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NATIONAL CURRICULUM STATEMENT GRADES 10-12 (GENERAL)

LEARNING PROGRAMME GUIDELINES

LIFE ORIENTATION

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SECTION 1

INTRODUCTION

1.1 INTRODUCING THE NATIONAL CURRICULUM STATEMENT

1.1.1 BACKGROUND

In 1995 the South African government began the process of developing a new curriculum for the school system. There were two imperatives for this. First, the scale of change in the world, the growth and development of knowledge and technology and the demands of the 21st Century required learners to be exposed to different and higher level skills and knowledge than those required by the existing South African curricula. Second, South Africa had changed. The curricula for schools therefore required revision to reflect new values and principles, especially those of the Constitution of South Africa.

The first version of the new curriculum for the General Education Band, known as Curriculum 2005, was introduced into the Foundation Phase in 1997. While there was much to commend the curriculum, the concerns of teachers led to a review of the Curriculum in 1999. The review of Curriculum 2005 provides the basis for the development of the Revised National Curriculum Statement for General Education and Training (Grades R–9) and the National Curriculum Statement for Grades 10–12.

1.1.2 THE NATIONAL CURRICULUM STATEMENT

The National Curriculum Statement consists of 29 subjects. Subject specialists developed the Subject Statements which make up the National Curriculum Statement. The draft versions of the Subject Statements were published for comment in 2001 and then re-worked to take account of the comments received. In 2002 24 subject statements and an overview document were declared policy through Government Gazette. In 2004 five subjects were added to the National Curriculum Statement. The National Curriculum Statement now consists of the Subject Statements for the following subjects:

- Languages – 11 official languages (each counted as three subjects to cater for the three levels Home Language, First Additional Language and Second Additional Language); 13 non-official languages

- Mathematics; Mathematical Literacy; Physical Sciences; Life Sciences; Computer Applications Technology; Information Technology

- Accounting; Business Studies; Economics

- Geography; History; Life Orientation; Religion Studies

- Consumer Studies; Hospitality Studies; Tourism

- Dramatic Arts; Dance Studies; Design; Music; Visual Arts

- Agricultural Sciences, Agricultural Management Practices, Agricultural Technology

- Civil Technology; Mechanical Technology; Electrical Technology; Engineering Graphics and Design

1.1.3 NATIONAL SENIOR CERTIFICATE

The *National Senior Certificate: A Qualification on Level 4 of the National Qualifications Framework (NQF)* provides the requirements for promotion at the end of Grades 10 and 11 and the awarding of the National Senior Certificate at the end of Grade 12. This document replaces two of the original National Curriculum Statement documents: the *Overview* and the *Qualifications and Assessment Policy Framework.*

1.1.4 SUBJECT ASSESSMENT GUIDELINES

The Subject Assessment Guidelines set out the internal or school-based assessment requirements for each subject and the external assessment requirements. In addition, the *National Protocol for Recording and Reporting (Grades R-12)* (an addendum to the policy, *The National Senior Certificate*) has been developed to standardise the recording and reporting procedures for Grades R to 12. This protocol came into effect on 1 January 2007.

1.2 INTRODUCING THE LEARNING PROGRAMME GUIDELINES

1.2.1 PURPOSE AND CONTENT OF THE LEARNING PROGRAMME GUIDELINES

The Learning Programme Guidelines aim to assist teachers and schools in their planning for the introduction of the National Curriculum Statement. The Learning Programme Guidelines should be read in conjunction with the National Senior Certificate policy and the National Curriculum Statement Subject Statements.

Section 2 of the Learning Programme Guidelines suggests how teaching the particular subject may be informed by the principles which underpin the National Curriculum Statement.

Section 3 suggests how schools and teachers might plan for the introduction of the National Curriculum Statement. The Department of Education encourages careful planning to ensure that the high skills, high knowledge goals of the National Curriculum Statement are attained.

The Learning Programme Guidelines do not include sections on assessment. The assessment requirements for each subject are provided in the Subject Assessment Guidelines which come into effect on 1 January 2008.

1.2.2 WHAT IS A LEARNING PROGRAMME

INTRODUCTION

A Learning Programme assists teachers to plan for sequenced learning, teaching and assessment in Grades 10 to 12 so that all Learning Outcomes in a subject are achieved in a progressive manner. The following three phases of planning are recommended:

Phase 1 – develop a *Subject Framework* for grades 10 to 12

Phase 2 – develop a *Work Schedule* for each grade

Phase 3 – develop *Lesson Plans* to cover each classroom contact session

It is recommended that the teachers of a subject at a school or cluster of schools first put together a broad subject outline (Subject Framework) for the three grades to arrive at an understanding of the content of the subject and the progression which needs to take place across the grades (see Section 3.3.1). This will assist with the demarcation of content for each grade. Thereafter, teachers of the subject teaching the same grade need to work together to develop a year long Work Schedule. The Work Schedule should indicate the sequence in which the content and context will be presented for the subject in that particular grade (see Section 3.3.2). Finally, individual teachers should design Lesson Plans using the grade-specific Work Schedule as the starting point. The Lesson Plans should include learning, teaching and assessment activities that reflect the Learning Outcomes and Assessment Standards set out in the Subject Statements (see Section 3.3.3). Learning Programmes should accommodate diversity in schools and classrooms but reflect the core content of a national curriculum.

An outline of the process involved in the design of a Learning Programme is provided on page 6.

DESIGNING A LEARNING PROGRAMME

A detailed description of the process involved in the design of a Learning Programme is provided in Sections 3.3.1 – 3.3.3 of the Learning Programme Guidelines. The first stage, the development of a Subject Framework does not require a written document but teachers are strongly advised to spend time with subject experts in developing a deep understanding of the skills, knowledge and values set out in the Subject Statements. The quality and rigour of this engagement will determine the quality of teaching and learning in the classroom.

Once the Subject Framework has been completed, teachers should develop Work Schedules and Lesson Plans. Examples of Work Schedules and Lesson Plans are provided in the Learning Programme Guidelines. Teachers are encouraged to critically engage with these formats and develop their own.

- ***Developing a Subject Framework (Grades 10-12)***

Planning for the teaching of subjects in Grades 10 to 12 should begin with a detailed examination of the scope of the subject as set out in the Subject Statement. No particular format or template is recommended for this first phase of planning but the steps recommended should be used as a checklist.

Although no prescribed document is required for this stage of planning, school-wide planning (timetables, requisitioning, teacher development, classroom allocation) as well as the development of grade-specific work schedules would benefit from short documents which spell out:

- The scope of the subject – the knowledge, skills and values; the content; the contexts or themes; electives etc. to be covered in the three grades for each subject
- A three-year assessment plan for the subject
- The list of LTSM required for the subject

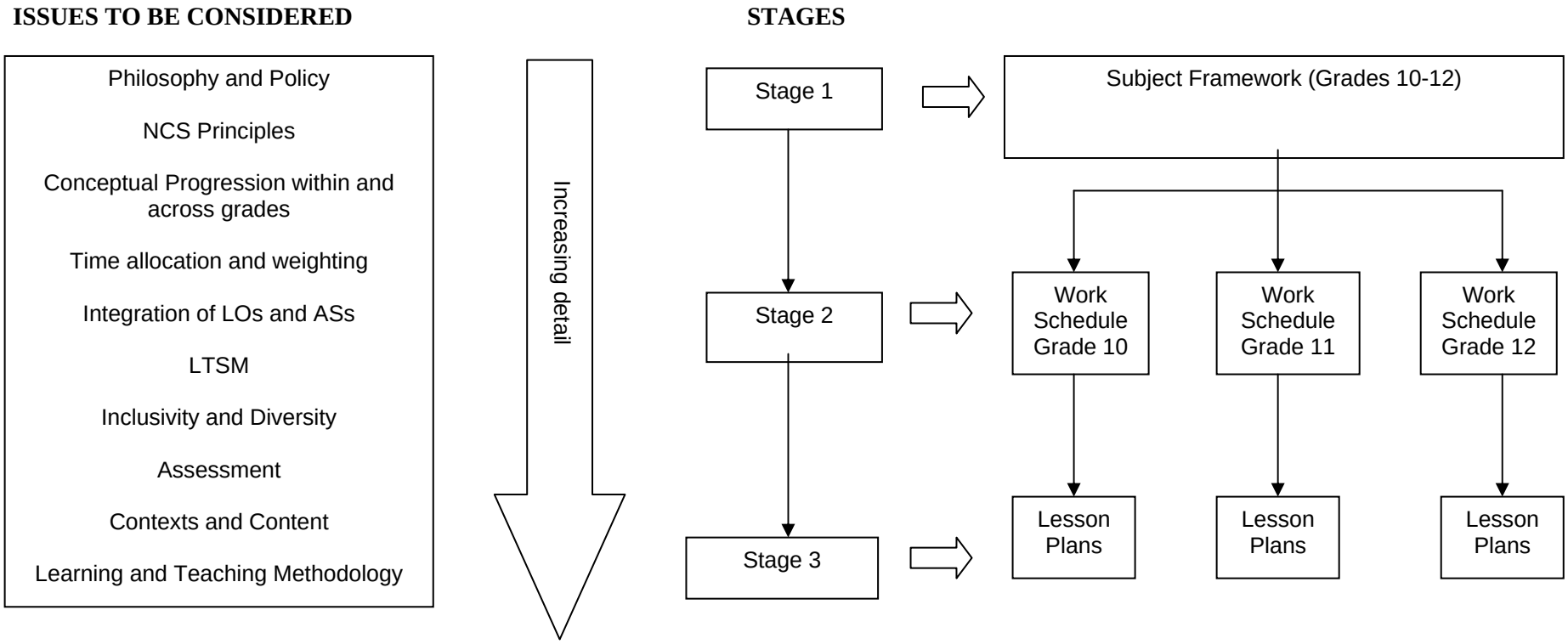
- ***Designing Work Schedules***

This is the second phase in the design of a Learning Programme. In this phase teachers develop Work Schedules for each grade. The Work Schedules are informed by the planning undertaken for the Subject Framework. The Work Schedules should be carefully prepared documents that reflect what teaching and assessment will take place in the 36-40 weeks of the school year.

- ***Designing Lesson Plans***

Each grade-specific Work Schedule must be divided into units of deliverable learning experiences, that is, Lesson Plans. Lesson Plans are not equivalent to periods in the school timetable and each contains a coherent series of teaching, learning and assessment activities. A Lesson Plan adds to the level of detail for each issue addressed in the Work Schedule. It also indicates other relevant issues to be considered when teaching and assessing a subject.

FIGURE 1: RELATIONSHIP BETWEEN THE 3 STAGES OF PLANNING WHEN DEVELOPING A LEARNING PROGRAMME



SECTION 2

INTRODUCING LIFE ORIENTATION

This section should be read in conjunction with the Life Orientation Subject Statement and the Subject Assessment Guidelines for Life Orientation for the *National Curriculum Statement Grades 10-12 (General)*.

2.1 WHAT IS LIFE ORIENTATION?

Life Orientation is the study of the self in relation to others and to society. It is a unique subject in the Further Education and Training Band in that it applies a holistic approach to the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners. This encourages the development of a balanced and confident learner who can contribute to a just and democratic society, a productive economy and an improved quality of life for all.

Life Orientation addresses skills, knowledge, values and attitudes about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity and career choices. These include opportunities to engage in the development and practice of a variety of life skills to solve problems, to make informed decisions and choices and to take appropriate actions to live meaningfully and successfully in a rapidly changing society. It, therefore, not only focuses on knowledge but also emphasises the importance of the application of skills, values and attitudes in real-life situations and participation in physical activity and community organisations and initiatives.

While Life Orientation is a new subject in the Grade 10-12 South African school curriculum, it draws on the core of the non-examinable subjects previously known as Guidance, Family Guidance, Vocational Guidance, Religious or Bible Education, Civic Education, Health Education and Physical Education in *Report 550*. It is also an interdisciplinary subject in that it integrates knowledge, values, skills and processes embedded in various disciplines such as Sociology, Psychology, Political Science and Human Movement Science.

In the *National Curriculum Statement Grades 10-12 (General)*, Life Orientation is expressed as a subject containing four focus areas. The four focus areas are: personal well-being; citizenship education; physical education; and careers and career choices. Each of the four Learning Outcomes for Life Orientation is drawn from one of the focus areas. See pages 9-12 of the Life Orientation Subject Statement in the *National Curriculum Statement Grades 10-12 (General)* for further information on the scope of these four focus areas.

The four Learning Outcomes for Life Orientation are as follows:

LO 1: Personal Well-being	The learner is able to achieve and maintain personal well-being.
LO 2: Citizenship Education	The learner is able to demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practise responsible citizenship, and enhance social justice and sustainable living.
LO 3: Physical Education	The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.
LO 4: Careers and Career Choices	The learner is able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, career fields and career pathing.

The issues dealt with in one Learning Outcome are interrelated to the issues appearing in the other three Learning Outcomes of the subject, and therefore, are integrated across the Assessment Standards of the four Learning Outcomes for Life Orientation. See Chapter 3 of the Life Orientation Subject Statement in the *National Curriculum Statement Grades 10-12 (General)* for the Assessment Standards for Grades 10-12.

