



**education**

Department of Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CURRICULUM STATEMENT GRADES 10-12**

**SUBJECT:  
LIFE ORIENTATION**

**TEACHER TRAINING MANUAL  
2006**

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# PROGRAMME

PERIOD: Monday to Friday

DURATION: 36-37 hours

## 5-DAY PROGRAMME FOR TEACHERS-

SESSION	ACTIVITY	TOTAL TIME	TIME ALLOCATION	DAY
<b>1. Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC)</b>	<b>Activity 1</b> Introduction of training participants	3-4 hours	½ hour	Mon AM
	<b>Activity 2</b> Overview of the week of training / documents provided		¼ hour	
	<b>Activity 3</b> Introduction to the NCS and NSC		3 hours	
<b>2. Introducing the Subject Statement</b>	<b>Activity 1</b> Introduction to Life Orientation	20 hours	1 ½ hours	Mon PM – Wed PM
	<b>Activity 2</b> Subject Content and Approach		18 hours	
	<b>Activity 3</b> Conclusion / Wrap-up		½ hour	
<b>3. Planning for teaching subjects in the NCS</b>	<b>Activity 1</b> Introduction to the Planning Cycle	8 hours	½ hour	Thu
	<b>Activity 2</b> Introduction to the Grade 11 Work Schedule		1 hour	
	<b>Activity 3</b> Critique of the Grade 11 Work Schedule		4 hours	
	<b>Activity 4</b> Report back		1 hour	
	<b>Activity 5</b> Development of the first Lesson Plan for Grade 11		1 ½ hours	
<b>4. Annual assessment plan</b>	<b>Activity 1</b> Introduction to Assessment in the NCS	5 hours	¼ hour	Fri AM
	<b>Activity 2</b> Programme of Assessment		¾ hour	
	<b>Activity 3</b> Development of Grade 11 annual assessment plan		4 hours	

## SESSION 1 –

### Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC) (3-4 hours)

#### **ACTIVITY 1: Introduction of training participants (½ hour)**

FORM OF ACTIVITY: Introductions

#### **ACTIVITY 2: Overview of the week of training / documents provided (¼ hour)**

FORM OF ACTIVITY: Presentation

RESOURCES: The 5-day training programme  
A hard copy of each document referred to-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- Teacher Guide for Life Orientation
- National Protocol on Assessment
- Higher Education Admission Requirements

CONTENT:

- Training programme for the week and house rules
- Documents making up the National Curriculum Statement policy and documents supporting the National Curriculum Statement policy – purpose and status of each

#### **ACTIVITY 3: Introduction to the NCS and NSC (3 hours)**

##### **Part 1: 20 Questions**

FORM OF ACTIVITY: Test and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Worksheet 1

CONTENT:

- 20 questions focusing on the NCS and NSC

INSTRUCTIONS:

- Allow the participants to record their responses to each question as individuals
- Record responses on **Worksheet 1**
- Discuss the answers with the group as a whole, inviting participants to offer answers before discussing them

## **Part 2: NCS and NSC**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, a hard copy of each document referred to in the presentation-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment

CONTENT:

- Overview of the NCS, including principles and Critical and Developmental Outcomes
- National Senior Certificate: Requirements, structure and details

## **Part 3: Requirements for Higher Education study**

FORM OF ACTIVITY: Open-book and presentation

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Higher Education Admission Requirements, Worksheet 2

CONTENT:

- Requirements for certificate, diploma and degree programmes

INSTRUCTIONS:

### **Introduction**

- While the Higher Education document is not part of NCS policy, it provides teachers with indicators on required learner performance in NCS subjects for entry into Higher Education
- The 3-year NSC programme is the key to Higher Education study and teachers need to be aware of the admission requirements for different programmes offered at Higher Education Institutions

### **Open-book activity**

- Ask participants to study the HE document and identify the requirements for certificate, diploma and degree programmes
- Record responses on ***Worksheet 2***

### **Report back and discussion**

- Allow one report back
- Present the requirements (see PowerPoint Presentation)
- Discuss the designated list of subjects, noting that learners already have 3 of the designated subjects in their NSC package – two languages and Mathematics or Mathematical Literacy

