING EXAMPLES

Coding can take many forms. At school level, this can be done to suit the level of the pupils taking part. For example, a mathematical problem on the marker has to be solved before moving on to the next marker.

Teachers should focus on getting their peers to use and read directions to find certain points on the school grounds in as short a time as possible. If there are no compasses available learners could use protractors and/or analogue watches to get their peers to determine direction. An example of an orienteering activity could include a treasure hunt, rescuing a missing hiker, navigating an area littered with minefields, etc. Alternately engage the learners in a form of route orienteering where they lead the participants on a walk through of the route. The group members then draw the actual route walked on their maps. They circle the location of the different control points found along the walked route. When they finish, the maps are analyzed and compared and then the groups complete the course as quickly as possible collecting the codes/ points allocated at each marker on the course. Another variation is when a course is laid out on the ground with markers for the participants to follow. No master map is supplied as the course is traced for the participant by flags or markers. The winner of the event is the group that has successfully traced the route and accurately plotted the most control points on his map.

Assessment:

MAKING A DIFFERENCE:
No formal assessment takes place during this Lesson Plan, but the issues dealt with in this Lesson Plan will be included in the test / internal examination which will constitute a formal assessment task in Lesson Plan 6.

PHYSICAL EDUCATION:
Formal assessment of learner performance in the Physical Education Task continues from Lesson Plan 1. See the *Guidelines for the Implementation of the Physical Education Task* (DoE, 2007).

Possible extensions:

MAKING A DIFFERENCE:

- Allow learners to approach the media to cover their awareness campaign and publicise it.
- Allow learners to address Grade 10-12 learners on their awareness campaign. Get audience to vote on which campaign has the greatest impact on them.

PHYSICAL EDUCATION:

- Allow learners to organise and present a fun recreational session for peers in the afternoons after school.
- Allow learners to read up on other types of recreational activities offered by the commercial sector and tourism industry as a means of encouraging participation in recreational activities.
- Invite a specialist in a recreational activity such as rock climbing, ballroom dancing etc. to talk about the benefits of the activity and to give a demonstration/ teach learners basic techniques.

LESSON PLAN 6	**Duration**: Term 4, Weeks 3-8 (±12 hours)
Topic: Accessing higher education and the job market	
Content: • Impact of choices: consequences, realising personal potential • Career choices: self-knowledge, career requirements, socio-economic considerations (including tax implications) • Admission requirements for higher education • Financial options for further study • Workplace: competencies, abilities and ethics • Leadership: roles, qualities and skills • Leading and following group recreational activities	
ACCESSING HIGHER EDUCATION AND THE JOB MARKET (6 hours) NOTE: Activities 1-2 in this Lesson Plan constitute informal daily assessment, while Activity 3 constitutes a formal assessment task (75 marks).	PHYSICAL EDUCATION ACTIVITIES (6 hours) Recreation: Self-designed/ peer-designed activities NOTE: All activities constitute part of the PET.
1. Requirements, options and benefits of career choices (Source-based investigation) Provide learners with information on: • various careers through means of pamphlets, career handbooks, career guides, CDs, etc. • admission requirements to the various programmes in the higher education institutions and college sector and an indication of the financial implications of each programme by means of booklets, information sheets released by these institutions, etc. • financial options, including bursaries, to cover study costs – this should include information from different banking institutions pertinent to study loans. Working individually, learners use various sources and engage in 7 steps of CHOOSING A CAREER on pages 63-65 of the LEARNER WORKBOOK. 2. What helps get the job (Profile of an ideal employee) Working in 3s, learners imagine that they are the co-owners of an employment agency that interviews and sources prospective employees for clients. Get learners to draft a checklist of the basic competencies, abilities and ethics respectively that they would like/prefer an ideal employee to possess. The learners should motivate each item that they place on the checklist and indicate how it will add value to the workplace. Thereafter, learners compare their list to the TOP 5 characteristics of ideal employees. See WHAT HELPS GET THE JOB on pages 66-67 of the LEARNER WORKBOOK 3. Job requirements Ask learners to study a variety of job advertisements to determine what types of skills, qualifications, experience, etc. each job requires. See JOB ADVERTISEMENTS on pages 68-69 of the LEARNER WORKBOOK for examples of advertisements and accompanying questions. 4. End-of-year examinations (FORMAL TASK 4: Test/ Examination – 75 marks) Test/ Examination should cover all the content, i.e. knowledge, skills and values, dealt with in Terms 3 and 4 across Learning Outcomes 1-4. See page 11 for guidance and a list of this content and page 16 for a suggested outline of how to set the test/ examination.	1. Presentation of group recreational activities (5 periods) Continuation of Activity 4 in Lesson Plan 5. One group submits a plan and presents a group recreational session per period to the class including: • Warm-up • Skills development (if applicable to the activity being presented) • Skills application • Warm-down See pages 73-74 of the LEARNER WORKBOOK for a planning template. 2. Re-assessment of personal fitness (Practical assessment – 1 period) Lead the class through a warm-up using a gentle run followed by a stretching routine. Guide learners through the FIVE HEALTH-RELATED FITNESS TESTS explained on page 70 of the LEARNER WORKBOOK as a post-test: • Test 1: Body Mass Index (BMI) • Test 2: Cardiovascular fitness • Test 3: Flexibility • Test 4: Muscular endurance • Test 5: Muscular strength Learners record their performance in each test in the post-test on the TEMPLATE FOR RECORDING HEALTH-RELATED FITNESS TEST RESULTS provided on page 71 of the LEARNER WORKBOOK. Note: Record learner participation on a class list to assess frequency of participation in the recreational activities. This will count towards the mark for the PET. See the *Guidelines for the Implementation of the Physical Education Task* (DoE, 2007). REMINDER: Record the PET mark out of 25 for term 4 on the record sheet – see page 15.

Assessment:

ACCESSING HIGHER EDUCATION AND THE JOB MARKET:
Formal assessment of the knowledge, skills and values addressed in both Term 3 and Term 4 takes place via a test/ internal examination (Activity 4 – FORMAL TASK 4) towards/ at the end of Term 4. A suggested outline is provided on page 16.

PHYSICAL EDUCATION:
Formal assessment of learner performance in the Physical Education Task continues from Lesson Plan 1. See the *Guidelines for the Implementation of the Physical Education Task* (DoE, 2007).

Possible extensions:

ACCESSING HIGHER EDUCATION AND THE JOB MARKET:

- Allow learners to write to different institutions for information on admission requirements, financial obligations, financial options, etc. related to their career choices.
- Allow learners to debate what impact one's well-being (physical, social, emotional, mental) has on one's ability to perform well at work.
- Invite specialists in different sectors to address learners on the everyday realities of particular careers.
- Expose learners to relevant audiovisual material on the reality of the workplace in different job settings.
- Encourage learners to engage in out of school activities, e.g. part-time work, volunteerism, etc. to develop skills relevant to the workplace.

PHYSICAL EDUCATION:

- Allow learners to organise and present a fun recreational session for peers in other classes as an afternoon activity after school.
- Allow learners to read up on other types of recreational activities offered by the commercial sector and tourism industry as a means of encouraging participation in recreational activities.
- Invite a specialist in a recreational activity such as rock climbing, ballroom dancing etc. to talk about the benefits of the activity and to give a demonstration/ teach learners basic techniques.