Life Orientation is one of the four **fundamental** subjects required for the National Senior Certificate, which means that it is **compulsory** for all learners in Grades 10-12.

2.2 WHAT IS THE PURPOSE OF LIFE ORIENTATION?

Life Orientation guides and prepares learners for life and for life's responsibilities and possibilities. It does this by equipping learners to interact on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level. It also prepares learners to respond positively to the demands of the world, to assume responsibilities and to make the most of life's opportunities. It introduces learners to their constitutional rights and responsibilities, to the rights of others and to issues of diversity, health and well-being.

With the installation of the first democratically elected South African government in 1994, the scene was set for transformation on all levels of human existence. In addition to this change, the country is faced with the challenges of socio-economic development, globalisation, technological advancement and cultural diversity, amongst others. Owing to the rapid rate of change on many levels of human existence, our learners find themselves living in a world different from that in which their parents lived. As South Africans, they also have to find ways of operating in an emerging democracy. Furthermore, social, economic and environmental issues affect the current and future health and well-being of individuals and communities alike. Within this context, learners have to be well-informed and have a sense of confidence and competence to live healthy and productive lives while contributing to the shaping of a new society. Life Orientation promotes skills, knowledge, values and attitudes necessary for learners to respond effectively to these and other challenges.

2.3 WHAT IS THE RELATIONSHIP BETWEEN LIFE ORIENTATION AND THE NATIONAL CURRICULUM STATEMENT PRINCIPLES?

The nine principles that form the basis of the *National Curriculum Statement Grades 10-12 (General)* are embedded in the subject Life Orientation as follows:

2.3.1 Social transformation

The imperative to transform South African society through various transformation mechanisms stems from the need to address the legacy of apartheid. Social transformation, therefore, is aimed at ensuring that the imbalances and discriminations of the past are addressed and that equal opportunities are provided for all sections of our population. If social transformation is to be achieved, all South Africans must receive an education. Life Orientation, and in particular Learning Outcomes 1, 2 and 4, contributes to social transformation by recognising learners' potential and encouraging them to make a meaningful contribution to South African society.

2.3.2 Outcomes-based education

As with all other subjects in the *National Curriculum Statement Grades 10-12 (General)*, Life Orientation makes use of Learning Outcomes and Assessment Standards to describe what a learner should know and be able to demonstrate (i.e. the skills, knowledge and values that are the results of learning). The content in Life Orientation deals predominantly with life skills application. The subject encourages learners to make informed decisions and choices and then guides them to take appropriate actions based on their decisions and choices. This supports the practical application of life skills and an activity-based approach to learning, teaching and assessment.

2.3.3 High knowledge and high skills

The *National Curriculum Statement Grades 10-12 (General)* aims to develop a high level of knowledge and skills in learners. Life Orientation places particular emphasis on creating opportunities for **all** learners to realise their **full potential** as thinking and doing beings who will contribute to an improved quality of life for themselves and others in society. The content and complexity of the Assessment Standards in particular were weighted against various criteria, including the South African Qualifications Authority level descriptors, and are the minimum levels of skills and knowledge to be achieved in each grade.

2.3.4 Integration and applied competence

Life Orientation allows for an integrated approach to learning, teaching and assessment in that the issues dealt with in the different Learning Outcomes of the subject lend themselves to integration. Therefore, the life skills addressed in the four Learning Outcomes of Life Orientation build on and interact with each other and are not isolated. It is important that teachers reflect the integrated nature of the subject in the development of a Learning Programme for Life Orientation to ensure that the content of the four Learning Outcomes is learnt, taught and assessed in an integrated and holistic manner.

The following are examples of how teachers can integrate knowledge, skills and values (i.e. content) within and across various Learning Outcomes in Life Orientation.

Integration within a Learning Outcome can occur when the following two Assessment Standards, which share a common area of content, from Learning Outcome 1 are grouped together:

LO 1: Personal Well-being AS 1: *Apply various strategies to enhance self-awareness and self-esteem, while acknowledging and respecting the uniqueness of self and others.*	+	LO 1: Personal Well-being AS 3: *Explain changes associated with growing towards adulthood and describe values and strategies to make responsible decisions regarding sexuality and lifestyle choices in order to optimise personal potential.*	→	This is possible as both deal with *self-knowledge and self-respect.*

Integration across Learning Outcomes can occur when the following Assessment Standards, which share a common area of content, from Learning Outcomes 1 and 4, are grouped together:

LO 1: Personal Well-being AS 1: *Apply various strategies to enhance self-awareness and self-esteem, while acknowledging and respecting the uniqueness of self and others.*	+	LO 4: Careers and Career Choices AS 1: *Demonstrate self-awareness and explore socio-economic factors as considerations in own subject, career and study choices.*	→	This is possible as both deal with the *enhancement of self-awareness.*

2.3.5 Progression

The Assessment Standards for each Learning Outcome in the *National Curriculum Statement Grades 10-12 (General)* are designed at various levels of complexity and depth to provide for progression as learners move from the beginning to the end of a grade and from grade to grade. Within Life Orientation an example of this progression can be seen when looking at the first Assessment Standard of Learning Outcome 1 for Grades 10-12 where the Assessment Standard increases in complexity by moving from focusing on the self to focusing on relationships, which involve more than the self. Similarly, the content specified for each Assessment Standard in a grade in the Content Framework for Life Orientation (Annexure 1) has been allocated taking progression across the grades into account.

2.3.6 Articulation and portability

The Learning Outcomes and Assessment Standards of Life Orientation in Grades 10-12 relate closely to those in the *National Curriculum Statement Grades R-9 (Schools)*. Both Life Orientation curricula focus on similar areas of skills, knowledge and values as indicated below.

Focus Areas for Life Orientation in Grades R-9 (GET Band) = 5	Focus Areas for Life Orientation in Grades 10-12 (FET Band) = 4
Health Promotion	Personal Well-being
Social Development	Citizenship Education
Personal Development	
Physical Development and Movement	Physical Education
Orientation to the World of Work	Careers and Career Choices

Note: The 'Personal Development' focus area in the *National Curriculum Statement Grades R-9 (Schools)* features across all four focus areas in the Life Orientation Subject Statement of the *National Curriculum Statement Grades 10-12 (General).*

2.3.7 Human rights, inclusivity and environmental and social justice

The *National Curriculum Statement Grades 10-12 (General)* seeks to promote human rights and social and environmental justice and adopts an inclusive approach to learning, teaching and assessment. Life Orientation plays an important role in promoting a culture of human rights and justice. This is evident in that human rights and environmental and social justice are addressed extensively in Learning Outcome 2 through focussing on issues such as discrimination and violation of human rights, diversity (including gender, race, age, religion, culture) and environmentally sustainable living.

Inclusivity is addressed in Life Orientation in Learning Outcomes 1, 3 and 4 when learners take their personal context into account where individual identities, self-esteem and self-knowledge feature. Life Orientation teachers should be aware of the social, emotional, physical and other needs of learners as they develop Learning Programmes for the subject. In addition, teachers also have to be aware of any particular barriers to learning and/or assessment that exist on the part of learners in Life Orientation. For example, in the physical education focus area all learners should, as far as possible, be catered for in all activities, irrespective of physical ability.

2.3.8 Valuing indigenous knowledge systems

Nowadays people recognise the wide diversity of knowledge systems through which people make sense of and attach meaning to the world in which they live. Indigenous knowledge systems in the South African context refer to the body of knowledge embedded in African philosophical thinking and social practices that have evolved over thousands of years.

Life Orientation acknowledges the richness of indigenous knowledge systems and its contribution to help transform the values of learners. Indigenous knowledge features in Learning Outcomes 1, 2 and 3. These Learning Outcomes deal with traditional practices at various life stages, traditional authorities, traditional belief systems, indigenous games, etc.

2.3.9 Credibility, quality and efficiency

The *National Curriculum Statement Grades 10-12 (General)* aims to achieve credibility through pursuing a transformational agenda and through providing an education that is comparable in quality, breadth and depth to those of other countries. The credibility and quality of the Life Orientation curriculum is evident in that its focus areas of personal well-being, citizenship education, recreation and career choices are internationally recognised as relevant areas for the learning, teaching and assessment of life skills.

See pages 1-4 of the Life Orientation Subject Statement in the *National Curriculum Statement Grades 10-12 (General)* for further information on the nine principles.

2.4 PROFILE OF A LIFE ORIENTATION LEARNER

The adolescent phase is a challenging and demanding one. It is a period characterised by confusion, conflict and experimentation.

The socio-economic environment in which the Grade 10-12 learners exist affects their health and safety. Choices need to be made about careers. Peer pressure now takes on a different dimension, as learners now find themselves making crucial decisions about contentious issues such as sexual behaviour. Their involvement in civic and human rights issues also becomes more profound. Personal decisions and viewpoints or values regarding social and moral issues become crucial. Therefore, it is necessary to focus on areas such as self-awareness and self-esteem, emotional literacy, social competency, moral behaviour and life skills. As most learners reach physical maturity in this phase, participation in physical activity moves from the acquisition of movement skills to a more enriching lifestyle experience.

By the time learners enter Grade 10, they have been exposed to Life Orientation since Grade R/1. Therefore, they should be able to display the following skills, knowledge and values as described in the five Life Orientation Learning Outcomes of the General Education and Training Band:

- LO1: Make informed decisions regarding personal, community and environmental health.
- LO2: Demonstrate an understanding of and commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions.
- LO3: Use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
- LO4: Demonstrate an understanding of and participate in activities that promote movement and physical development.
- LO5: Make informed decisions about further study and career choices.

See pages 41, 43, 45, 47 and 49 of the Life Orientation Learning Area Statement in the *National Curriculum Statement Grades R-9 (Schools)* for the Grade 9 Assessment Standards for more detail on the skills, knowledge and values a learner is expected to exhibit on exiting the General Education and Training Band.

2.5 RELATIONSHIP BETWEEN LIFE ORIENTATION LEARNING OUTCOMES AND CRITICAL AND DEVELOPMENTAL OUTCOMES

2.5.1 Relationship between Learning Outcomes and Critical and Developmental Outcomes

There are seven cross-curricular Critical Outcomes and five cross-curricular Developmental Outcomes. These outcomes are derived from the Constitution and indicate the desired profile of a learner leaving the schooling system. The Critical and Developmental Outcomes in turn inform the Learning Outcomes that are set for each subject, and therefore, inform the learning, teaching and assessment process in Life Orientation. See page 2 of the Life Orientation Subject Statement in the National Curriculum Statement Grades 10-12 (General) for the Critical and Developmental Outcomes.

The Learning Outcomes of Life Orientation are drawn from the Critical Outcomes and Developmental Outcomes. The Critical Outcomes and Developmental Outcomes can be applied in the learning, teaching and assessment of Life Orientation as follows:

COs	APPLICATION IN THE LEARNING, TEACHING AND ASSESSMENT OF LIFE ORIENTATION
CO 1: Problems, decisions and thinking	Learning Outcomes 1-4: All four Learning Outcomes lend themselves to this Critical Outcome as they all deal with KSVs related to lifestyle choices and coping with the challenges of life which rely heavily on being able to solve problems, think critically and make decisions. Many of the Assessment Standards in the four LOs make use of verbs which encourage higher order thinking, examples being *investigate*, *analyse*, *explore*, *refine*, etc.
CO 2: Work with others	Learning Outcomes 2-4: LO 2 focuses on community service and group projects which require individuals to work with others in order for them to be effective in their actions. In LO 3, participation takes place in a group context and learners are encouraged to explore different roles while working with others. When looking for a job, one of the criteria of modern day jobs is that an applicant should be able to function as a member of a team, hence the inclusion of LO 4.
CO 3: Manage selves and activities	Learning Outcomes 1-4: The life skills involved in all four LOs build on and interact with one another, and therefore, all work towards developing learners' management skills.
CO 4: Work with information	Learning Outcomes 1-4: The actions required of the learners in various Assessment Standards across the four LOs call for the use of information to arrive at informed decisions about actions, lifestyle choices, career choices, etc. Verbs such as *explore*, *investigate*, *analyse* and *research* appear in all four LOs, and therefore, support the use of information.
CO 5: Communicate	Learning Outcomes 1-4: Communication forms the basis of all learning, teaching and assessment. As such, learners are continually called upon to communicate their responses to the various ASs in the Life Orientation classroom. Due to the practical nature of the subject, learners are encouraged to respond in a variety of ways including the written form.
CO 6: Use Science and Technology	Learning Outcome 2: Life Orientation emphasises the importance of maintaining personal health and well-being while sustaining the environment.
CO 7: World as set of related systems	Learning Outcomes 1-4: The knowledge, skills and values development process that South African learners experience in Life Orientation is not isolated from that which youth in other countries experience. Likewise, world events impact on the lives of people in all corners of the globe and even local events need to be understood in a global context. In each of Learning Outcomes, learners are made aware that a variety of contexts exist and experience how each context impacts on application of the same life skills.