## SESSION 2 – Introducing the Subject Statement (20 hours)

### **ACTIVITY 1: Introduction to LIFE ORIENTATION (1½ hours)**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Worksheet 3, Subject Statement, a hard copy of each supporting policy / document relevant to the subject:

- Religion and Education
- HIV and Aids
- White Paper on Sport
- White Paper 6
- White Paper 7
- Higher Education Admission Requirements
- Manifesto on Values

BASELINE ASSESSMENT:

- Engage participants in the BASELINE TEST for Life Orientation and get them to record their responses on the test paper (**Worksheet 3**) – do not give answers, but ask participants to file their test and use it as a reflection at the end of the workshop by asking participants to change their answers where necessary before providing the answers to them. This will allow them to see whether they have developed their understanding of what Life Orientation is about over the course of the week.

CONTENT:

- Overview of the subject: Definition, purpose and scope of the subject (LPG p.7-8; Subject Statement p.9)
- Origin and brief overview of subject developments
- Learning Outcomes for the subject (Subject Statement, p.12-12) – briefly refer to relationship with the Critical and Developmental Outcomes and the NCS principles (LPG, p.8-13)
- Articulation between GET and FET Bands
- Make mention of supporting policies relevant to the subject and how they support the implementation of the subject LIFE ORIENTATION (do not engage in them)
- Time allocation and placement of LIFE ORIENTATION in the school timetable

### **ACTIVITY 2: LIFE ORIENTATION Subject Content and Approach (18 hours)**

NOTE: Each Learning Outcome for LIFE ORIENTATION will first be dealt with individually while addressing both the subject content and the subject approach in a dedicated Learning Outcome activity (Parts 1-4). Thereafter integration across the Learning Outcomes will be dealt with in a separate activity (Part 5).

## INTRODUCTION:

- Point out how the skills, knowledge and values contained in the Assessment Standards for LIFE ORIENTATION give an indication of the teaching, learning and assessment approach and the criteria for assessment to be used in the classroom – for example the verbs and the nouns contained in each Assessment Standard give a general indication of the skills and knowledge to be displayed by learners when engaging in an activity related to that Assessment Standard – and how these link back to the Learning Outcome

## **Part 1: LO1 – Personal well-being (4 hours)**

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines, Teacher Guide, Worksheets 4 & 5

## CONTENT:

- Content, progression, integration and approach to teaching, learning and assessment

## INSTRUCTIONS:

### **FOCUS:**

Assessment Standards of LO1 in Lesson Plan 7 of the Teacher Guide for Life Orientation.

## **Subject Content** (1 hour)

- Do a critical study of the Grade 10-12 subject content for LIFE ORIENTATION as provided for the Learning Outcome in the Learning Programme Guidelines (Annexure 1, p.26-33) and record responses to the following questions on **Worksheet 4**
  - What content is to be taught per grade for the Learning Outcome? Record the main content areas only.
  - Is progression evident within the Learning Outcome across the three grades? Provide examples of such progression.
  - What must a grade 10, 11 and 12 learner be able to know, do and value after exposure to the content in this Learning Outcome? (i.e. skills, knowledge and values)

## **Subject Approach** (1 hour)

- Record responses to the following questions on **Worksheet 4**:
  - What kind of teaching method and form of assessment is required to teach and assess the content (i.e. skills, knowledge and values) indicated in the Assessment Standards of this Learning Outcome? See p.14-16 of LPG for ideas.
  - What LTSM (resources) are required to teach the content of this Learning Outcome to achieve the skills, knowledge and values indicated in the Assessment Standards?
- Engage the participants in subject activities from the Teacher Guide for LIFE ORIENTATION (as per the focus Lesson Plans indicated by the facilitator) which they critique:
  - Do the activities address the specific Assessment Standard(s) of the Learning Outcome as addressed in the particular Lesson Plan with respect to the skills, knowledge and values that will be acquired through exposure to the activities?

