



**SUBJECT: LIFE ORIENTATION**

**MULTI-GRADE TEACHING REVISED ANNUAL TEACHING PLAN**

TERM 1			
WEEKS	TOPICS AND CONTENT		
	GRADE 7	GRADE 8	GRADE 9
1-3	<p><b>Development of the self in society</b></p> <p>Basic hygiene principles</p> <p><b>Concept: self-image</b></p> <ul style="list-style-type: none"> <li>- Identify and reflect on positive personal qualities: relationship with self, family and friends.</li> <li>- Personal interests, abilities and potential.</li> <li>- Strategies to enhance self- image through positive actions: respect for self.</li> <li>- Strategies to enhance others' self- image through positive actions: respect for others and respect for diversity</li> </ul>	<p><b>Development of the self in society</b></p> <p>Basic hygiene principles</p> <p><b>Concepts: self-concept formation and self-motivation</b></p> <ul style="list-style-type: none"> <li>- Factors that influence self- concept formation and self- motivation: media, environment, friends and peers, family, culture, religion and community.</li> <li>- Positive self-talk: individuality and uniqueness; and personal achievements.</li> <li>- Strategies and skills to extend personal potential</li> </ul>	<p><b>Development of the self in society</b></p> <p>Basic hygiene principles</p> <p>Goal Setting-Skills: Personal Lifestyle choices</p> <ul style="list-style-type: none"> <li>- Influence of media, environment, friends and peers, family, culture, religion and community on personal lifestyle choices</li> <li>- Appropriate responses to influences on personal lifestyle choices:               <ul style="list-style-type: none"> <li>○ Informed decision-making skills: positive and negative influences.</li> <li>○ Assertiveness skills: confident and firm decision-making</li> </ul> </li> </ul>

<p style="text-align: center;">4-6</p>	<p><b>Development of self in society</b></p> <ul style="list-style-type: none"> <li>• <b>Changes in boys and girls: puberty and gender constructs</b> <ul style="list-style-type: none"> <li>- Physical and emotional changes</li> <li>- Understanding the changes and how these impact on relationship</li> <li>- Respect, appreciate and accept own and others body changes and emotions.</li> </ul> </li> </ul>	<p><b>Development of self in society</b></p> <ul style="list-style-type: none"> <li>• <b>Concept: sexuality</b> <ul style="list-style-type: none"> <li>- Understanding one's sexuality: personal feelings that impact on sexuality.</li> <li>- Influence of friends and peers on one's sexuality.</li> <li>- Family and community norms that impact on sexuality.</li> <li>- Cultural values that impact on sexuality.</li> <li>- Social pressures including media that impact on sexuality.</li> <li>- Problem-solving skills: identity formation and development</li> </ul> </li> </ul>	<p><b>Development of self in society</b></p> <ul style="list-style-type: none"> <li>• <b>Sexual behaviour and sexual health:</b> <ul style="list-style-type: none"> <li>- Risk factors leading to unhealthy sexual behaviour.</li> <li>- Unwanted results of unhealthy sexual behaviour: teenage pregnancy, sexually transmitted infections (STIs), HIV and AIDS.</li> <li>- Low self-image and emotional scars.</li> <li>- Factors that influence personal behaviour including family, friends, peers and community norms.</li> <li>- Strategies to deal with unhealthy sexual behaviour: abstinence and change of behaviour.</li> <li>- Protective factors, where to find help and support: community structures that offer protection or resilience against high risk behaviour.</li> <li>- Adverse consequences and implications of teenage pregnancy for teenage parent(s) and the children born to teenagers</li> </ul> </li> </ul>
--	--	---	---