DOs	APPLICATION IN THE LEARNING, TEACHING AND ASSESSMENT OF LIFE ORIENTATION
DO 1: Learning strategies	Learning Outcome 4: Learners are guided to explore, apply, reflect and refine study, assessment and exam writing skills in the Life Orientation classroom.
DO 2: Participate in communities	Learning Outcome 2: Through group projects, community projects and participation in democratic structures, learners are provided with opportunities to participate and contribute to community life.
DO 3: Culturally and aesthetically sensitive	Learning Outcomes 1&2: Learners are guided to respect the uniqueness of others and to look at the importance of building and sustaining relationships in the broader social context in LO 1, while in LO 2 issues of religious diversity are explored. Through exploring these and other issues like democracy, gender and discrimination, Life Orientation provides the vehicle to develop values related to respecting others.
DO 4: Education and career	Learning Outcomes 3&4: LO 4 addresses study skills and the diversity of jobs and how to link career choices to own personality. This gives learners clear direction for the careers they should consider and helps them to make informed study and career choices. Careers linked to the recreation, fitness and sport industries are highlighted in LO 3 to make learners aware of job opportunities in these industries.
DO 5: Entrepreneurial	Learning Outcome 4: It is important for the teacher to emphasise that while all the skills and knowledge acquired by learners in Life Orientation could contribute to the pursuit of an economically viable career, some individuals may find it to their advantage to look at self-employment opportunities as a way in which to ensure a regular income.

2.5.2 Relationship between and among Learning Outcome

The four Life Orientation **Learning Outcomes** are also interlinked to one another through content. For example:

- Learning Outcome 1 focuses on personal well-being while Learning Outcome 3 addresses the relationship between participation in physical activity and well-being.
- Learning Outcome 1 addresses self-awareness and self-esteem while Learning Outcomes 3 and 4 require learners to demonstrate self-knowledge.
- Many learners in Grades 10-12 are preparing themselves to enter the work environment (Learning Outcome 4) and it is important that they know and understand their rights and responsibilities in this regard (Learning Outcome 2).
- Diversity is addressed in Learning Outcomes 1 and 2.
- Learning Outcomes 2, 3 and 4 all address issues regarding human rights, anti-discrimination, biases, unfair practices and equality.
- HIV and Aids are addressed in Learning Outcomes 1 and 2.

Each of the Life Orientation Learning Outcomes requires that a certain body of **skills, knowledge**, and **values** be addressed. Skills such as decision-making, communication, assertiveness, negotiation, goal-setting, ability to access information, problem-solving and creative thinking are addressed across all four Learning Outcomes. In the same way attitudes such as respect for the self and others, respect and acceptance of differences, taking responsibility, perseverance, persistence, anti-discrimination and equality are also addressed across all four Learning Outcomes. See Annexure 1 for the Content Framework for Life Orientation.

Owing to the integrated and holistic nature of the subject, the four Learning Outcomes of Life Orientation function interdependently, and therefore, are considered to be of equal importance. However, the time spent to attain each may differ and should not be used as a measure of the importance of each Learning Outcome. See Section 3 of the Life Orientation Subject Assessment Guidelines for further detail on the weighting of Learning Outcomes.

2.6 WAYS TO ACHIEVE LIFE ORIENTATION LEARNING OUTCOMES

2.6.1 Approach to the teaching of Life Orientation

Successful teaching of Life Orientation relies heavily on the teaching approach chosen by the teacher. The greatest challenge is to ensure that learners apply the knowledge gained. The Life Orientation teacher must be willing to experiment and be flexible in the teaching methods to engage learners actively in their own learning. Teachers can engage learners more actively by facilitating learning, using group work, getting learners to talk and accommodating individual learner needs. Activities need to be practical and allow learners the opportunity to experience life skills in a hands-on manner. In addition, the classroom layout needs to accommodate active learning.

Besides individual work, the use of experiential (i.e. active) learning, facilitation, group work and continuity support the teaching of Life Orientation. Individual work allows learners to explore a variety of lifestyle options from a personal perspective before committing to a decision. In experiential learning, learners practise life skills in the classroom and reflect on these experiences. Facilitation allows the voices of the learners to be heard and allows learners to participate in their own learning. Group work allows learners to assist and be assisted by others and encourages the practice of different roles. Continuity is vital to ensure that there is a logical and coherent flow between the activities presented in Life Orientation. It is, therefore, important to link that which was done before to that which is being done presently to consolidate the learning and application of life skills.

Various methods are suitable to the teaching of Life Orientation and are chosen by considering:

- the content to be covered as covered by the Learning Outcomes and Assessment Standards;
- the number of learners in the class;
- the level of the learners in the class;
- the individual needs of the learners; and
- the time available.

Examples of methods suitable for the teaching of Life Orientation are provided below. A method need not be used in isolation to other methods but can be combined with others or adapted to meet the desired Learning Outcome(s) of the activity.

- Group discussions: brainstorming, buzz groups, fish bowls, debates, panels, hot potato (rounds), the 6 Thinking Hats of Edward De Bono (encourages use of critical thinking on different levels)
- Case studies and scenarios
- Outings: field trips, workplace visits
- Games and ice-breakers
- Performances: role-plays, dialogues, interviews, dramatisations, physical movement activities
- Journal writing and portfolios
- Individual record keeping: exercise log for fitness programme
- Worksheets
- Group work: projects, sport and games, trying out different roles in a group (e.g. scribe, timekeeper)
- Design and making: collage, music, brochure
- Videos and demonstrations
- Research: interview, literature review; field study; action research, etc.

Suggestions of a few approaches best suited to the delivery of each of the four Learning Outcomes in Life Orientation are provided in the following table:

LO	SUGGESTED TEACHING & LEARNING APPROACHES
LO 1: Personal Well-being	Decision-making activities (for example, make use of case studies to get learners to engage in the dilemmas associated with lifestyle decisions) Self-exploration activities (for example, make use of a personal reflection journal)
LO 2: Citizenship Education	Hands-on, practical activities (for example, by allowing learners to participate in a democratic structure and in a group project, they learn to function in such structures and to make a meaningful contribution to their communities) Research and analysis (for example, learners will need to research the major religions before they can explore how these contribute to a harmonious society) Reading activities (for example, read the Bill of Rights)
LO 3: Physical Education	Provide for participation in physical activities on a regular basis throughout the school year – these activities should be vigorous enough to allow for the aerobic conditioning of learners (for example, ball games, fitness circuits) Encourage out-of-school participation by setting projects which require physical participation across a period of several weeks over and above that done during contact time in Life Orientation (for example, aerobics, Walk for Life)
LO4: Careers and Career Choices	Personal portfolio activities (for example, compile a CV, evidence of job experience, etc.) Internship activities (for example, workplace visits and experiences, interaction with employers and employees) Writing activities (for example, request information from service agencies, post-secondary institutions, and the broader workplace community)

2.6.2 Integration of Assessment Standards

Life Orientation acknowledges the multifaceted nature of the human being and the differences between individuals. The aim of the subject is to develop the learner in his or her totality, and therefore, the content is offered in an integrated manner to support the learner in a complex world.

The holistic development of the learner depends on all Learning Outcomes being dealt with. To ensure that all four Learning Outcomes are covered in the limited time available, content from different Assessment Standards may be addressed simultaneously. This means **integration or grouping of related content** from different Assessment Standards to develop suitable activities. This can be done by identifying the natural content links within and across the Learning Outcomes of Life Orientation.

Example 1: Integration in Grade 10

Life Orientation Grade 10, LO 1: AS 1	Life Orientation Grade 10, LO 4: AS 1
Apply various strategies to enhance self-awareness and self-esteem, while acknowledging the uniqueness of self and others.	*Demonstrate self-awareness and explore socio-economic factors as considerations in own subject, careers and study choices*

The following content can be dealt with in the above example:

Concepts: self-awareness, self-esteem, self-concept *Factors influencing self-esteem* *Developing self-esteem* *Knowledge of life domains, i.e. being (physical, psychological, spiritual); becoming (practical, leisure, growth) and community awareness (social, physical)* *Knowledge of oneself: strengths and interests*

Example 2: Integration in Grade 11

Life Orientation Grade 11, LO 1: AS 1	Life Orientation Grade 11, LO 3: AS 1
Apply various life skills to provide evidence of an ability to plan and achieve life goals.	*Set own goals and participate in programmes both in and out of school to improve personal current level of fitness and health and investigate how nutrition relates to these.*

The following content can be dealt with in the above example:

Concepts: life goals and goal setting *Types of goals* *Important life goals* *Personal fitness goals* *Relationship between personal values, choices and goal setting* *Steps in goal setting* *Working towards goals* *Monitoring and evaluation of progress in achieving goals*

SECTION 3

DESIGNING A LEARNING PROGRAMME FOR LIFE ORIENTATION

3.1 INTRODUCTION

A Learning Programme is a tool to plan for sequenced learning, teaching and assessment across Grades 10-12 so that all four Learning Outcomes in Life Orientation are achieved in a progressive manner. It is recommended that the Life Orientation teachers at a school first put together a broad subject outline (i.e. Subject Framework) for Grades 10-12 to arrive at an understanding of the progression which needs to take place across the grades (see Section 3.3.1). This will assist with the demarcation of content for each grade. Thereafter, Life Orientation teachers teaching the same grade need to work together and draw from the content and context identified for their grade in the Subject Framework, to develop a Work Schedule in which they indicate the sequence in which the content and context will be presented for Life Orientation in that particular grade (see Section 3.3.2). Finally, the individual Life Orientation teacher should design Lesson Plans using the grade-specific Work Schedule as the starting point. The Lesson Plans should include learning, teaching and assessment activities (see Section 3.3.3).

An outline of the process involved in the design of a Learning Programme for Life Orientation is provided in the diagram below:

STAGE 1:
Life Orientation Subject Framework
for ***GRADES 10-12***

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STAGE 2:
Life Orientation Work Schedule
for each ***GRADE***

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STAGE 3:
Life Orientation Lesson Plans
for each ***TEACHER***

The process to be followed in the development of a Learning Programme is not a neatly packaged sequence of numbered steps that follow one another in a particular order. Teachers may find themselves moving back and forth in the process as they plan and critically reflect on decisions taken before moving on to the next decision in the process. The process is therefore not strictly linear and is reflective in nature. For this reason the steps provided in this Section are a guide and should be used as a checklist in the planning process.

3.2 ISSUES TO ADDRESS WHEN DESIGNING A LEARNING PROGRAMME

The issues to be addressed in the development of a Life Orientation Learning Programme are presented in a tabular format to indicate the implications of each issue at each of the three stages of the development of a Learning Programme:

- Stage 1 – Subject Framework
- Stage 2 – Work Schedule
- Stage 3 – Lesson Plan

3.2.1 Policies and Principles

STAGE 1- Subject Framework **STAGE 2- Work Schedule** **STAGE 3- Lesson Plan**	The various Policies that impact on curriculum implementation should be considered throughout the planning process. *NCS*: • Principles: Refer to Section 2.3 to see how Life Orientation supports the application of the nine principles of the NCS • Critical and Developmental Outcomes: Refer to Section 2.5 to see how Life Orientation supports the application of the Critical and Developmental Outcomes *Other Policies and Legislation:* • White Paper 6, Language in Education Policy, Religion and Education Policy, HIV/AIDS Policy– all have implications for LTSM and teaching methods in Life Orientation • White Paper 7 – gives an indication on the use of computers in the classroom and therefore has implications for LTSM and teaching methods in Life Orientation

3.2.2 Content

In the NCS Grades 10-12 content means the combination of knowledge, skills and values.

STAGE 1 Subject Framework	The content is provided by the ASs. These give an indication of the knowledge, skills and values (KSVs) to be covered in each of the three grades. The Subject Framework sets out the content for the three years (i.e. Grades 10, 11 and 12).
STAGE 2 Work Schedule	The Work Schedule sets out the content for one year. Here the focus falls on the grade-specific KSVs required by the NCS.
STAGE 3 Lesson Plan	The Lesson Plans set out the content to be covered in each coherent series of learning, teaching and assessment activities. Each Lesson Plan can be one or more weeks in duration.

3.2.3 Integration

Integration involves the grouping of content which is indicated by the Assessment Standards according to natural and authentic links.

STAGE 1 Subject Framework	Integration within the subject should be considered in broad terms during discussions at this stage. All Grade 10-12 teachers should consider integration of content (as indicated by ASs) within and across the grades.
STAGE 2 Work Schedule	The integration and sequencing of the content (as indicated by ASs) is undertaken in the Work Schedule to ensure that all ASs for a particular grade are covered in the 40-week contact period.
STAGE 3 Lesson Plan	The same groupings of content as arrived at in the Work Schedule should be used to develop a coherent series of learning, teaching and assessment activities for each Lesson Plan.

3.2.4 Conceptual Progression

STAGE 1 Subject Framework	The Subject Framework should indicate the increasing depth of difficulty across Grades 10-12. Progression across the three grades is shown in the content indicated for the ASs per Learning Outcome.
STAGE 2 Work Schedule	Progression in a grade is evident in the increasing depth of difficulty in that particular grade. Grade-specific progression is achieved by appropriately sequencing the groupings of integrated content (as indicated by LOs and ASs) in the Work Schedule.
STAGE 3 Lesson Plan	In the individual Life Orientation classroom increasing depth of difficulty is shown in the activities and Lesson Plans. Progression is achieved by appropriately sequencing the activities contained within each Lesson Plan and in the series of Lesson Plans.