- Are the activities appropriate for Grade 10 learners?
- After studying the activity in the Teacher Guide, you will notice:
  - It focuses solely on Grade 10 content
  - The activities focus on individual Assessment Standards in some Lesson Plans and on a grouping of Assessment Standards in others
  - This Teacher Guide provides examples of activities

**Application in Grade 11** (1¼ hours)

- Revisit the content and the activities for Grade 10 in the particular Lesson Plan (Teacher Guide for Life Orientation) and provide responses to the following bullets on **Worksheet 5**
  - Indicate the core content one would use when teaching the same Learning Outcome and Assessment Standard(s) in Grade 11 – see Annexure 1 on p.26 of LPG for Guidance on content in Grade 11
  - Suggest an activity/ies that can be used to teach this specific content in Grade 11
  - Provide the assessment strategy that can be applied in this particular activity/ies in Grade 11 by listing: How (form), when, who (assessor) and what (SKVs) to assess in the activities – also make suggestions of the tools (e.g. memorandum, rubric, checklist) that can be used to assess learner performance in the activities and who (assessor) should carry out the assessment

**NOTE:** Make sure to use different subject content and a different activity/ies and assessment strategy to that provided in the Teacher Guide to ensure progression from Grade 10 to Grade 11.

**Report Back** (¾ hour)

One group reports back and others make additions to avoid long, extended reporting so that any remaining time can be used to engage in a constructive discussion.

**Part 2:      LO2 – Citizenship education (4 hours)**

**FOCUS:**  
Assessment Standards of LO2 in Lesson Plans 4 or 5 of the Teacher Guide for Life Orientation.

Repeat the same format as used for Part 1: LO1 – Personal well-being.

**Part 3:      LO3 – Recreation and physical well-being (4 hours)**

**FOCUS:**  
Assessment Standards of LO3 in Lesson Plan 7 of the Teacher Guide for Life Orientation.

Repeat the same format as used for Part 1: LO1 – Personal well-being.

**Part 4:      LO4 – Careers and career choices (4 hours)**

**FOCUS:**  
Assessment Standards of LO4 in Lesson Plans 1, 2 or 3 of the Teacher Guide for Life Orientation.

Repeat the same format as used for Part 1: LO1 – Personal well-being.



## **Part 5: Integration within and across the Learning Outcomes (2 hours)**

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines, Newsprint, Khoki pens, Prestik, Grade 11 Assessment Standards (Worksheet 6)

CONTENT:

- Assessment Standards, content and integration

INSTRUCTIONS:

- Engage the participants in an integration activity where they study the sixteen Grade 11 Assessment Standards for LIFE ORIENTATION and look for authentic links between the content in each – i.e. which of the Assessment Standards from the same and different Learning Outcomes can be grouped together for teaching, learning and assessment purposes?
- Allow groups to stick their groupings of Grade 11 Assessment Standards from **Worksheet 6** on newsprint and to indicate the core content they would teach in each grouping of Assessment Standards – provide each group with 2-3 sets of Assessment Standards for Grade 11.
- Use the following two questions to check coverage of the Grade 11 curriculum in the Assessment Standards groupings at the end of the activity:
  - Have all 16 Assessment Standards for Grade 11 been covered in one or more grouping?
  - Has all the content as indicated for Grade 11 in Annexure 1 of the LPG been listed across the groupings?
- Let each group share their responses with a neighbouring group

**NOTE:**

When looking for links between Assessment Standards, the content (i.e. knowledge, skills and values) of an Assessment Standard needs to be compared with the content of other Assessment Standards to ensure authentic integration. An Assessment Standard can appear in more than one grouping and Assessment Standards need not always be grouped, but can also be dealt with independently. Furthermore, Assessment Standards can be integrated within and across Learning Outcomes.

## **Part 6: Personal Growth Plan**

FORM OF ACTIVITY: Individual reflection

RESOURCES: Worksheet 7

INSTRUCTIONS:

- Reflect on your own personal growth required in the subject Life Orientation by recording your responses to the following on **Worksheet 7**:
  - What content is new – i.e. it is unknown to you?
  - Indicate how you will develop yourself in areas that are new to you (i.e. strategies).

