



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

MULTI-GRADE TEACHING PACESETTER

SUBJECT: LIFE ORIENTATION

TERM 1			
WEEKS	CONTENT AND TOPICS		
	GRADE 7	GRADE 8	GRADE 9
1	<p>Health, Social and Environmental responsibility Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Prior Knowledge: Grade 6 content - HIV and AIDS education: myths and realities about HIV and AIDS including risks and perceptions about HIV and AIDS - Caring for people with AIDS • Self-management skills: Responsibilities at school and home - Prioritising responsibilities • Developing an activity plan: homework, house chores and playing time 	<p>Health, Social and Environmental responsibility Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Informed, responsible decision-making about health and safety: HIV and AIDS and COVID-19 - Management with medication, diet, healthy living and positive attitude. - Prevention and safety issues relating to HIV and AIDS and COVID-19 • Caring for people living with HIV and AIDS and Covid-19 • Management of HIV/AIDS including COVID-19 	<p>Health, Social and Environmental responsibility Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Informed, responsible decision-making about health and safety: HIV and AIDS and Covid-19 - Management with medication, diet, healthy living and positive attitude - Prevention and safety issues relating to HIV and AIDS and Covid 19 • Caring for people living with HIV and AIDS and Covid-19 • • Management of HIV/AIDS including COVID-19

1	<p>Development of the self in society</p> <p>Basic hygiene principles (issues of COVID-19)</p> <p>Concept: self-image</p> <ul style="list-style-type: none"> - Identify and reflect on positive personal qualities: relationship with self, family and friends. - Personal interests, abilities and potential. - Strategies to enhance self- image through positive actions: respect for self. • Strategies to enhance others' self-image through positive actions: respect for others and respect for diversity. 	<p>Development of the self in society</p> <p>Basic hygiene principles (issues of COVID-19)</p> <p>Concepts: self-concept formation and self-motivation</p> <ul style="list-style-type: none"> - Factors that influence self- concept formation and self- motivation: media, environment, friends and peers, family, culture, religion and community. - Positive self-talk: individuality and uniqueness; and personal achievements. • Strategies and skills to extend personal potential 	<p>Development of the self in society</p> <p>Basic hygiene principles (issues of COVID-19)</p> <p>Goal Setting-Skills: Personal Lifestyle choices</p> <ul style="list-style-type: none"> - Influence of media, environment, friends and peers, family, culture, religion and community on personal lifestyle choices - Appropriate responses to influences on personal lifestyle choices: <ul style="list-style-type: none"> ○ Informed decision-making skills: positive and negative influences. • Assertiveness skills: confident and firm decision-making
2	<p>Development of self in society</p> <p>The impact of COVID – 19 on adolescents</p> <p>Changes in boys and girls: puberty and gender constructs</p> <ul style="list-style-type: none"> -Physical and emotional changes - Understanding the changes and how these impact on relationships - Respect for own and others' body changes and emotions 	<p>Development of self in society</p> <p>The impact of COVID – 19 on adolescents</p> <p>Concept: sexuality</p> <ul style="list-style-type: none"> - Understanding one's sexuality: personal feelings that impact on sexuality. - Influence of friends and peers on one's sexuality. - Family and community norms that impact on sexuality. 	<p>Development of self in society</p> <p>The impact of COVID – 19 on adolescents</p> <p>Sexual behaviour and sexual health:</p> <ul style="list-style-type: none"> - Risk factors leading to unhealthy sexual behaviour. - Unwanted results of unhealthy sexual behaviour: teenage pregnancy, sexually transmitted infections (STIs), HIV and AIDS.