3.2.5 Time Allocation and Weighting

Life Orientation is allocated less contact time than the other subjects in the *National Curriculum Statement Grades 10-12 (General)*. The placement of Life Orientation in the school timetable, therefore, needs to be given careful consideration so that it is not used as a mere gap-filler at the end of the school day. Due to its practical, hands-on nature the subject can serve as an energiser when placed strategically in the school timetable.

Further guidance on the weighting of time and allocation of marks per Learning Outcome is provided in Section 3 of the Subject Assessment Guidelines for Life Orientation.

STAGE 1- Subject Framework	Two hours per week is allocated to Life Orientation in the NCS. This is approximately 75 hours per year. The teachers of the subject should plan how this time will be used for the teaching of Life Orientation in the three grades.
STAGE 2- Work Schedule	The groupings of content (as indicated by ASs) as arrived at in the integration process should be paced across the 40 weeks of the school year to ensure coverage of the curriculum.
STAGE 3- Lesson Plan	The amount of time to be spent on activities should be indicated in the Lesson Plans.

3.2.6 LTSM (Resources)

LTSM refers to any materials that facilitate learning and teaching. LTSM need to be chosen judiciously because they have cost implications for the school and the learner. The NCS provides scope for the use of a variety of resources. All teachers and learners must have a textbook. However, teachers are required to go beyond the textbook. They do not necessarily need exotic, specialised materials. Common and readily available items and equipment can be used.

STAGE 1 Subject Framework	Compile a list of general LTSM (text books and other resources) that will be necessary and useful in the teaching, learning and assessment of the content. This assists with the requisition and availability of LTSM at a school.
STAGE 2 Work Schedule	List grade-specific LTSM (resources) required in the learning, teaching and assessment process for the grade.
STAGE 3 Lesson Plan	Identify specific resources related to the individual activities contained within a Lesson Plan.

3.2.7 Assessment

All Grade 10, 11 and 12 learners are expected to complete 5 internal tasks. In addition, learners can also complete optional Certificate Tasks to enhance their earning and learning potential when they exit Grade 12 – see Section 4 of the Subject Assessment Guidelines for Life Orientation for further information.

Of the five internal tasks, two must be examinations, one must be a Physical Education Task and the remaining two tasks can take any form suitable to the teaching and assessment of Life Orientation. While there are numerous forms of assessment that can be used to assess Life Orientation, the two other tasks can be selected from the following list which provides a selection of the forms that are most suited to the subject:

- Projects, including investigations and participation in group work
- Source-based tasks
- Practical application, performance or demonstration
- Case studies
- Oral presentations

The Physical Education Task focuses solely on the movement outcome (Learning Outcome 3) and may be broken down into 3-4 smaller parts to accommodate the different movement sections contained in the Assessment Standards of Learning Outcome 3 per grade – see Section 3 of the Subject Assessment Guidelines for Life Orientation for further guidance.

The optional Certificate Tasks can include both participation- and performance-based tasks – see Section 4 of the Subject Assessment Guidelines for Life Orientation for further information and examples of these tasks.

In order to administer effective assessment one must have a clearly defined purpose. By answering the following questions the teacher can decide what assessment task is most appropriate:

- What knowledge, skills and values need to be assessed?
- What should the learners know?
- At what level should the learners be performing?
- What type of knowledge is being assessed: reasoning, memory or process?

Owing to the very practical nature of the skills, knowledge and values addressed in Life Orientation, some of the learner performances, such as the execution of motor skills in the Life Orientation classroom, will need to be observation-based. This means that the performance is observed and assessed by the teacher while the learner is performing the actual skill. Learner performance in Life Orientation need not only be assessed during the actual performance of skills. The written, visual or verbal product which provides evidence of skills application in an authentic situation can be assessed as a performance-based assessment. While the test-based approach has value in determining what learners know and do not know and how they reason, it must be used discriminately in the assessment of learner performance in Life Orientation so as to avoid this predominantly skills-based subject from becoming too content-driven.

To ensure that the Life Orientation learners get regular feedback on their application of various life skills, it is advisable that peer and self-assessment be used in addition to teacher assessment for formative assessment purposes. This will keep each learner updated on the progress they are making and where they need to pay extra attention in their development process. Feedback is vital in the development of life skills, as it encourages the learners to continually reflect on their actions, choices and behaviours and affords them the opportunity to make the changes necessary while still in the emotionally safe environment of the Life Orientation classroom amongst people they know.

STAGE 1 Subject Framework	Develop a three-year assessment plan using the Subject Assessment Guidelines for Life Orientation. This should ensure the use of a variety of assessment forms relevant to the subject and progression across the three grades.
STAGE 2 Work Schedule	Use the Subject Assessment Guidelines for Life Orientation to develop a grade-specific assessment plan. The forms of assessment listed must facilitate the achievement of the particular LOs and ASs in each grouping.
STAGE 3 Lesson Plan	Indicate more classroom-specific assessment strategies, by mentioning the methods, forms and tools that will be used to assess learner performance in each activity. HINT: Not all activities need to be assessed – some may just be introductory in nature or for enrichment. The choice of an assessment strategy is determined by the LOs and ASs that have been grouped together for a particular Lesson Plan. The assessment strategy chosen must facilitate the achievement of these particular LOs and ASs in the classroom.

See Section 3 of the Subject Assessment Guidelines for Life Orientation for further direction on the assessment of learner performance in Life Orientation.

3.2.8 Inclusivity and Diversity

The following steps can be taken to effectively address diversity in the classroom when planning activities:

- consider individual past experiences, learning styles and preferences;
- develop questions and activities that are aimed at different levels of ability;
- provide opportunity for a variety of participation levels such as individual, pairs and small group activities;
- consider the value of individual methods; and
- assess learners based on individual progress.

STAGE 1 Subject Framework	Teachers should be sensitive to inclusivity and diversity when identifying content, teaching styles and methods, forms of assessment and LTSM (Resources). Diversity should be accommodated in the following areas:
STAGE 2 Work Schedule	• Learning styles: provide optional activities / different ways of doing same activity • Pace of learning: provide for both slower and faster learners by providing optional extra activities, reading or research, as well as multiple assessment opportunities • Differences in levels of achievement: provide optional extra activities, challenges and materials that cater for these differences between learners. • Gender diversity: ensure that teachers do not inadvertently allow or contribute towards discrimination against boys or girls in the classroom on the basis of gender. • Cultural diversity: recognise, celebrate and be sensitive when choosing content, assessment tasks and LTSM.
STAGE 3 Lesson Plan	This is catered for as EXPANDED OPPORTUNITIES in the Lesson Plan. Enrichment is provided for high achievers and remediation or other relevant opportunities for learners requiring additional support. It is not necessary to develop an activity to cater for each type of diversity which arises in the classroom. Teachers may find it possible to cater for different diversities within one activity with effective planning.

3.2.9 Learning and Teaching Methodology

STAGE 1- Subject Framework	It is not necessary to record Teaching Methods for either of these stages.
STAGE 2- Work Schedule	
STAGE 3- Lesson Plan	This is catered for as TEACHING METHOD in the Lesson Plan. It provides an indication of how teaching and learning will take place, that is, how each activity will be presented in the classroom. Refer to Section 2.6 to see examples of teaching methods that are most suited to addressing the content and context of the Learning Outcomes and Assessment Standards in Life Orientation.

3.3 DESIGNING A LEARNING PROGRAMME

A detailed description of the process involved in the design of a Learning Programme for Life Orientation is provided in this section (see Sections 3.3.1 – 3.3.3). The process presented here is a suggestion of how to go about designing a Learning Programme.

3.3.1 Subject Framework (Grades 10-12) for Life Orientation

Planning for the teaching of Life Orientation in Grades 10 to 12 should begin with a detailed examination of the scope of the subject as set out in the Subject Statement. No particular format or template is recommended for this first phase of planning but the five steps below should be used as a checklist.

Although no prescribed document is required for this stage of planning, school-wide planning (timetables, ordering, teacher development, classroom allocation) as well as the development of grade-specific work schedules would benefit from short documents which spell out:

- The scope of the subject – the knowledge, skills and values; the content; the contexts or themes; electives etc. to be covered in the three grades – See Annexure 1 for an indication of the grade-specific content per Learning Outcome and Assessment Standard in Life Orientation
- A three-year assessment plan (See Section 3 of the Subject Assessment Guidelines for Life Orientation)
- The list of LTSM required

❶ Clarify the Learning Outcomes and Assessment Standards.

The essential question for Life Orientation is: What Learning Outcomes do learners have to master by the end of Grade 12 and what Assessment Standards should they achieve to show that they are on their way to mastering these outcomes?

All learning, teaching and assessment opportunities must be designed down from what learners should know, do and produce by the end of Grade 12. The Learning Outcomes and Assessment Standards that learners should master by the end of Grade 12 are specified in the Life Orientation Subject Statement.

❷ Study the conceptual progression across the three grades.

Study the content specified for the Assessment Standards across the three grades (Appendix 1). Progression should be clearly evident across the grades.

❸ Identify the content to be taught.

Study the content specified for the Assessment Standards in each grade respectively (Appendix 1). In Life Orientation consideration should be given to the situations in which this content will be taught and assessed. The chosen situations need to be directly related to the particular school and the needs of its learners.

❹ **Identify three-year plan of assessment.**

Use the Subject Assessment Guidelines to guide the three-year assessment plan. Consider what forms of assessment will be best suited to each of the Learning Outcomes and Assessment Standards and list these for the three grades. This ensures that assessment remains an integral part of the learning and teaching process in Life Orientation and that learners participate in a range of assessment activities within and across the 3 grades. See Section 3 of the Subject Assessment Guidelines for Life Orientation for further details.

❺ **Identify possible LTSM (resources).**

Consider which LTSM will be best suited to the learning, teaching and assessment of each Learning Outcome in the three grades using the Assessment Standards as guidance.

3.3.2 Designing Work Schedules for Life Orientation

This is the second phase in the design of a Learning Programme. In this phase teachers develop Work Schedules for each grade. The Work Schedules are informed by the planning undertaken for the Subject Framework. The Work Schedules should be carefully prepared documents that reflect what teaching and assessment will take place in the 40 weeks of the school year. See Annexure 2 for examples of Grade 10, 11 and 12 Work Schedules.

The following steps provide guidelines on how to approach the design of a Work Schedule per grade for Life Orientation:

❶ **Package the content.**

Study the content specified for the Learning Outcomes and Assessment Standards in the particular grade in Life Orientation and group it according to natural and authentic links.

❷ **Sequence the content.**

Determine the order in which the groupings of content arrived at will be presented in the particular grade in Life Orientation. Besides the conceptual progression in the Assessment Standards for Life Orientation, themes can also be used to sequence the groupings in Life Orientation.

❸ **Pace the content.**

Determine how much time in the school year will be spent on each grouping of content in the particular grade.

❹ **Review forms of assessment.**

Revisit the forms of assessment listed for the particular grade in the Subject Framework, and refine them to address each grouping of content as developed in Step 1. See Section 3 of the Subject Assessment Guidelines for Life Orientation for further details.

❺ **Review LTSM.**

Revisit the LTSM (resources) listed for the particular grade in the Subject Framework, and refine them to address each grouping of content as developed in Step 1.

3.3.3 Designing Lesson Plans for Life Orientation

Each grade-specific Work Schedule for Life Orientation must be divided into units of deliverable learning experiences, that is, Lesson Plans. A Lesson Plan adds to the level of detail in the Work Schedule. It also indicates other relevant issues to be considered when teaching and assessing Life Orientation.

A Lesson Plan is not equivalent to a subject period in the school timetable. Its duration is dictated by how long it takes to complete the coherent series of activities contained in it.

The following steps provide guidelines on how to design Lesson Plans for Life Orientation:

❶ **Indicate the content, context, Learning Outcomes and Assessment Standards.**

Copy this information from the Work Schedule for the particular grade.

❷ **Develop activities and select teaching method.**

Decide how to teach the content indicated for the particular Lesson Plan in Step 1 and develop the activity or activities that will facilitate the development of the skills, knowledge and values contained therein. Thereafter, determine the most suitable teaching method(s) for the activities and provide a description of how the learners will engage in each activity.

❸ **Consider diversity.**

Explore the various options available within each activity that will allow expanded opportunities to those learners that require individual support. The support provided must ultimately guide learners to develop the skills, knowledge and values contained in the content to be addressed in the Lesson Plan.

❹ **Review assessment and LTSM (resources).**

Indicate the details of the assessment strategy and LTSM to be used in each activity.

❺ **Allocate time.**

Give an indication of how much time will be spent on each activity in the Lesson Plan.

When designing learning, teaching and assessment activities for Life Orientation, teachers have to understand the link between the five Learning Outcomes in the *National Curriculum Statement Grades R – 9 (Schools)* and the four Learning Outcomes in Grades 10-12. See Section 2.3.6 for an indication of this link. Grade 10 teachers in particular have to familiarise themselves with the skills, knowledge, values and attitudes covered in GET to build on prior learning.