### **ACTIVITY 3: Conclusion / Wrap-up (1/2 hour)**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: Subject Statement, Learning Programme Guideline, Teacher Guide

#### **CONTENT:**

- Pull all the issues together as discussed in various Learning Outcome discussions – make notes of issues that arise during discussions and address these in wrap-up
- Core Assessment Standards – minimum that must be assessed, but LO teachers should teach the full curriculum of 16 Assessment Standards per grade

## SESSION 3 –

### Planning for teaching subjects in the NCS (8 hours)

#### **ACTIVITY 1: Introduction to the planning cycle (½ hour)**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector

CONTENT:

- Three stages of planning (p.3-5, 17 of LPG)
- Purpose, role-players and duration per stage
- Issues to consider when developing a Learning Programme (p.18-21 of LPG)
- Brief overview of the key activities and development process per stage (p.22-25 of LPG)

#### **ACTIVITY 2: Introduction to the Grade 11 Work Schedule (1 hour)**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: OHP of Grade 11 Work Schedule, OHP Projector, OHP Pens, OHP Sheets, Subject Assessment Guidelines, Learning Programme Guidelines, Subject Statement

CONTENT:

- Elements of design
- Process of design (p.18-21 of LPG)
  - Integration: What, how and why?
  - Content and context
  - Sequencing: What, how and why?
  - Pacing: What, how and why?
  - Suggested assessment tasks: What and why? – will return to this in Session 4
  - LTSM: What and why?

#### **ACTIVITY 3: Critique the Grade 11 Work Schedule (4½ hours)**

FORM OF ACTIVITY: Interactive, report back and discussion

RESOURCES: Grade 11 Work Schedule in Annexure 2 of the Learning Programme Guidelines, Subject Statement, Subject Assessment Guidelines

CONTENT:

- Grade 11 Work Schedule (p.43 of LPG)

#### INSTRUCTIONS:

- Participants study the example of the Grade 11 Work Schedule provided on p.43 of the LPG and critique it by answering the following questions:
  - Does the Work Schedule cover all the Assessment Standards (i.e. content)?
  - Integration: Are the Assessment Standards appropriately linked?
  - Are the Assessment Standards covered in sufficient detail and depth?
  - Sequencing: Is the content presented in the appropriate order?
  - Pacing: Is the time allocation across the 40 weeks appropriate?
  - Are relevant forms of assessment listed? If not, add them to the list.
  - Are relevant LTSM listed? If not, add them to the list.
  - How can the Work Schedule be improved?

#### **ACTIVITY 4: Report back (1 hour)**

FORM OF ACTIVITY: Report back and discussion

RESOURCES: Subject Statement, Learning Programme Guidelines, Teacher Guide

#### CONTENT:

- Improved Grade 11 Work Schedule

#### INSTRUCTIONS:

- Allow different groups to present their improved version of the exemplar Work Schedule for Grade 11
- Engage participants in a discussion after each presentation

#### **ACTIVITY 5: Development of the first Lesson Plan for Grade 11 (1 hour)**

FORM OF ACTIVITY: Presentation, interactive, report back and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines, Worksheet 8

#### CONTENT:

- Grade 11 Lesson Plan (p.24-25 of LPG)
  - Elements of design
  - Process of design

#### INTRODUCTION:

- Lesson Plan: What it is and its duration
- Pointers on deciding on the number of Lesson Plans to be written
- Elements and design of a Lesson Plan
- Teaching method: What and why
- Assessment strategy: Who, when, how and form of assessment
- Expanded opportunities: Inclusive approach to accommodate all learners

INSTRUCTIONS:

- Provide an overview of the elements and the design process of a Lesson Plan
- Engage participants in the development of the first Lesson Plan that will be presented for the first 2-5 weeks of the school year according to the Grade 11 Work Schedule critiqued in Activity 3 – record Lesson Plan on **Worksheet 8**
- Allow one group to present and then discuss their presentation

## SESSION 4 – Annual assessment plan (5 hours)

### **ACTIVITY 1: Introduction to assessment in the NCS (¼ hour)**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, National Protocol on Assessment, Subject Assessment Guidelines

CONTENT:

- Approach to assessment: Criteria-driven
- Recording process: Record one global mark / code per task and refer to the Subject Assessment Guidelines for guidance on how to arrive at the final mark for the subject
- Reporting process: 7 codes and percentages
- Portfolios: Teacher and learner

### **ACTIVITY 2: Programme of Assessment for Grades 10 and 11 (¾ hour)**

FORM OF ACTIVITY: Presentation and discussion

RESOURCES: PowerPoint Presentation, Laptop, Data Projector, Subject Assessment Guidelines, Teacher Guide

CONTENT:

- Programme of Assessment for Grades 10 and 11 (Section 2 of the Subject Assessment Guidelines): Number of tasks
- Nature of tasks: Forms of assessment suitable to the subject (Section 3 of the Subject Assessment Guidelines) and suitable tools
- Practical Assessment Task (PAT) and the weekly presentation of a movement activity – refer to Section 3 of the Subject Assessment Guidelines
- Weighting of tasks for the formal Programme of Assessment and mark allocation for Life Orientation

### **ACTIVITY 3: Development of a Grade 11 annual assessment plan (4 hours)**

FORM OF ACTIVITY: Presentation, interactive and discussion

RESOURCES: Subject Assessment Guidelines, Teacher Guide, Worksheet 9

CONTENT:

- Programme of Assessment for Grade 11: Tasks, topics, tools and dates

#### INSTRUCTIONS:

- Engage participants in the compilation of a Grade 11 annual assessment plan for Life Orientation on **Worksheet 9** in which they indicate:
  - Five tasks: 2 Tests, 2 other tasks and PAT
  - Learning Outcomes and topics for each task
  - Assessment tools for each task
  - Date and duration of each task
  - An outline for the PAT
- Ask participants to revisit the Grade 11 Work Schedule (Session 3: Activity 3) and to align the annual assessment plan for Grade 11 with the assessment tasks listed in the Work Schedule
- Conclude with a short presentation on external Certificate Tasks and their place in a Life Orientation Work Schedule and annual assessment plan

# WORKSHEETS

## WORKSHEET 1

<b>SESSION 1 – ACTIVITY 3: PART 1 20 QUESTIONS</b>
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*Make use of your knowledge of the NCS and related documents to answer the 20 questions provided by the facilitator.*

- *Fill in the answers as quickly as possible.*
- *Keep your answers short and to the point.*

No.	Answer
1	
2	
3	
4	
5	
6	
7	
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9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	



## WORKSHEET 2

<b>SESSION 1 – ACTIVITY 3: PART 3 REQUIREMENTS FOR HIGHER EDUCATION STUDY</b>
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*Study the HE document and identify the requirements for admission to certificate, diploma and degree programmes at Higher Education Institutions in South Africa.*

<b>HIGHER CERTIFICATE</b>	<b>DIPLOMA</b>	<b>BACHELOR'S DEGREE</b>

### WORKSHEET 3

<b>SESSION 2 – ACTIVITY 1 BASELINE ASSESSMENT</b>
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NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

**PURPOSE:**

To determine how much you already know about the NCS subject LIFE ORIENTATION in Grades 10-12.

**INSTRUCTIONS:**

Read the 10 questions as an individual and record your response to each question in the column labeled RESPONSES. Do not share your responses with anyone.

	QUESTIONS	RESPONSES
1	Name any 3 different non-compulsory Report 550 subjects that have been combined to make up the NCS subject LIFE ORIENTATION.	
2	How many Learning Outcomes does LIFE ORIENTATION contain?	
3	What is the focus of each Learning Outcome in LIFE ORIENTATION?	
4	What is the suggested time weighting for each Learning Outcome in LIFE ORIENTATION?	
5	How many formal tasks must learners in each of Grades 10, 11 and 12 complete for the Programme of Assessment in LIFE ORIENTATION?	
6	Name any five different forms of assessment that are well-suited to LIFE ORIENTATION, excluding tests, examinations and the Practical Assessment Task.	
7	How many marks are allocated to the Practical Assessment Task in LIFE ORIENTATION?	
8	How many hours must be allocated to LIFE ORIENTATION in the Grade 10-12 weekly school timetable?	
9	What percentage must be achieved in LIFE ORIENTATION to receive a National Senior Certificate?	
10	Are Certificate Tasks internal or external tasks for Life Orientation?	