	<ul style="list-style-type: none"> - Appreciation and acceptance of the self and others 	<ul style="list-style-type: none"> - Cultural values that impact on sexuality. - Social pressures including media that impact on sexuality. - Problem-solving skills: identity formation and development 	<ul style="list-style-type: none"> - Low self-image and emotional scars. - Factors that influence personal behaviour including family, friends, peers and community norms. - Strategies to deal with unhealthy sexual behaviour: abstinence and change of behaviour. • Protective factors, where to find help and support: community structures that offer protection or resilience against high risk behaviour. • Adverse consequences and implications of teenage pregnancy for teenage parent(s) and the children born to teenagers
3	<p>Development of the self in society</p> <p>Basic hygiene principles (issues of COVID-19)</p> <p>Peer pressure: effects of peer pressure</p> <ul style="list-style-type: none"> - How peer pressure may influence an individual: use of substances, crime, unhealthy sexual behaviour, bullying and rebellious behaviour. - Appropriate responses to pressure: assertiveness and coping skills - .Negotiation skills: ability to disagree in 	<p>Development of the self in society</p> <p>Basic hygiene principles (issues of COVID-19)</p> <p>Relationships and friendships: relationships at home, school and in the community</p> <ul style="list-style-type: none"> - Appropriate ways to initiate a relationship - Appropriate ways to sustain a relationship - Problem-solving skills: appropriate behaviour in a relationship. 	<p>Development of the self in society</p> <p>Basic hygiene principles (issues of COVID-19)</p> <p>Challenging situations: depression, grief, loss, trauma and crisis</p> <ul style="list-style-type: none"> - Causes of depression, grief, loss, trauma and crisis - Counter-productive coping techniques: using alcohol and drugs.

	<p>constructive ways</p> <ul style="list-style-type: none"> - Where to find help. 	<ul style="list-style-type: none"> • Communication skills: ability to disagree in constructive ways and appropriate ways to end a relationship. 	<ul style="list-style-type: none"> • Problem-solving and decision making skills: strategies to respond to emotions in challenging situations. (Brought in from term 4 for alignment).
4	<p>World of work</p> <p>Basic hygiene principles (issues of COVID-19)</p> <p>Importance of reading and studying:</p> <ul style="list-style-type: none"> - Reading for enjoyment and reading with understanding. - Skills to develop memory: ability to recall. 	<p>World of work</p> <p>Basic hygiene principles (issues of COVID-19)</p> <p>Different learning styles: visual, aural, kinesthetic, reading and writing.</p> <p>-Identify and apply own learning styles.</p>	<p>World of work</p> <p>Basic hygiene principles (issues of COVID-19)</p> <p>Time-management skills:</p> <p>accountability in carrying out responsibilities.</p> <ul style="list-style-type: none"> - How to organize one's work. - How to use time effectively and efficiently? - Reading and writing for different purposes: <ul style="list-style-type: none"> • Keeping a journal; summarizing and improving reading and writing skills.
PHYSICAL EDUCATION	<p>Physical Education</p> <ul style="list-style-type: none"> - Participation in a fitness programme. - Participation and movement performance in a fitness programme. 	<p>Physical Education</p> <ul style="list-style-type: none"> - Participation in physical activities that promote components of fitness. - Safety issues relating to fitness activities. 	<p>Physical Education</p> <ul style="list-style-type: none"> - Participation in activities that improve physical wellness level. - Safety issues relating to fitness activities.
IN FORMAL ASSESSMENT, REMEDIATION	Homework/ classwork /worksheets	Homework/ classwork /worksheets	Homework/ classwork /worksheets
FORMAL ASSESSMENT	WRITTEN TASK =70 PET: 30		
TERM 2			
	<p>Constitutional rights and responsibilities</p> <p>Basic hygiene principles (issues of COVID-19)</p>	<p>Constitutional rights and responsibilities</p> <p>Basic hygiene principles (issues of COVID-19)</p>	<p>Constitutional rights and</p>