3.3.4 Reflection and review of the Life Orientation Learning Programme

After the Learning Programme has been delivered by means of Lesson Plans in the classroom, the teacher must **reflect** on what worked, how well it worked and what could be improved. Teachers need to note these while the experience is still fresh in their minds, so that if necessary, they can adapt and change the affected part of the Life Orientation Learning Programme for future implementation. It is advisable to record this reflection on the Lesson Plan planning sheets.

ANNEXURE 1: CONTENT FRAMEWORK FOR LIFE ORIENTATION

Learning Outcome 1: Personal Well-being
The learner is able to achieve and maintain personal well-being.

GRADE 10	GRADE 11	GRADE 12
AS1: Applies various strategies to enhance self-awareness and self-esteem, while acknowledging and respecting the uniqueness of self and others: Concepts: self-awareness, self-esteem, personal strengths and weaknesses, self-development strategies, respect for self and others • Factors influencing self-awareness and self-esteem (including the media) • How to develop self-awareness and self-esteem, including strategies for building confidence in self and others ▪ communication, including public speaking ▪ successful completion of tasks/ projects ▪ participation in community organisation or life ▪ making the 'right' decisions ▪ affirmation by and of others • Respect others and respect differences (e.g. race, gender, ability) ▪ how to display respectful attitude and behaviour, including how to differ from the opinions of others in a respectful manner ▪ exploration of positive influences/ role models Possible Certificate Tasks: • Identity document – necessity, application for ID • Bank account – necessity, opening an account	AS1: Applies various life skills to provide evidence of an ability to plan and achieve life goals: Concepts: personal growth plan, life goals, goal setting • Types of goals and how they relate to one's vision and mission in life • Important life goals (e.g. goals related to family, marriage, parenting, career choices, relationships), including how to prioritise life goals • Why set goals and steps in goal setting (and/or planning) • Action plan ▪ personal growth plan – short-term, medium-term and long-term goals and how to achieve them ▪ how to implement an action plan and measure one's progress	AS1: Applies a range of life skills, evaluates own ability to prevent and manage stress, and adapts to change as part of an ongoing healthy lifestyle choice: Concepts: stressors, managing stresses and change, lifestyle choices • Good stress versus bad stress, including when stress is beneficial • Identify stressors (e.g. physical, emotional, social, environmental, abuse, vocation, life crises, personality, social pressure) • Various coping mechanisms and/or management techniques, including stress management/ coping with change ▪ living to change and changing to live: growth and change, change in circumstances ▪ why change is not always such a good/bad thing ▪ transition between school and post-school destination • Assess level of stress (e.g. signs and symptoms of stress, positive and negative aspects of stress) and develop own strategy – personal lifestyle plan, including stress management activities Possible Certificate Tasks: • Basic stress management course
AS2: Explains different life roles, how they change and affect relationships: Concepts: life roles, how life roles evolve, impact of life roles on relationships • Identify different roles in life and highlight rights and responsibilities of each (e.g. child, student, adult, role in family, partner, mother, father, grandparent, breadwinner, employee, employer, leader, follower, etc.) • Identify evolving nature of roles in life and explain how these link up to developmental stages in life • Explore impact of life roles on relationships (e.g. how do relationships change as roles evolve, how roles build/ break a relationship, etc.) • How to handle life roles effectively (e.g. where to get help, coping mechanisms – conflict management, influence of society and culture, examples of positive role models, etc.)	AS2: Explains that relationships can influence and are influenced by own well-being: Concepts: relationships, influence of relationships on well-being, influence of well-being on relationships • Identify different types of relationships and their characteristics • Explain how one's well-being – social, emotional, physical, mental – impacts on one's relationships and how one's relationships impact on one's well-being – social, emotional, physical, mental • Identify personal relationships and characteristics present in these relationships that contribute/ are detrimental to own well-being – social, emotional, physical, mental – and their influence on one	AS2: Discusses the importance of initiating, building and sustaining positive relationships with family and peers, as well as in the workplace and broader social context: Concepts: initiating, building and sustaining relationships, positive relationships, relationships in different contexts • Discuss the different types of relationships that exist in different contexts: family, peers, community, work, society, etc. • Identify the characteristics of a positive relationship, i.e. a healthy, respectful and long-lasting relationship • Explore the role and place of positive relationships in life – support network, etc. • Explain how one can make or break a relationships • Identify and explain the skills required to initiate, build and sustain positive relationships – e.g. communication; dealing with conflict; rights and responsibilities Possible Certificate Tasks: • Basic conflict management course

AS3: Explains changes associated with growing towards adulthood and describes values and strategies to make responsible decisions regarding sexuality and lifestyle choices in order to optimise personal potential: Concepts: developmental changes: physical, mental, emotional and social; making decisions: values and strategies; sexuality; lifestyle choices; personal potential • Discuss physical, intellectual, emotional, social and motor growth in both genders at different stages of development and explore how change/ growth in each domain impacts on other domains – highlight the details of the various growth processes pertinent to a Grade 10 learner • Making decisions: strategy/ model for making an informed decision and use of personal values as decision-making filters, including considering the all consequences (short-, medium- and long-term) of decisions and how consequences these influence decisions • When and where to go for help – organisations to approach (e.g. Lifeline; AA; etc.) • Sexuality: what it is – attitudes, values and behaviour; how the two genders differ in their perspective – the need to belong and feel loved; how one's attitude towards sexuality influences behaviour of others; impact on relationships; environmental influences: portrayal of sexuality in media, and on film and TV – influence on own attitude; rights and responsibilities, gender, cultural and social perspectives; values such as respect for self and others, self-control, loyalty in a relationship, right to privacy, right to protect oneself, right to say 'No', taking responsibility for own actions; myths; behaviour that leads to abstinence; teenage pregnancies, sexual abuse and rape; effects of choices on responsible sexuality • Other lifestyle choices: personal choices that impact on physical (e.g. hygiene, substance abuse, nutrition, exercise, etc.), mental, emotional (sticking to your principles, taking chances, etc.) and social (peer pressure, the right crowd, etc.) well-being – positive and negative – and consequences; making and explaining decisions relating to own individual well-being and quality of life – positive role models • Personal potential: self-awareness and self-esteem – how to enhance these; being the best you can be; realise your potential and work to achieving it through informed and responsible lifestyle decisions – don't throw opportunities or your life away	AS3: Explores characteristics of a healthy and balanced lifestyle, factors influencing responsible choices and behaviour in the promotion of health, and the impact of unsafe practices on self and others: Concepts: balanced lifestyle, responsible choices and behaviours, unsafe practices and their impact • Explain characteristics of a healthy and balanced lifestyle (e.g. physical, psychological, social, emotional and spiritual facets) • Explore factors that impact negatively on lifestyle choices, for example: ▪ accidents (types of accidents, lack of knowledge and skills, unsafe attitudes and behaviours, unsafe environments, emotional factors); ▪ risk behaviours and situations (e.g. personal safety, road use, substance use and abuse, dietary behaviour, sexual behaviour, risk of pregnancy, sexually-transmitted infections [STIs], HIV); ▪ socio-economic environment (e.g. literacy, income, poverty, culture, social environment). • Explore behaviours that lead to injury- and abuse-related deaths, teenage suicides • Impact of the above and other unsafe practices on self, family and community (e.g. physical, emotional, spiritual, social, economic, political, environmental impact) • Explore factors that impact positively on lifestyle choices, for example: ▪ role of parents and peers; ▪ personal values and belief system; ▪ religion, media, social and cultural influences; ▪ economic conditions; ▪ access to information. • Making decisions: strategy/ model for making an informed decision and use of personal values as decision-making filters, including considering the all consequences (short-, medium- and long-term) of decisions and how consequences these influence decisions Possible Certificate Tasks: • First aid – theory and practical • Self defence course – theory and practical	AS3: Investigates the human and environmental factors that cause ill health, accidents, crises and disasters, and explores appropriate ways to deal with them: Concepts: factors causing ill health, accidents, crises and disasters; managing human and environmental factors that impact on health • Human factors that impact negatively on health (e.g. psychological, social, religious and cultural practices, and different knowledge perspectives) • Lifestyle diseases: ▪ major lifestyle diseases (e.g. cancer, hypertension, diseases of the heart and circulatory system, sexually transmitted infections including HIV and AIDS); ▪ contributing factors (e.g. eating habits, lack of exercise, smoking, alcohol abuse; unsafe sexual behaviour); ▪ prevention and control. • Environmental factors and disasters that impact negatively on health (physical environment, e.g. lack of infrastructure; environmental hazards, e.g. pollution, waste dumps, radiation, floods, fires, damage caused by wind) • Dealing with factors that contribute to ill-health on a personal level (attitudes, safety skills, first aid, coping with disasters) • Making decisions: strategy/ model for making an informed decision and use of personal values as decision-making filters, including considering the all consequences (short-, medium- and long-term) of decisions and how consequences these influence decisions • Community responsibility to provide environments and services that promote safe and healthy living (responsibilities of various levels of government, laws, regulations, rules, community services) • Suggest strategies such as educational / intervention programmes, impact studies to address factors and improve quality of life and well-being Possible Certificate Tasks: • Learner Driver's Licence (theory)
AS4: Describes the concepts 'power' and 'power relations' and their effect on relationships between and within genders: Concepts: power, power relations, gender relations • Define 'power' and 'power relations' • How the different genders view the roles of men and women – impact on power relation between the two genders and status of each • Stereotypical views of gender roles and responsibilities versus modern views – shift of power between genders and its effect on relationships • Influence of gender power inequality on relationships and general well-being (e.g. sexual abuse, physical abuse)	AS4: Analyses gender roles and their effects on self, family and society: Concepts: gender roles; impact of gender roles • Explain different gender roles in the family, culture and society, including how modern gender roles are different and/or similar to traditional roles • Describe how different gender roles and the differing perspectives thereof impact on one, one's family and society	AS4: Investigates how unequal power relations between the sexes are constructed and how they influence health and well-being, and apply this understanding to work, cultural and social contexts: Concepts: unequal power relations; impact of unequal power relations on well-being; different contexts • Explore the issue of power balance and power struggle between the two sexes, between family members, between friends, between colleagues and how it impacts on personal, family, cross-cultural, social and work relationships • Suggest how and why power relations emerge between the sexes in contexts such as the work setting, family context, a friendship, etc. • Describe how the abuse of power in relationship in the work setting (e.g. sexual harassment), cultural context (e.g. different mourning periods for males and females), family context (e.g. physical abuse), societal context (e.g. domestic violence, sexual violence/rape), etc. impacts on health and well-being • Explain how to manage power relations between the sexes in different contexts to encourage a win-win situation

Learning Outcome 2: Citizenship Education

The learner is able to demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practise responsible citizenship, and to enhance social justice and sustainable living.