7-9	<p><b>Development of the self in society</b></p> <ul style="list-style-type: none"> <li>• <b>Peer pressure: effects of peer pressure</b></li> <li>- How peer pressure may influence an individual: use of substances, crime, unhealthy sexual behaviour, bullying and rebellious behaviour.</li> <li>- Appropriate responses to pressure: assertiveness and coping skills</li> <li>- .Negotiation skills: ability to disagree in constructive ways</li> <li>- Where to find help.</li> </ul>	<p><b>Development of the self in society</b></p> <ul style="list-style-type: none"> <li>• <b>Relationships and friendships: relationships at home, school and in the community</b></li> <li>- Appropriate ways to initiate a relationship</li> <li>- Appropriate ways to sustain a relationship</li> <li>- Problem-solving skills: appropriate behaviour in a relationship.</li> <li>- Communication skills: ability to disagree in constructive ways and appropriate ways to end a relationship.</li> </ul>	<p><b>Development of the self in society</b></p> <ul style="list-style-type: none"> <li>• <b>Challenging situations: depression, grief, loss, trauma and crisis</b></li> <li>- Causes of depression, grief, loss, trauma and crisis</li> <li>- Counter-productive coping techniques: using alcohol and drugs.</li> <li>- Problem-solving and decision making skills: strategies to respond to emotions in challenging situations.</li> </ul>
10-11	<p><b>World of work</b></p> <ul style="list-style-type: none"> <li>• <b>Importance of reading and studying:</b></li> <li>- Reading for enjoyment and reading with understanding.</li> <li>• Skills to develop memory: ability to recall.</li> </ul>	<p><b>World of work</b></p> <ul style="list-style-type: none"> <li>• <b>Different learning styles:</b> visual, aural, kinesthetic, reading and writing.</li> <li>• <b>Identify and apply own learning styles.</b></li> </ul>	<p><b>World of work</b></p> <ul style="list-style-type: none"> <li>• <b>Time-management skills:</b> accountability in carrying out responsibilities.</li> <li>- How to organize one's work.</li> <li>- How to use time effectively and efficiently?</li> <li>• Reading and writing for different purposes:</li> <li>- Keeping a journal; summarizing and improving reading and writing skills.</li> </ul>
	<b>Week 1-11</b>	<b>Week 1-11</b>	<b>Week 1-11</b>
<b>PHYSICAL EDUCATION</b>	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>- Participation in a fitness programme.</li> </ul>	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>- Participation in physical activities that</li> </ul>	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>- Participation in activities that improve</li> </ul>

1-11	- Participation and movement performance in a fitness programme.	promote components of fitness. - Safety issues relating to fitness activities.	physical wellness level. - Safety issues relating to fitness activities.
INFORMAL ASSESSMENT, REMEDIATION	Homework/ classwork /worksheets	Homework/ classwork /worksheets	Homework/ classwork /worksheets
FORMAL ASSESSMENT	WRITTEN TASK =70 PET: 30		
<b>TERM 2</b>			
	<b>GRADE 7</b>	<b>GRADE 8</b>	<b>GRADE 9</b>
1-5	<b>Constitutional rights and responsibilities</b> <b>Basic hygiene principles</b> <ul style="list-style-type: none"> <li>Human rights as stipulated in the South African Constitution: <ul style="list-style-type: none"> <li>- Application of human rights</li> <li>- Application of responsibilities in relation to human rights</li> </ul> </li> <li>Fair play in a variety of athletic and sport activities: role of values, trust and respect for difference</li> </ul>	<b>Constitutional rights and responsibilities</b> <b>Basic hygiene principles</b> <ul style="list-style-type: none"> <li>Nation building: definition <ul style="list-style-type: none"> <li>- Different ways to promote nation building in different contexts: community, school and home.</li> <li>- Contributions of women and men towards nation building: individuals and groups</li> </ul> </li> </ul>	<b>Constitutional rights and responsibilities</b> <b>Basic hygiene principles</b> <ul style="list-style-type: none"> <li>Issues relating to citizens' rights and responsibilities:</li> <li>Respect for others' rights: people living with different disabilities and HIV and AIDS (infected and affected).</li> <li>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.</li> </ul>

6-9	<p><b>World of work</b></p> <ul style="list-style-type: none"> <li>• Career fields:</li> <li>- Qualities relating to each field: interests and abilities.</li> <li>- School subjects related to each career field.</li> <li>- Work environment and activities in each career field.</li> <li>- Opportunities within each career field.</li> <li>- Challenges within each career field.</li> <li>- Level of schooling – requirements for each career field.</li> <li>- Duration of study for each career field.</li> <li>- Services and sources for career fields and study information.</li> </ul>	<p><b>World of work</b></p> <ul style="list-style-type: none"> <li>• Six career categories: investigative, enterprising, realistic, artistic, conventional and social.</li> <li>- Interests and abilities related to each career category.</li> <li>- Thinking and learning skills required by each career category</li> <li>- School subjects related to each career category.</li> <li>• The role of work in relation to South Africa’s social and economic needs.</li> <li>- Identify needs in the community and country.</li> <li>- How work can meet social and economic needs in South Africa.</li> </ul>	<p><b>World of work</b></p> <ul style="list-style-type: none"> <li>• Options available after completing Grade 9: National Senior Certificate (NSC Grades 10 – 12) and National Certificate Vocational (NCV – TVET Colleges) qualifications</li> <li>- Implications of choices: choice between NSC and NCV.</li> <li>• Knowledge of the world of work: rights, responsibilities and opportunities in the workplace.</li> </ul>
<b>Week 1-9</b>		<b>Week 1-9</b>	
<p><b>PHYSICAL EDUCATION</b></p> <p>1-9</p>	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Plays community or indigenous games that include the concept of invasion.</li> <li>• Safety issues relating to participation in invasion games.</li> <li>• Participation and movement performance in community or indigenous games that include the</li> </ul>	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Participation in target games.</li> <li>• Safety issues relating to target games</li> <li>• Participation and movement performance in target games.</li> </ul>	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Participation in and executes a game plan for individual or team sport.</li> <li>• Safety issues relating to participation in sport.</li> <li>• Participation and movement performance in a game plan for individual or team sport.</li> </ul>