5	<ul style="list-style-type: none"> Human rights as stipulated in the South African Constitution: <ul style="list-style-type: none"> Application of human rights Application of responsibilities in relation to human rights Fair play in a variety of athletic and sport activities: role of values, trust and respect for difference 	<ul style="list-style-type: none"> Nation building: definition <ul style="list-style-type: none"> Different ways to promote nation building in different contexts: community, school and home. Contributions of women and men towards nation building: individuals and groups (<i>moved from term 3</i>). 	<p>responsibilities</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> Issues relating to citizens' rights and responsibilities: Respect for others' rights: people living with different disabilities and HIV and AIDS (infected and affected). Celebrations of national and international days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Youth Day, Worker's Day, Women's Day, Africa Day, Nelson Mandela Day, World Refugee's Day and national health days. Plan and participate in a local celebration of a national day.
6	<p>World of work</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> Career fields: <ul style="list-style-type: none"> Qualities relating to each field: interests and abilities. School subjects related to each career field. Work environment and activities in each career field. 	<p>World of work</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> Six career categories: investigative, enterprising, realistic, artistic, conventional and social. Interests and abilities related to each career category. Thinking and learning skills required by 	<p>World of work</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> Options available after completing Grade 9: National Senior Certificate (NSC Grades 10 – 12) and National Certificate. Vocational (NCV – TVET Colleges)

	<p>Opportunities within each career field.</p> <ul style="list-style-type: none"> - Challenges within each career field. - Level of schooling – requirements for each career field. - Duration of study for each career field. <p>Services and sources for career fields and study information.</p>	<p>each career category</p> <ul style="list-style-type: none"> -School subjects related to each career category. • The role of work in relation to South Africa’s social and economic needs. • Identify needs in the community and country. • How work can meet social and economic needs in South Africa. 	<p>qualifications</p> <ul style="list-style-type: none"> - Implications of choices: choice between NSC and NCV. • Knowledge of the world of work: rights, responsibilities and opportunities in the workplace.
PHYSICAL EDUCATION	<p>Physical Education</p> <ul style="list-style-type: none"> • Plays community or indigenous games that include the concept of invasion. • Safety issues relating to participation in invasion games. • Participation and movement performance in community or indigenous games that include the concept of invasion. 	<p>Physical Education</p> <ul style="list-style-type: none"> • Participation in target games. • Safety issues relating to target games • Participation and movement performance in target games. 	<p>Physical Education</p> <ul style="list-style-type: none"> • Participation in and executes a game plan for individual or team sport. • Safety issues relating to participation in sport. • Participation and movement performance in a game plan for individual or team sport.
INFORMAL ASSESSMENT	Homework/ classwork /worksheets	Homework/ classwork /worksheets	Homework/ classwork /worksheets
FORMAL ASSESSMENT	TEST =70 PET: 30		
TERM 3			
6	<p>Health, social and environmental responsibility</p> <p>Basic hygiene principles (issues of COVID-19)</p>	<p>Health, social and environmental responsibility</p> <p>Basic hygiene principles (issues of COVID-19)</p>	<p>Health, social and environmental responsibility</p>

	<ul style="list-style-type: none"> • Common diseases: tuberculosis, diabetes, epilepsy, obesity, anorexia, HIV and AIDS and Covid-19 - Causes of diseases: social, economic and environmental factors including use of alcohol and tobacco, poor eating habits and physical inactivity. - Treatment options, care and support. - Resources on health information and health services - Strategies for living with tuberculosis, diabetes, epilepsy, HIV and AIDS and Covid-19 (<i>moved from term 4 to 3</i>). 	<ul style="list-style-type: none"> • Informed, responsible decision-making about health and safety: HIV and AIDS and Covid-19 - Management with medication, diet, healthy living and positive attitude. - Prevention and safety issues relating to HIV and AIDS and Covid-19 - Caring for people living with HIV and AIDS and Covid-19 (Repeated) 	<p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Concept: volunteerism - Individual and community responsibility. - Different types of volunteer organisations: contributions of community-based and non-profitable organisations to social and environmental health and sustainable development. - Different types of volunteer activities: helping those less privileged; assisting those affected and infected by HIV and AIDS and other terminal illnesses.
7	<p>Health, social and environmental responsibility</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Concept: Environmental health - Local environmental health problems. • Community and individual projects and strategies to prevent and deal with environmental health problems • Problem-solving skills: an action plan to address an environmental health problem and formulate environmentally sound 	<p>Health, social and environmental responsibility</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Environmental health issues: -- -Application of laws and policies to protect the environmental health: address an environmental issue •Earth Day: preservation of the environment: •Honoring Earth Day: ways of being kinder to Earth -Develop and implement an environmental health programme. 	<p>Health, social and environmental responsibility</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Health and safety issues related to violence: - Common acts of violence at home, school and in the community. - Reasons that violence occurs in families and communities and among friends and peers -Impact of violence on individual and