GRADE 10	GRADE 11	GRADE 12
AS1: Identifies social and environmental issues, and participates in a group project to address a contemporary social and environmental issue (e.g. abuse, depletion of resources): Concepts: social and environmental issues; impact of issues on community and society; strategies to address issues • Social issues: identify those that impact negatively on local and global communities (e.g. crime, poverty, food security, abuse, discrimination, violence, HIV and AIDS); why these issues are harmful to the development of a community; how to stop negative impact • Environmental issues: identify those that impact negatively on local and global communities (e.g. degradation (such as soil erosion, air and water pollution, loss of open space) and depletion of resources (such as fishing stocks, firewood, land)); why these issues are harmful to the development of a community; how to stop negative impact • Strategy: project management – identify local issue in school community, plan (who – may involve learners from other grades, what, when, how), implement and evaluate (effect on issue) group project to address the issue Possible Certificate Tasks: • Basic project management course	AS1: Participates in a community service that addresses a contemporary social or environmental issue, indicating how it can harm certain sectors of society more than others (e.g. HIV and AIDS, environmental degradation): Concepts: community service, social and environmental justice, impact of issues • Social issues (e.g. lack of basic services and unequal access to basic resources, food production, security, nutrition, health, safety, HIV and AIDS) and impact of social factors such as access to water, availability of health services – analyse impact on different socio-economic and geographically located communities • Environmental issues (e.g. genetically modified foods and the use of harmful substances in food production, cruelty to animals and inhumane farming methods) and impact of environmental factors such as pollution and food additives on personal and community health, depletion of resources – analyse impact on different socio-economic and geographically located communities • Civic responsibility including the knowledge and skills to take appropriate action on an issue ▪ Youth service development, volunteerism, youth and civic organisations ▪ Community service such as Lifesaving, Scholar patrol Possible Certificate Tasks: • Lifesaving – theory and practical course followed by voluntary duty • Scholar patrol – certificate of participation	AS1: Participates in and evaluates services offered by a community project on a contemporary social or environmental issue, and determines own contribution to the project: Concepts: community projects, social and environmental issues • Types of community organisations: volunteer versus paid • Community projects/ services offered in immediate community and the social and/or environmental issues addressed by such projects • How to evaluate projects – purpose and their contribution in addressing social or environmental issues of immediate community; areas of strength and where they can improve • Identify how one can make a contribution to an existing community project • Get involved in an existing project and determine the
AS2: Explains the value of diversity, and discusses contemporary contributions of individuals and groups in addressing discrimination and violations of human rights: Concepts: diversity; discrimination; human rights; violation; strategy to address issues • Diversity: definition in various contexts and context of citizenship; advantages and disadvantages of diversity in day-to-day relationships and society at large • Discrimination: definition; types of behaviour; incidences of discrimination; impact on individuals and society; how to address • Human rights: definition; Bill of Rights – content, rights and responsibilities of South African citizens, role of government; violations – types of behaviour, incidences of human rights violations, impact on individual and society, how to address • Addressing discrimination and violations of human rights – who has done something: contemporary events showcasing the activities of organisations and/or individuals; analysis of activities of individuals such as Desmond Tutu, Nelson Mandela, Sophie de Bruin, Ramphela Mamphela, Walter Sisulu, etc. and organisations such as the TRC, HRC, etc. to determine their contributions in addressing issues and nation building – link up with concept of diversity; protection agencies and their work	AS2: Formulates strategies based on national and international instruments for identifying and intervening in discrimination and violations of human rights: Concepts: strategies and instruments for dealing with human rights violations • Define the discrimination and violation of human rights, including what causes it (e.g. race, class, creed, rural/urban, HIV and AIDS status, religion, ethnicity, xenophobia, gender, language, prejudice) • Identify and study national and international instruments such as the Bill of Rights, Children's Rights, Convention on the Rights of the Child, the African Charter on the Rights and Welfare of Children, Committee on the Elimination of Discrimination Against Women (CEDAW) and other bills and charters that focus on various areas (e.g. physical activity, etc.) • Identify and read about national and international protection agencies (e.g. Red Cross), as well as conflict resolution and peace-keeping initiatives that address the discrimination and violation of human rights • Consult examples of South African initiatives – campaigns (16 days of action against child and women abuse), celebrations • Suggest strategies on how to address discriminations and violations of human rights currently taking place at a national and/or international level	AS2: Evaluates own positions taken when dealing with discrimination and human rights violations, taking into account the Bill of Rights: Concepts: opinions on human rights issues; discrimination and human rights violations; Bill of Rights • State one's own position on different issues – what influences one's position, how to communicate one's position, how to accommodate / respect conflicting positions presented by other individuals with respect to dealing with discrimination and human rights violations • Participate in and/or contribute to discussions, projects, campaigns and events which address discrimination and human rights violations • Evaluate of one's own position/ actions when participating in and/or contributing to the above within the context of the Bill of Rights

AS3: Participates in a democratic structure and knows the principles of such a structure, how it functions, and how it changes: Concepts: democratic structure: its principles and functions • Participation in local community structures, such as non-governmental organisations (NGOs), community-based organisations (CBOs), faith-based organisations (FBOs), Community Police Forums, Representative Councils of Learners (RCLs), Scouts, community clubs, etc. • Participate in and/or is involved in constitutions, elections, representation of constituencies, mandates, lobbying, advocacy, running of meetings • Describe when, why and how a democratic structure changes	AS3: Participates in and analyses the principles, processes and procedures for democratic participation in life: Concepts: democracy – principles, processes, procedures • Study various national, provincial and local government structures and traditional authorities and determine what principles each functions on • Explore processes whereby civil society can participate in the above structures as well as in the governance and law-making processes of the country • Read up on various political parties, interest groups, lobbying groups, etc. and compare their principles, processes and procedures in addressing the interests of civil society • Determine a "wish list" of the principles, processes and procedures which are most likely to ensure democratic participation in a country • Participate and/or contribute to the process of a structure/ group	AS3: Analyses and debates the role of the media in a democratic society: Concepts: role of media; democratic society • Analyse role and responsibility of media • Explore how accessible media generated information is to different groups in society • Evaluate extent to which access to media and media reporting reflects a democratic society by exploring topics covered, positions taken by editors, space allocated to topics, geographical distribution/ availability, etc.
AS4: Displays an understanding of the major religions, ethical traditions and indigenous belief systems in South Africa, and explores how they contribute to a harmonious society: Concepts: major religions; ethical traditions; belief systems; harmonious society • Major religions (e.g. Judaism, Christianity, Islam, Hinduism, Buddhism, African religions) ▪ Ethical traditions/ religious laws ▪ Indigenous belief systems • Religious diversity in South Africa and how each religion contributes to harmonious living	AS4: Reflects on knowledge and insights gained in major religions, ethical traditions and indigenous belief systems, and clarifies own values and beliefs with the view to debate and analyse contemporary moral and spiritual issues and dilemmas: Concepts: major religions, own values and beliefs, moral and spiritual issues • Analyse contemporary moral and spiritual issues such as sex, marriage and divorce; abortion; death penalty; crime and punishment; genetic cloning; etc. within the context of at least 2-3 major religions studied in Grade 10 • Analyse and clarify own values and beliefs concerning the above issues • Prepare for/ engage in debates/ discussions in which own values and beliefs are used to support one's position on an issue/ dilemma	AS4: Reflects on and explains how to formulate a personal mission statement based on core aspects of personal philosophies, values, beliefs, religion and ideologies, which will inform and direct own actions in life and contribute meaningfully to society: Concepts: personal mission statement; life actions; responsible citizenship • Awareness of own personal views, values, beliefs, religion, ideology • Vision – what you want to achieve in life; link to context of South African society explaining how aspirations will impact on society • Own mission statement for life – philosophies, values, beliefs, religion and ideologies • How one's vision impacts on: ▪ One's actions in life ▪ One's immediate community ▪ Society at large

Learning Outcome 3: Physical Education
The learner is able to explore and engage responsibly in recreation and physical activities to promote well-being.

GRADE 10	GRADE 11	GRADE 12
AS1: Participates in programmes to promote well-being and describes the relationship between physical fitness and physical, mental and socio-emotional health: Concepts: physical fitness; exercise programmes; relationship between fitness and other domains of health • Define physical fitness • Study health-related concepts (body composition, cardiovascular fitness – exercise target zone; muscular strength, endurance, flexibility) • Explore basic principles of exercise (structure of session, repetition, duration, sequence of exercises, frequency, intensity) • Participate in physical exercise programmes: types of programmes (obstacle course, weight training, aerobic training, etc.), exercises, improvisation of exercises and/or equipment – walking/ running; rhythmical aerobic; aerobic games • Health: physical, mental, emotional and social – describe how each of these facets adapts to and is influenced by physical exercise; basics of anatomy and exercise physiology • Commitment to an exercise programme: short-term and long-term benefits; participation to improve well-being (e.g. three 20-minute sessions per week over sustained period of time) – participation certificate / club membership	AS1: Sets own goals and participates in programmes both in and out of school to improve current personal level of fitness and health, and investigates how nutrition relates to these: Concepts: goal-setting; fitness programmes; fitness profile; role of nutrition • Ascertain own level of fitness and health – elementary fitness test using a test battery which addresses the five health-related components of fitness • Study health-related fitness norms and performance requirements • Compile an action plan to improve fitness and health – set personal goals (e.g. number of repetitions, length of exercise session, decrease in time to complete a distance, how long a stretch can be held, etc.) • Role of nutrition in fitness and health ▪ Relationship between nutrition and levels of physical activity – intake versus output; types of foods that provide healthy source of energy ▪ Nutrition: Body Mass Index (BMI), weight management ▪ Fitness performance requirements • Participate in a programme for development of health-related fitness components: aerobic endurance programme • Re-assessment of personal fitness against goals after engagement in programme • Commitment to an exercise programme: Regular participation to improve fitness and health (e.g. three 30-minute sessions per week over sustained period of time) Possible Certificate Tasks: • Aerobics / Fitness leader course (theory and practical)	AS1: Monitors and evaluates own progress in achievement of personal fitness and health goals through regular participation in a programme: Concepts: achievement of goals; regular participation • Study health-related and skills-related fitness norms and performance requirements • Ascertain own level of fitness and health against age-related norms • Compile an action plan to improve fitness and health – fitness plan addressing the health- and skills-related components of fitness • Participate in a programme for development of health-related fitness components • Evaluation of performance and progress in health-related fitness components: How to evaluate? What to evaluate? Analysis of data? Relation to goals? • Monitoring process: when and how often to evaluate progress • Re-assessment of personal fitness against goals after engagement in programme • Commitment to an exercise programme: Regular participation to improve fitness and health (e.g. three 45-minute sessions per week over sustained period of time) Possible Certificate Tasks: • Participation certificate from instructor/ club
AS2: Participates and practises skills in a variety of games and sport, and analyses the value of own participation in such activities: Concepts: games; sport; techniques and procedures; benefit of participation • Skill acquisition – basic technique requirements; use and combination of a variety of motor skills; station training; practice drills • Procedures: positions, tactics (attacking and defending play) and rules for participation • Participate in games: ball games with hands; ball games with feet; ball games with bats • Variety of games and improvisation of equipment, e.g. rounders, mat ball, touch rugby, mini-cricket, indigenous games, etc. • Benefits of participation: social interaction and enjoyment; health benefits and appreciation of ability; psychological development, creativity, therapeutic value; value of movement in neuromuscular development; health promotion • Commitment to regular participation (e.g. three sessions per week over sustained period of time) – participation certificate / club membership Possible Certificate Tasks: • Swimming course – practical	AS2: Participates in self-designed and modified sport and games which are taught to peers, and develops own umpiring, administrative, organisational and leadership skills in such activities: Concepts: games, peer coaching, umpiring, administration, organisation, leadership • Develop modified version of a game/ sport with rules, procedures, skills • Basic principles of coaching, including related officiating and administrative skills (e.g. organisation of equipment, running a coaching session, administration of score cards, time keeping, demonstrations, etc.) • Peer coaching of modified court and field games/ sports, including related officiating and administrative skills • Participate in modified sport and games • Variety of modified sporting activities and improvisation of equipment, e.g. softball, netball, soccer, volleyball, cricket, etc. • Commitment to regular participation (e.g. three sessions per week over sustained period of time) – participation certificate / club membership Possible Certificate Tasks: • Coaching / Sport facilitator / Umpiring / Officiating / Sports Administration certificate (theory and practical)	AS2: Evaluates and participates in various relaxation and recreational activities, sport and games with the view to making a choice about participation and long-term engagement in at least one activity: Concepts: sporting activities, relaxation and recreational activities, long-term engagement • Develop criteria for evaluating programmes, sport and games • Factors influencing choices: interests, accessibility, perceived benefits, areas of potential • Outward Bound course – necessity and course work (theory and practical) • Participate in sporting activities: court sports; field sports • Participate in relaxation and recreational activities: Advanced orienteering; Hiking activities; Swimming activities involving water sports; Outdoor activities; Dance activities; etc. • Commitment to regular participation (e.g. three sessions per week over sustained period of time) Possible Certificate Tasks: • Certificate of participation in school-/ club-/ community-based physical activity

AS3: Analyses the coverage of sport, sporting personalities and recreational activities by the media and suggests ways of redressing biases and unfair practices in the world of sport: Concepts: sporting personalities, recreational activities, biases in sport, unfair practices in sport • Biases in sport: gender, race, age, stereotyping, sporting codes, etc. • Unfair practices in sport: drug taking ('doping'), match fixing, subjective umpiring, mal-administration – impact on the reputation of the sport and the sporting personalities involved • Media: analysis of print and electronic media – bias, stereotyping, and patterns of coverage of individuals, sport types and recreational activities in reporting practices – impact on the reputation of the sport and the sporting personalities involved • Suggestions on how to address bias and unfair practices in sport and how the media covers sport	AS3: Investigates participant and spectator behaviour in sport and the role of sport in nation building: Concepts: participant and spectator behaviour, sport as nation builder • Different behaviours and what they say about one as a participant / spectator in the context of sportsmanship • Incidence of participant / spectator misbehaviour – what triggers certain behaviour • Impact of behaviours on participants / spectators, team, opposition, community, society and nation at large • How spectator / participant behaviour can support / detract from nation building • How sport can support / detract from nation building • How the administration of sport (e.g. sporting bodies and boards, referees) • Exposure to positive behaviour programmes • Role of sport in nation building	AS3: Reports on the opportunities for careers and work in the recreation, fitness and sport industries: Concepts: careers and work, recreation, fitness and sport industries • Study trends and demands in the sector • Explore possible routes to the sector – programmes and admission requirements for higher education, etc. • Analyse the different types of jobs in the sector: identify work settings, activities and opportunities in each sector
AS4: Plans and participates in a self-designed, environmentally responsible outdoors recreational group activity, and analyses the value of own participation in such an activity: Concepts: recreational activities; outdoor environment – responsible use thereof • Explore various recreational activities offered by the commercial sector • Environmental responsibility: ways in which to ensure that the environment is protected while it is being enjoyed; survey of recreational possibilities in immediate environment • Benefits of participation in outdoor recreational activities: for social interaction and enjoyment; health benefits and appreciation of ability; psychological development, creativity, therapeutic value; value of movement in neuromuscular development; health promotion • (Plan and) participate in group activity: plan (procedure, safety, equipment, rules, impact on environment), participate and evaluate (benefits of participation; appreciation of own abilities; impact on environment) - criteria to be provided by teacher (e.g. must promote physical development and health; participate within school grounds or a nearby area declared acceptable by teacher, etc.) • Examples of activities: Basic orienteering; Outdoor exercise circuit; Educational gymnastics (outdoor stunts); Swimming activities involving challenges with objects • Commitment to regular participation (e.g. three sessions per week over sustained period of time) – school participation certificate / club membership Possible Certificate Tasks: • School participation certificate • Participation in activities of a club such as a hiking club	AS4: Explores and evaluates various leadership roles through participation in a self-designed recreational group activity, and analyses own role in such activity: Concepts: leadership roles, recreational activity, own role • Leadership roles, qualities and skills, including being a leader and a follower • Application of leadership skills in other spheres of life • Lead and follow self- and peer-designed group activities • Participation in recreation activities that promote leadership skills: intermediate orienteering; other outdoor activities; dance activities; swimming activities involving components of fitness/ water safety (lifesaving) • Analyse own role in activity • Commitment to regular participation (e.g. three sessions per week over sustained period of time) – participation certificate / club membership Possible Certificate Tasks: • Recreation leader course (theory and practical)	AS4: Investigates how ideologies, beliefs and worldviews influence the construction of and participation in recreation and physical activity: Concepts: recreation and physical activity; how different perspectives influence participation • Investigate the different beliefs, ideologies and worldviews of the role of sport and recreational activities in a person's life • Discuss how beliefs, ideologies and worldviews influence participation in sport and recreational activities across cultures and genders • Make comparisons between urban and rural participation in different sporting and recreational activities across cultures and genders • Compare and explain differences in participation trends of westernised societies to more traditional societies across different cultures and genders

Learning Outcome 4: Career and Career Choices

The learner is able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, career fields and career pathing.