TOTAL: 20

## WORKSHEET 4

<b>SESSION 2 – ACTIVITY 2: PARTS 1-4</b> <b>LIFE ORIENTATION SUBJECT CONTENT AND APPROACH</b>
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### INSTRUCTIONS:

#### **Subject Content**

- Do a critical study of the Grade 10-12 subject content for LIFE ORIENTATION as provided for the Learning Outcome in the Learning Programme Guidelines (Annexure 1, p.26-33) and record responses to the following questions on **Worksheet 4**
  - What content is to be taught per grade for the Learning Outcome? Record the main content areas only.
  - Is progression evident within the Learning Outcome across the three grades? Provide examples of such progression.
  - What must a grade 10, 11 and 12 learner be able to know, do and value after exposure to the content in this Learning Outcome? (i.e. skills, knowledge and values)

#### **Subject Approach**

- Record responses to the following questions on **Worksheet 4**
  - What kind of teaching method and form of assessment is required to teach and assess the content (i.e. skills, knowledge and values) indicated in the Assessment Standards of this Learning Outcome? See p.14-16 of LPG for ideas.
  - What LTSM (resources) are required to teach the content of this Learning Outcome to achieve the skills, knowledge and values indicated in the Assessment Standards?
- Engage the participants in subject activities from the Teacher Guide for LIFE ORIENTATION (as per the focus Lesson Plans indicated by the facilitator) which they critique:
  - Do the activities address the specific Assessment Standard(s) of the Learning Outcome as addressed in the particular Lesson Plan with respect to the skills, knowledge and values that will be acquired through exposure to the activities?
  - Are the activities appropriate for Grade 10 learners?
- After studying the activity in the Teacher Guide, you will notice:
  - It focuses solely on Grade 10 content
  - The activities focus on individual Assessment Standards in some Lesson Plans and on a grouping of Assessment Standards in others
  - This Teacher Guide provides examples of activities

**See RECORDING SHEET provided on the next page.**

LO:						
CONTENT			EXAMPLE OF PROGRESSION	APPROACH		LTSM
				TEACHING & LEARNING METHOD	FORM OF ASSESSMENT	
10	Core	Knowledge	↓			
		Skills				
		Values				
11	Core	Knowledge	↓			
		Skills				
		Values				
12	Core	Knowledge	↓			
		Skills				
		Values				

## WORKSHEET 5

<b>SESSION 2 – ACTIVITY 2: PARTS 1-4 APPLICATION IN GRADE 11</b>
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### INSTRUCTIONS:

#### **Application in Grade 11** (1¼ hours)

- Revisit the content and the activities for Grade 10 in the particular Lesson Plan (Teacher Guide for Life Orientation) and provide responses to the following bullets on ***Worksheet 5***
  - Indicate the core content one would use when teaching the same Learning Outcome and Assessment Standard(s) in Grade 11 – see Annexure 1 of LPG for Guidance on content in Grade 11
  - Suggest an activity/ies that can be used to teach this specific content in Grade 11
  - Provide the assessment strategy that can be applied in this particular activity/ies in Grade 11 by listing: How (form), when, who (assessor) and what (SKVs) to assess in the activities – also make suggestions of the tools (e.g. memorandum, rubric, checklist) that can be used to assess learner performance in the activities and who (assessor) should carry out the assessment

**NOTE:** Make sure to use different subject content and a different activity/ies and assessment strategy to that provided in the Teacher Guide to ensure progression from Grade 10 to Grade 11.