	choices and actions.		community health and safety - Alternatives to violence: problem-solving skills and managing conflict. - Protecting oneself and others from acts of violence: where to find help national health and/or safety promotion programmes.
8	<p>Constitutional rights and responsibilities</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Dealing with abuse in different contexts: between adults and children and between peers. • Identify threatening and risky situations. • Effects of abuse on personal and social health and relationships. • Importance of communication to promote healthy and non-violent relationships. • How to protect oneself from threatening and risky situations • Places of protection and safety for victims of abuse: where to find help (<i>moved from term 2 to 3</i>) 	<p>Constitutional rights and responsibilities</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Concept: human rights violations <p>- Types of violations</p> <p>- Counter-strategies to violations of human rights.</p> <ul style="list-style-type: none"> • Concept: gender equity <p>- Gender equity issues in a variety of athletic and sport activities.</p> <p>- Defining gender-based violence.</p> <p>- Emotional, health and social impact of rape and gender-based violence.</p> <p>Prevention of violence against women: law on sexual offences</p> <ul style="list-style-type: none"> • - Sources of help for victims: safety for girls and women (<i>moved from term 4 to 3</i>) 	<p>Constitutional rights and responsibilities</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Constitutional values as stated in the South African Constitution <p>- Positive and negative role models.</p> <p>- Role models for upholding constitutional values: parents and leaders in the community/society.</p> <ul style="list-style-type: none"> • Applying these values in daily life (<i>moved from term 2 to 3</i>).
9	<p>World of work</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Simulation of career-related activities: name of career, who is 	<p>World of work</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Relationship between performance in school subjects and interests and 	<p>World of work</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Career and subject choices: <p>- Subjects in Grades 10, 11 and 12.</p>

	<p>the employer.</p> <ul style="list-style-type: none"> - Dress code for the career. - Tools or working equipment for the career. - Activities related to work environment. - Place or institution of employment. - Personality characteristics. - School subjects and level of schooling: requirements for this career. - Where to study and duration of study. - Related careers. <ul style="list-style-type: none"> • Value and importance of work in fulfilling personal needs and potential. 	<p>abilities:</p> <ul style="list-style-type: none"> - Types of learning activities related to different subjects: practical, theoretical, individual or group activities. - Demands of each subject: thinking and learning skills required. <ul style="list-style-type: none"> • Decision-making process: • Steps in choosing career category relating to individual strength, ability, interest and passion 	<ul style="list-style-type: none"> - Careers related to different subjects. - Qualities relating to different careers and subjects: strengths and weaknesses; interests and abilities. <ul style="list-style-type: none"> • Decision-making skills: steps in choosing subjects relating to interests and abilities and career of interest.
PHYSICAL EDUCATION	<p>Physical Education</p> <ul style="list-style-type: none"> • Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements. • Safety issues relating to movement activities. • Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements. 	<p>Physical Education</p> <ul style="list-style-type: none"> • Participation in a programme that improves movement techniques. • Safety issues relating to movement activities. • Participation and movement performance in a programme that improves movement techniques. 	<p>Physical Education</p> <ul style="list-style-type: none"> • Participation and refinement of own and peer performance in movement activities. • Safety issues relating to movement activities. • Participation and movement performance in movement activities.
INFORMAL	Homework/ classwork /worksheets	Homework/ classwork /worksheets	Homework/ classwork /worksheets