GRADE 10	GRADE 11	GRADE 12
AS1: Demonstrates self-awareness, and explores socio-economic factors as considerations in own subject, career and study choices: Concepts: self-awareness; socio-economic factors; connection between subject, study and career choices • Knowledge about self: interests and abilities, strengths, areas of potential, personal gratification • Relationship between school subjects, study pathway and career choices • How choices relate to self-knowledge • Socio-economic factors: finances, affordability, availability, community needs, social influences, etc. • Sustainability, financial and socio-economic viability of career choices, including awareness of how deductions such as income tax impact on final package • Affordability and accessibility of study choices • Requirements of study choice with relation to school subject choices	AS1: Explores and evaluates knowledge about self, interests, abilities and personal expectations in relation to career requirements and socio-economic considerations: Concepts: self-knowledge, career requirements, socio-economic considerations • SAQA, the NQF framework, and recognition of prior learning • Offerings and requirements for FET Colleges and Higher Education Institutions • Skilled, semi-skilled, unskilled and physical labour, learnerships • Additional and higher education studies required • Expectancy and reality • Social factors influencing choice of career • Economic factors influencing choice of career, including awareness of benefits and income tax obligations as per SARS and how this impacts on personal salary expectations • How career choice links to self – chances of success and satisfaction Possible Certificate Task: • Basic tax education course	AS1: Commits to a decision taken and applies accordingly for a job or a course in additional or higher education: Concepts: applications for jobs/ study • Decide: Job, course or higher education • Compile and submit letters of application for a job / course / higher education • Locate appropriate work opportunities in various sources • Produce an up-to-date CV and submit with job application
AS2: Investigates the diversity of jobs according to economic sectors, and work settings and forms of activities in each of these sectors in relation to the self: Concepts: diversity of jobs; economic sectors; work settings; forms of activities • Different sectors: Primary sector (raw materials), secondary sector (finished products/goods), and tertiary sector (infrastructure, providing services) – Workplace environment and conditions such as indoors, outdoors (laboratory, mine) • Forms of workplace activity (e.g. designing, assembling, growing) – Skills and competencies valued by employers • Suitability audit – how one's skills and personality match up to the activities and expectations of a particular work setting	AS2: Researches the requirements for admission to additional and higher education courses, as well as options for financial assistance: Concepts: admission requirements; financial options • Requirements for different programmes • Evaluating additional and higher education options • Explores access to financial assistance • Obligations in terms of financial arrangements, study loans, etc. • Comparison of courses and costs for preferred post-school learning options • Bursaries: requirements and obligations	AS2: Explores career opportunities within chosen career field and investigates other innovative solutions (including entrepreneurship) as ways in which to counteract possible unemployment: Concepts: opportunities in career fields, counteracting unemployment, entrepreneurship • Types of jobs and opportunities available within a specific career field: What each entails, salary package, promotion prospects, diversity – other options, study requirements, etc. • Reasons for and impact of unemployment • Entrepreneurship – necessity, options, consideration of viable services and products • 'Reading' the market and identifying niches • Financial and social viability of entrepreneurship and other options, including awareness of tax obligations in such ventures according to SARS • Problem solving and creative thinking Possible Certificate Tasks: • Basic consumer education course

AS3: Displays an awareness of trends and demands in the job market, and the need for lifelong learning: Concepts: trends; demands; job market; lifelong learning • Requirements for the National Senior Certificate, including Certificate Tasks in Life Orientation (importance) • Trends and demands: what they tell one about the evolving nature of careers, scarce skills and the job market; analysis of job market – what jobs are being advertised and the work environment, skills and competencies linked to these jobs; growth and decline of various occupations and fields of work (emerging demands / changing patterns) • Lifelong learning: connection between trends and abilities; recognition of prior learning; ability to adapt, re-train, flexibility, ongoing development of self for the job market; role of employment / income in enabling one to survive financially • Different kinds of learning - formal, non-formal (e.g. certificate courses, conferences, etc.) • Learning and/or earning opportunities while still at school: community work, volunteering, entrepreneurship, part-time jobs such as waitering, delivering newspapers • Relationship between education levels and earnings or employment rates • Evaluation of post-school learning options	AS3: Demonstrates competencies, abilities and ethics that will assist in securing a job and developing a career: Concepts: competencies, abilities and ethics for the workplace • Studying advertisements, writing an application letter, completing application forms, writing a CV, etc. • Personal appearance, such as dressing when going for an interview • Interview skills and preparing for typical questions that can be expected • Building a CV: all forms of experience gained (e.g. work shadowing, informal jobs, volunteer work, etc.) and its role in getting a job • Acquiring testimonials and evidence • Ethical behaviour • Competencies and abilities: ▪ Managing meetings – chairing, minute-taking, communication ▪ Computer literacy – necessity and course work (theory and practical) ▪ Project management – necessity and course work (theory and practical) ▪ Office administration – necessity and course work • Evaluation of post-school learning options Possible Certificate Tasks: • Basic project management course • Workplace participation / experience	AS3: Investigates and reports on the core elements of a job contract, conditions of service, relevant labour laws and practices, the principles of equity and redress, the value of work and the importance of a work ethic: Concepts: labour issues, work ethic, redress • Core elements of a job contract, obligations, conditions of service • Laws such as the Labour Relations Act (conditions of work, including health and safety in the workplace, other relevant issues) and the Employment Equity Act • Recruitment process, general trends and practices • Trade unions • Principles: history of labour practices and the relevance of the Employment Equity Act • Societal expectations • Purpose of work: e.g. how work adds meaning to life, provides an income • Rights and responsibilities of both employers and employees • Evaluation of post-school learning options • Applying for jobs / bursaries / positions: Studying advertisements, writing an application letter, completing application forms, writing a CV, etc.
AS4: Explores a range of study skills and applies the selected study method: Concepts: study skills; application of study skills • Study skills: Listening skills, Reading skills, Comprehension skills, Concentration and memory skills, Selecting important concepts and content, Summarising, Note-taking and mind-mapping, Assignment and essay construction, Making comparisons, Critical, creative and problem-solving skills – value and place of each • Application: when to use each skill; testing the various skills in a subject-specific context to select skills that most effective for individual use; make use of selected method • How to manage evidence of performance across 7 subjects • Analyse performance in assessment tasks – what the results say about one's development and progress • Organisation and time management skills: action plan – annual study plan (refer to the annual assessment plan of the school for details) Possible Certificate Tasks: • Basic reading and study skills course	AS4: Reflects on, refines and applies own study skills, style and strategies: Concepts: refinement of study skills • Study skills: determine strong and weak study skills and how to improve • Study styles: identify preferred way of approaching tasks and suggest how to use it to one's advantage • Study strategy: suggest how to approach a specific task in the light of its perceived demands by mixing skills and styles to maximise impact • Analyse performance in assessment tasks – what the results say about one's development and progress • Examine one's own examination writing skills: strengths and weaknesses – what to change and how to change • Annual study plan (refer to the annual assessment plan of the school for details) Possible Certificate Tasks: • Intermediate reading and study skills course	AS4: Reflects on the process of assessment and examination writing skills, and applies these skills: Concepts: examination writing skills, process of assessment • Explain why assessment is needed and its role in the development of personal potential • Discuss the process of assessment and what one can do to make it a positive experience • Revise own study skills, strategies and styles • How to write an examination (read the question, plan the response, answer the questions, etc.) • Analyse performance in assessment tasks – what the results say about one's development and progress • Annual study plan (refer to the annual assessment plan of the school for details) Possible Certificate Tasks: • Advanced reading and study skills course

NOTE:
The Possible Certificate Tasks listed in the above Content Framework provide suggestions for the kinds of tasks learners can engage in and are not compulsory.

ANNEXURE 2: EXAMPLES OF WORK SCHEDULES FOR LIFE ORIENTATION

NOTE:

- Only the CORE CONTENT is listed in each Work Schedule as a detailed list of content is provided in the Content Framework in Annexure 1.
- The assessment tasks listed as DAILY are merely a suggestion of the kinds of tasks that learners can engage in and are not prescribed.
- The PROGRAMME OF ASSESSMENT tasks listed are aligned with the Subject Assessment Guidelines for Life Orientation.

EXAMPLE OF A GRADE 10 WORK SCHEDULE (40 weeks)

TIME FRAME		LOs.ASs	CORE CONTENT (See Appendix 1: Content Framework for detailed content)	ASSESSMENT	RESOURCES
Term 1	6 weeks	LO1.AS3 LO4.AS4 LO3.AS2 LO3.AS3	STUDYING FOR SUCCESS • Impact of choices: Consequences; personal potential • Study skills; application of study skills; annual study plan – organisation and time management • Ball games using hands: Techniques and procedures; participation; benefit of participation • Redress in sport: Access and rules	Daily- • Study plan • Study exercises: Apply study skills • Mind map: Impact of choices and attitude towards study success and realisation of own potential • Participation in ball games using hands	• Texts on: ▪ study skills and study plans; explaining different skills along with examples of different skills ▪ various games and sport – e.g. Playsport Manual • Games equipment; Sport equipment • Newspaper articles on bias and unfair practice in sport • Task cards for games tactics • Clothing for learner participation • Changing facilities and water
	4 weeks	LO1.AS3 LO4.AS3 LO3.AS2 LO3.AS3	OPENING THE DOORS TO LIFELONG LEARNING • Impact of choices: Consequences; personal potential • Lifelong learning opportunities; routes to job market • Ball games using feet: Techniques and procedures; participation; benefit of participation • Redress in sport: Gender and match-fixing	Daily- • Mind map: Impact of choice and attitude towards lifelong learning and realisation of own potential • Investigation/ Case studies: Requirements and routes to the job market • Participation in ball games using feet Programme of Assessment- • Task 1: Source-based task: Article on the various routes to accessing the job market, including the role of subject choices and study plans (75 marks) • Task 5: Physical Education (25 marks)	• Texts on: ▪ the work environment, skills and competencies required in different jobs; scarce skills and skills that make one employable in publications such as the Careers section of the Sunday Times ▪ various games and sport – e.g. Playsport Manual • Guide: Into Higher Education • Games equipment; Sport equipment • Task cards for games tactics • Clothing for learner participation • Changing facilities and water

TIME FRAME		LOs.ASs	CORE CONTENT (See Appendix 1: Content Framework for detailed content)	ASSESSMENT	RESOURCES
Term 2	5 weeks	LO1.AS3 LO4.AS1 LO4.AS2 LO4.AS3 LO3.AS2 LO3.AS3	UNDERSTANDING THE JOB MARKET • Impact of choices: Consequences; personal potential • Self-awareness; socio-economic factors; connection between subject, study and career choices • Diversity of jobs; economic sectors; work settings; forms of activities • Trends; demands; job market • Ball games using bats: Techniques and procedures; participation; benefit of participation • Redress issues in sport: Media coverage and officiating	Daily- • Class debate: Personal interests versus market trends and demands • Analysis of data on trends and demands • Profile on workplace activities in 3 careers • Mind map: Consequences of career choices and how these choices link to personality • Group presentation: Redress in sport • Participation in games using bats	• Texts on: ▪ current job advertisements; statistics on the job market; scarce skills; the work environment; skills and competencies required in different jobs; skills that make one employable in publications such as the Careers section of the Sunday Times ▪ various games and sport – e.g. Playsport Manual • Games equipment; Sport equipment • Task cards for games tactics • Clothing for learner participation • Changing facilities and water
	3 weeks	LO1.AS3 LO2.AS1 LO2.AS2 LO2.AS4 LO3.AS4	ENVIRONMENTAL, COMMUNITY AND SOCIETAL ISSUES • Impact of choices: Consequences; personal potential • Social and environmental issues: Impact on community and society • Diversity; discrimination; human rights; violation; impact on community and society • Religions; traditions; belief systems; harmonious society • Basic orienteering activities: Participation; benefits of participation	Daily- • Investigation/ Case study: Issues and impact on community • Youth day campaign: Embracing diversity and rights of all • Participation in orienteering activities Programme of Assessment- • Task 5: Physical Education (25 marks)	• Texts on: ▪ social and environmental issues; statistics on social and environmental issues; social and environmental happenings and events; organisations that address such issues ▪ on human rights and violations thereof; various service providers ▪ recreational outdoor activities; the impact of human activity on the environment • Basic equipment as required for physical activity, e.g. map and markers for orienteering • Clothing for learner participation • Changing facilities and water
	2 weeks	MIDYEAR EXAMINATIONS Programme of Assessment- Task 2: Examination (LO1-4) – all content dealt with to date (75 marks)			