***See RECORDING SHEET provided on the next page.***

<b>LOs &amp; ASs:</b>		
<b>CORE CONTENT FOR GRADE 11</b>	<b>SUGGESTED ACTIVITY/IES</b>	<b>ASSESSMENT STRAETGY</b>
		<p><b>HOW (form):</b></p> <p><b>WHEN (date):</b></p> <p><b>DURATION:</b></p> <p><b>WHO (assessor):</b></p> <p><b>WHAT (SKVs):</b></p> <p><b>TOOLS (e.g. rubric, memo):</b></p>

## WORKSHEET 6

<p style="text-align: center;"><b>SESSION 2 – ACTIVITY 2: PART 5</b> <b>INTEGRATION WITHIN AND ACROSS THE LEARNING OUTCOMES</b></p>
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### INSTRUCTIONS:

- Study the sixteen Grade 11 Assessment Standards for LIFE ORIENTATION and look for authentic links between the content in each – i.e. which of the Assessment Standards from the same and different Learning Outcomes can be grouped together for teaching, learning and assessment purposes?
- Stick groupings of Grade 11 Assessment Standards on newsprint and indicate the core content you would teach in each grouping of Assessment Standards
- Use the following two questions to check coverage of the Grade 11 curriculum in the Assessment Standards groupings at the end of the activity:
  - Have all 16 Assessment Standards for Grade 11 been covered in one or more grouping?
  - Has all the content as indicated for Grade 11 in Annexure 1 of the LPG been listed across the groupings?

### NOTE:

When looking for links between Assessment Standards, the content (i.e. knowledge, skills and values) of an Assessment Standard needs to be compared with the content of other Assessment Standards to ensure authentic integration. An Assessment Standard can appear in more than one grouping and Assessment Standards need not always be grouped, but can also be dealt with independently. Furthermore, Assessment Standards can be integrated within and across Learning Outcomes.

**See *GRADE 11 Assessment Standards provided on the next page.***

## GRADE 11 ASSESSMENT STANDARDS

<p><b>11.1.1</b> applies various life skills to provide evidence of an ability to plan and achieve life goals</p>	<p><b>11.3.1</b> sets own goals and participates in programmes both in and out of school to improve personal current level of fitness and health, and investigates how nutrition relates to these</p>
<p><b>11.1.2</b> explains that relationships can influence and are influenced by own well-being</p>	<p><b>11.3.2</b> participates in self-designed and modified games and sport which are taught to peers, and develops own umpiring, administrative, organisational and leadership skills in such activities</p>
<p><b>11.1.3</b> 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</p>	<p><b>11.3.3</b> investigates participant and spectator behaviour in sport and the role thereof in nation building</p>
<p><b>11.1.4</b> analyses gender roles and their effects on self, family and society</p>	<p><b>11.3.4</b> explores and evaluates various leadership roles through participation in a self-designed recreational group activity, and analyses own role in such activity</p>
<p><b>11.2.1</b> participates in a community service that addresses a contemporary social or environmental issue, indicating how this harm certain sectors of society more than others, e.g. HIV and AIDS, environmental degradation</p>	<p><b>11.4.1</b> explores and evaluates knowledge about self, interests and abilities and personal expectations in relation to career requirements and socio-economic considerations</p>
<p><b>11.2.2</b> formulates strategies based on national and international instruments for identifying and intervening in discrimination and violations of human rights</p>	<p><b>11.4.2</b> researches the requirements for admission to additional and higher education courses, as well as options for financial assistance</p>
<p><b>11.2.3</b> participates in and analyses the principles, processes and procedures for democratic participation in life</p>	<p><b>11.4.3</b> demonstrates competencies, abilities and ethics that will assist in securing a job and developing a career</p>
<p><b>11.2.4</b> reflects on knowledge and insights gained in major religions, ethical traditions and indigenous belief systems, clarifies own values and beliefs with the view to debate and analyse contemporary moral and spiritual issues and dilemmas</p>	<p><b>11.4.4</b> reflects on, refines and applies own study skills, -style and –strategies</p>



**WORKSHEET 7**

<b>SESSION 2 – ACTIVITY 2: PART 6 PERSONAL GROWTH PLAN</b>
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**INSTRUCTIONS:**

- Reflect on your own personal growth required in the subject Life Orientation by recording your responses to the following on the RESPONSE SHEET provided below:
  - What content is new – i.e. it is unknown to you?
  - Indicate how you will develop yourself in areas that are new to you (i.e. strategies).