ASSESSMENT /REMEDATION			
FORMAL ASSESSMENT	PROJECT =70 PET: 30		
TERM 4			
9	<p>Development of self in society</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Concepts: personal diet and nutrition <p>- Factors that influence choice of personal diet: ecological, social, economic, cultural and political.</p> <p>- Ways to improve nutritional value of own personal diet: a plan for healthy eating habits.</p>	<p>Development of self in society</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> - Concept: human rights violations - Types of violations. - Counter-strategies to violations of human rights. - Defining gender-based violence - Emotional, health and social impact of rape and gender-based violence. - Prevention of violence against women: law on sexual offences. - Sources of help for victims: safety for girls and women. 	<p>Development of self in society</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Challenging situations: depression, grief, loss, trauma and crisis. <p>- Causes of depression, grief, loss, trauma and crisis.</p> <p>- Counter-productive coping techniques: using alcohol and drugs.</p> <p>- Problem-solving and decision-making skills: strategies to respond to emotions in challenging situations.</p>
10	<p>Constitutional rights and responsibilities</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Role of oral traditions and scriptures in major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha-i faith and African religion. 	<p>Constitutional rights and responsibilities</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Concept: cultural diversity in South Africa - Diverse cultural norms and values in relation to personal and community issues. - Influence of cultural norms and values on individual behaviour, attitude and choices: cultural expectations, practices and traditions. -Understanding diverse cultures: recognition of 	<p>Constitutional rights and responsibilities</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Contributions of various religions in promoting peace.

		<p>diverse cultures to enrich South African society.</p> <ul style="list-style-type: none"> - Respect difference: culture, religion and gender. - Celebrate unity in diversity: respect difference and celebrate similarity. <ul style="list-style-type: none"> • Contributions to social development by organisations from various religions. 	
10	<p>Health, social and environmental responsibility</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Substance abuse: <ul style="list-style-type: none"> - Types/ forms of substance abuse. - Symptoms of substance abuse. - Personal factors that contribute to substance abuse: intrapersonal and interpersonal. - Protective factors that reduce the likelihood of substance abuse. - Prevention measures: early detection <i>(moved from term 3 to 4)</i>. 	<p>Health, social and environmental responsibility</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Concept: gender equity <ul style="list-style-type: none"> - Gender equity issues in a variety of athletic and sport activities. - Social factors that contribute to substance abuse, including community and media. - Appropriate behaviour to stop and avoid substance abuse: refusal and decision-making skills. - Long- and short-term consequences of substance abuse: link to crime, violence and educational outcomes. - Rehabilitation options: where to find help, care and support <i>(topic moved from term 2 to 4)</i>. 	<p>Health, social and environmental responsibility</p> <p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Sport ethics in all physical activities.
	<p>Physical Education</p> <ul style="list-style-type: none"> • Participation in an outdoor recreational programme. 	<p>Physical Education</p> <ul style="list-style-type: none"> • Participation in an outdoor recreational activity. 	<p>Physical Education</p> <ul style="list-style-type: none"> • Participation and refinement of own performance in an outdoor

	<ul style="list-style-type: none"> • Safety issues relating to outdoor recreational activities. • Participation and movement performance in an outdoor recreational programme. 	<ul style="list-style-type: none"> • Safety issues relating to participation in recreational activities • Participation and movement performance in an outdoor recreational activity. 	recreational activity. <ul style="list-style-type: none"> • Safety issues relating to participation in recreational activities. • Participation and movement performance in an outdoor recreational activity.
INFORMAL ASSESSMENT; REMEDIATION	Homework/ classwork /worksheets	Homework/ classwork/ worksheets	Homework/ classwork/ worksheets
SBA (FORMAL ASSESSMENT)	TEST		