TIME FRAME		LOs.ASs	CORE CONTENT (See Appendix 1: Content Framework for detailed content)	ASSESSMENT	RESOURCES
Term 3	3 weeks	LO1.AS3 LO2.AS1 LO2.AS2 LO2.AS3 LO3.AS4	HOW ISSUES HAVE BEEN DEALT WITH • Impact of choices: Consequences; personal potential • Social and environmental issues: Actions taken to address issues; strategy to address issues • Democracy: Democratic structure; democratic principles; democratic functions • Outdoor exercise circuit: Outdoor environment: responsible use thereof; participation; benefits of participation	Daily- • Poster: South Africans who have acted on issues and impact of their actions • Mind map: Consequences of acting on issues versus ignoring them • Investigation: Democratic structures that are active in addressing issues • Participation in outdoor exercise circuit activities	• Texts on: ▪ activities of individuals involved in human rights (e.g. excerpts from autobiography or biography, magazine articles); organisations that address such issues; the impact of human activity on the environment • Basic equipment as required for physical activity, e.g. markers for stations, exercise task cards • Clothing for learner participation • Changing facilities and water
	6 weeks	LO1.AS3 LO2.AS1 LO2.AS3 LO3.AS4	ACTING ON ISSUES • Impact of choices: Consequences; personal potential • Social and environmental issues: Risk behaviours; action plan and implementation to address risk behaviours • Democratic participation • Outdoor stunts (educational gymnastics): participation; benefits of participation	Daily- • Mind map: Consequences of risk behaviours on realising the potential of South African youth • Draft action plan • Recreation: Pre- and post-rating of aptitude in stunts • Analysis: Knowledge, skills and values learnt in outdoor activities • Participation in outdoor stunt activities Programme of Assessment- • Task 3: Group action project: Plan, implement and report on impact (75 marks) • Task 5: Physical Education (25 marks)	• Texts on: ▪ social and environmental issues; statistics on social and environmental issues; social and environmental happenings and events; organisations that address such issues; South African Youth Risk Behaviour Survey (2002) ▪ human rights and violations thereof; activities of individuals involved in human rights (e.g. excerpts from autobiography or biography, magazine articles); organisations that address such issues • Clothing for learner participation • Changing facilities and water
	1 week	LO1.AS2 LO1.AS3 LO3.AS1	CHANGES ASSOCIATED WITH GROWTH • Life roles • Impact of choices: Consequences; personal potential • Changes: Physical, mental, emotional and social • Walking/ running exercise programme • Health-related benefits of fitness	Daily- • Presentation and quiz: Physical growth • Collage: Emotional, social, movement and mental growth • Debate: Battle of the sexes • Participation in walking/ running exercise programme • Logbook: Participation in physical activity in own time	• Texts on: ▪ the developmental stage from adolescence to adulthood; the facts on change in the various domains ▪ physical fitness: concepts, principles, programmes; basics of anatomy and exercise physiology • Fitness equipment: weights, skipping ropes, flat area to run; bench / steps; sticks • Clothing for learner participation • Changing facilities and water
Term 4	3 weeks				

TIME FRAME		LOs.ASs	CORE CONTENT (See Appendix 1: Content Framework for detailed content)	ASSESSMENT	RESOURCES
Term 4 cont.	3 weeks	LO1.AS1 LO1.AS2 LO1.AS3 LO1.AS4 LO3.AS1	LIFE ROLES AND RESPONSIBILITIES • Self-awareness; self-esteem; personal strengths and weaknesses; self-development strategies • Life roles: Rites of passage; how they evolve and impact on relationships • Decisions: Use of values and strategies; impact of choices – consequences; personal potential • Power; power relations; gender; gender relations • Rhythmical exercise programme • Relationship between fitness and other domains of health	Daily- • Time line: Life roles - their evolution, responsibilities and impact on gender roles • Case study: Balancing different roles and power in relations • Pie diagram: Perspectives of different cultures on life roles and gender relations • Mind map: What happens to other facets of health when physical fitness is promoted / neglected • Participation in rhythmical exercise programme • Logbook: Participation in physical activity in own time	• Texts on: ▪ life roles and rites of passage; relationships; case studies for learners to respond to ▪ physical fitness: concepts, principles, programmes; basics of anatomy and exercise physiology • Fitness equipment: weights, skipping ropes, flat area to run; bench / steps; sticks • Sound apparatus: CD player and CD; cassette player and cassette; TV, video machine and tape • Clothing for learner participation • Changing facilities and water
	2 weeks	LO1.AS1 LO1.AS3 LO3.AS1	MAKING INFORMED DECISIONS • Self-awareness; self-esteem; personal strengths and weaknesses; self-development strategies • Decisions: Use of values and strategies; lifestyle choices including sexuality; personal potential • Aerobic games exercise programme • Exercise patterns and choices	Daily- • Note-taking • Letters of advice • Motivational talk / role-play • Participation in aerobic games • Logbook: Participation in physical activity in own time Programme of Assessment- • Task 5: Physical Education (25 marks)	• Texts on: ▪ making decisions and role of values in such decisions; case studies for learners to read; sexuality; other lifestyle choices; statistics on youth behaviour and choices – South African Youth Risk Behaviour Survey (2002) ▪ physical fitness: concepts, principles, programmes; Literature on basics of anatomy and exercise physiology • Basic equipment as required for aerobic games • Clothing for learner participation • Changing facilities and water
	2 weeks	END-OF-YEAR EXAMINATIONS Programme of Assessment- Task 4: Examination (LO1-4) – all content (75 marks)			

EXAMPLE OF A GRADE 11 WORK SCHEDULE (40 weeks)

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 PLUS 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 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 Programme of Assessment- TASK 2: Examination (LO1-4) – All content dealt with to date in Terms 1 and 2 (75 marks)			

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 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 Programme of Assessment- TASK 4: Examination (LO1-4) – All content dealt with in Terms 3 and 4 (75 marks)			

EXAMPLE OF A GRADE 12 WORK SCHEDULE (40 weeks, including 6 weeks for external examinations)

TIME FRAME		LOs.ASs	CORE CONTENT (See Appendix 1: Content Framework for detailed content)	ASSESSMENT	RESOURCES
Term 1	6 weeks	LO1.AS1 LO2.AS4 LO4.AS4 LO3.AS2	SKILLED TO SUCCEED • Stress: Stressors, managing stress and change to promote quality of life • Personal mission statement: Life actions and responsible citizenship • Study plan for Grade 12 • Process of assessment and examination writing skills • Recreation and relaxation activities	Daily- • Personal lifestyle plan including mission statement • Analysis: Assessment process • Annual study plan • Logbook: Participation in recreation and relaxation activities both in and out of school • Participation in recreation and relaxation activities	• Texts on: ▪ stress and change; lifestyle planning; citizenship; assessment; study plans and exam writing skills ▪ recreational and relaxation activities • Basic equipment as required for recreational activities, e.g. markers for stations, task cards • Clothing for learner participation • Changing facilities and water
	4 weeks	LO3.AS3 LO4.AS2 LO3.AS2	LOOKING AHEAD • Opportunities in career fields, including recreation, fitness and sport industry • Counteracting unemployment, including entrepreneurship • Recreation and relaxation activities	Daily- • Report: Opportunities in a chosen career field • Unemployment strategy • Logbook: Participation in recreation and relaxation activities both in and out of school • Participation in recreation and relaxation activities Programme of Assessment- • Task 1: Exhibition/ Portfolio: Personal mission statement and career vision (focus on preferred career field) (75 marks) • Task 5: Physical Education Task (25 marks)	• Texts on: ▪ career opportunities in different fields (including recreation, fitness and sport industry); entrepreneurship and other job creation opportunities and initiatives ▪ recreational and relaxation activities • Basic equipment as required for recreational activities, e.g. markers for stations, task cards • Clothing for learner participation • Changing facilities and water

TIME FRAME		LOs.ASs	CORE CONTENT (See Appendix 1: Content Framework for detailed content)	ASSESSMENT	RESOURCES
Term 2	6 weeks	LO1.AS2 LO2.AS1 LO4.AS1 LO3.AS1	COMMITMENT • Initiating, building and sustaining relationships • Positive relationships in different contexts • Community projects addressing social and environmental issues – personal contribution • Applications for jobs/ study • Fitness programme	Daily- • Case study: What makes a relationship healthy and worth sustaining • Report: Personal contribution to community project • Participation in fitness programme • Logbook: Participation in fitness programme Programme of Assessment- • Task 2: Source-based task: CV and letter of application (75 marks)	• Texts on: ▪ relationships; community projects; social and environmental issues ▪ how to compile CVs and letters of application ▪ fitness: evaluation, health- and skills-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
	2 weeks + 2 weeks (Term 3)	LO2.AS2 LO2.AS3 LO3.AS4 LO3.AS1 LO3.AS2	FREEDOM OF EXPRESSION • Opinions on human rights issues; discrimination and human rights violations; Bill of Rights • Recreation and physical activity: How different perspectives influence participation • Fitness programme	Daily- • Case study: Opinions on various human rights matters • Participation in fitness programme • Logbook: Participation in fitness programme • Report: Analysis of progress towards fitness goals Programme of Assessment- • Task 5: Physical Education Task (50 marks)	• Texts on: ▪ human rights issues; religious views on participation in sport, recreation and physical activity – including statistics ▪ fitness: evaluation, health- and skills-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
	2 weeks	MIDYEAR EXAMINATIONS Programme of Assessment- Task 3: Examination (LO1-4) – all content dealt with to date (75 marks)			

TIME FRAME		LOs.ASs	CORE CONTENT (See Appendix 1: Content Framework for detailed content)	ASSESSMENT	RESOURCES
Term 3	2 weeks (roll-over from Term 2)	LO2.AS2 LO2.AS3 LO3.AS4 LO3.AS1 LO3.AS2	FREEDOM OF EXPRESSION (Continued from Term 2) • Recreation and physical activity: How different perspectives influence participation • Role of media in democratic society • Sporting activities: Court sports	Daily- • Poster: Different perspectives on participation • Analysis of media articles and reports • Participation in sporting activities • Logbook: Participation in sporting activities	(Continued from Term 2) • Texts on: ▪ religious views on participation in sport, recreation and physical activity – including statistics ▪ court sports, rules and techniques • Equipment for court sports • Clothing for learner participation • Changing facilities and water
	6 weeks	LO1.AS3 LO1.AS4 LO4.AS3 LO3.AS2	SHAPING THE WORLD WE LIVE AND WORK IN • Factors causing ill health, accidents, crises and disasters; managing human and environmental factors that impact on health • Unequal power relations; impact of unequal power relations on well-being; different contexts • Labour issues; work ethic; redress • Sporting activities: Court and field sports	Daily- • Article: Enhancing quality of life • Role-play / Panel discussion: The dynamics of power in a relationship • Code of conduct for the workplace • Participation in sporting activities • Logbook: Participation in sporting activities • Report: Participation in and analysis of preferred games / sport activities Programme of Assessment- • Task 5: Physical Education Task (25 marks)	• Texts on: ▪ ill health; accidents; crises and disasters; power relations; labour issues ▪ court and field sports; rules and techniques • Equipment for court and field sports • Clothing for learner participation • Changing facilities and water
	2 weeks	TRIAL EXAMINATIONS Programme of Assessment- Task 4: Examination (LO1-4) – all content dealt with to date (75 marks)			

TIME FRAME		LOs.ASs	CORE CONTENT (See Appendix 1: Content Framework for detailed content)	ASSESSMENT	RESOURCES
Term 4	4 weeks	LO4.AS4 LO3.AS2	EXAM PREP • Revision of examination writing skills • Sporting, relaxation and recreational activities	Daily- • Exam exercises: Answer different types of questions • Participation in sporting, relaxation and recreational activities	• Texts on: ▪ exam writing skills ▪ sporting, relaxation and recreational activities • Equipment for physical activities • Clothing for learner participation • Changing facilities and water
	6 weeks	EXTERNAL EXAMINATIONS			