**New Content**

<b>Learning Outcome</b>	<b>New Content</b>
1	
2	
3	
4	

***Strategies to be considered for my personal growth plan.***

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## WORKSHEET 8

<b>SESSION 3 – ACTIVITY 5</b> <b>FIRST GRADE 11 LESSON PLAN</b>
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<b>SUBJECT:</b> LIFE ORIENTATION <b>LESSON PLAN:</b> 1 <b>DURATION:</b>		<b>GRADE:</b> <b>NO. OF ACTIVITIES:</b> <b>WEEK / DATE:</b>	
<b>CONTEXT:</b>			
<b>LINK WITH PREVIOUS LESSON:</b>		<b>LINK WITH NEXT LESSON:</b>	
<b>CORE CONTENT (KSVs):</b>			
<b>LOs and ASs:</b>			
<b>DETAIL OF LO ACTIVITIES</b>		<b>PHYSICAL ACTIVITIES</b>	
<b>ACTIVITY 1:</b> _____ <b>DATE/S:</b> ..... <b>FOCUS-</b> <b>TEACHING METHOD-</b> <b>DURATION-</b> <b>RESOURCES-</b> <b>DESCRIPTION-</b>  <b>ASSESSMENT STRATEGY-</b> <b>What (SKVs):</b> <b>Who (assessor):</b> <b>Form:</b> <b>Tool:</b>		<b>ACTIVITY 1:</b> _____ <b>DATE/S:</b> ..... <b>FOCUS-</b> <b>TEACHING METHOD-</b> <b>DURATION-</b> <b>RESOURCES-</b> <b>DESCRIPTION-</b>  <b>ASSESSMENT STRATEGY-</b> <b>What (SKVs):</b> <b>Who (assessor):</b> <b>Form:</b> <b>Tool:</b>	
<b>ACTIVITY 2:</b> _____ <b>DATE/S:</b> ..... <b>FOCUS-</b> <b>TEACHING METHOD-</b> <b>DURATION-</b> <b>RESOURCES-</b> <b>DESCRIPTION-</b>  <b>ASSESSMENT STRATEGY-</b> <b>What (SKVs):</b> <b>Who (assessor):</b> <b>Form:</b> <b>Tool:</b>			

<p><b>ACTIVITY 3:</b> <span style="float: right;"><b>DATE/S:</b> .....</span></p> <p>FOCUS- TEACHING METHOD- DURATION- RESOURCES- DESCRIPTION-</p> <p>ASSESSMENT STRATEGY- What (SKVs): Who (assessor): Form: Tool:</p>	
<p><b>ACTIVITY 4:</b> <span style="float: right;"><b>DATE/S:</b> .....</span></p> <p>FOCUS- TEACHING METHOD- DURATION- RESOURCES- DESCRIPTION-</p> <p>ASSESSMENT STRATEGY- What (SKVs): Who (assessor): Form: Tool:</p>	
<p><b>Expanded opportunities:</b></p>	
<p><b>Teacher reflection:</b></p>	

**WORKSHEET 9**

**SESSION 4 - ACTIVITY 3  
ANNUAL ASSESSMENT PLAN FOR GRADE 11**

**SUBJECT: LIFE ORIENTATION**

**GRADE: 11**

**YEAR: 2007**

TERM 1	TERM 2	TERM 3	TERM 4
TASK 1	TASK 2	TASK 3	TASK 4
LO(s) and Topic:	LO(s) and Topic:	LO(s) and Topic:	LO(s) and Topic:
Form:	Form:	Form:	Form:
Date:	Date:	Date:	Date:
Duration:	Duration:	Duration:	Duration:
Tool:	Tool:	Tool:	Tool:
<b>TASK 5</b>			
<b>PART 1-</b> LO(s) and Topic: <i>LO3 – Movement</i>  Form: <i>Practical Assessment Task</i>  Date: Duration: <i>Term 1-4 (Weeks 1-40)</i>  Tool(s):		<b>PART 2-</b> LO(s) and Topic: <i>LO1, 2 &amp; 4 – Personal well-being, Citizenship and Careers and career choices</i>  Form: <i>Practical Assessment Task</i>  Date: Duration: <i>Terms</i>  Tool(s):	