	concept of invasion.		
<b>INFORMAL ASSESSMENT</b>	Homework/ classwork /worksheets	Homework/ classwork /worksheets	Homework/ classwork /worksheets
<b>FORMAL ASSESSMENT</b>	<b>CONTROL TEST =70 PET: 30</b>		
<b>TERM 3</b>			
	<b>GRADE 7</b>	<b>GRADE 8</b>	<b>GRADE 9</b>
	<p><b>World of work</b></p> <p><b>Basic hygiene principles</b></p> <ul style="list-style-type: none"> <li>• Simulation of career-related activities: name of career, who is the employer. <ul style="list-style-type: none"> <li>- Dress code for the career.</li> <li>- Tools or working equipment for the career.</li> <li>- Activities related to work environment.</li> <li>- Place or institution of employment.</li> <li>- Personality characteristics.</li> <li>- School subjects and level of schooling: requirements for this career.</li> <li>- Where to study and duration of study.</li> <li>- Related careers.</li> </ul> </li> <li>• Value and importance of work in fulfilling personal needs and potential.</li> </ul>	<p><b>World of work</b></p> <p><b>Basic hygiene principles</b></p> <ul style="list-style-type: none"> <li>• Relationship between performance in school subjects and interests and abilities: <ul style="list-style-type: none"> <li>- Types of learning activities related to different subjects: practical, theoretical, individual or group activities.</li> <li>- Demands of each subject: thinking and learning skills required.</li> </ul> </li> <li>• Decision-making process: <ul style="list-style-type: none"> <li>- Steps in choosing career category relating to individual strength, ability, interest and passion</li> </ul> </li> </ul>	<p><b>World of work</b></p> <p><b>Basic hygiene principles</b></p> <ul style="list-style-type: none"> <li>• Career and subject choices: <ul style="list-style-type: none"> <li>- Subjects in Grades 10, 11 and 12.</li> <li>- Careers related to different subjects.</li> <li>- Qualities relating to different careers and subjects: strengths and weaknesses; interests and abilities.</li> </ul> </li> <li>• Decision-making skills: steps in choosing subjects relating to interests and abilities and career of interest.</li> </ul>
<b>5-8</b>	<p><b>Health, social and environmental responsibility</b></p> <ul style="list-style-type: none"> <li>• <b>Common diseases:</b> tuberculosis, diabetes, epilepsy, obesity, anorexia, HIV and AIDS and Covid-19</li> </ul>	<p><b>Health, social and environmental responsibility</b></p> <ul style="list-style-type: none"> <li>• Informed, responsible decision-making about health and safety: HIV and AIDS and Covid-19 <ul style="list-style-type: none"> <li>- Management with medication, diet, healthy</li> </ul> </li> </ul>	<p><b>Health, social and environmental responsibility</b></p> <ul style="list-style-type: none"> <li>• Concept: volunteerism <ul style="list-style-type: none"> <li>- Individual and community responsibility.</li> <li>- Different types of volunteer organisations:</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Causes of diseases: social, economic and environmental factors including use of alcohol and tobacco, poor eating habits and physical inactivity.</li> <li>- Treatment options, care and support.</li> <li>- Resources on health information and health services</li> <li>- Strategies for living with tuberculosis, diabetes, epilepsy, HIV and AIDS and Covid-19</li> </ul>	<ul style="list-style-type: none"> <li>living and positive attitude.</li> <li>- Prevention and safety issues relating to HIV and AIDS and Covid-19</li> <li>- Caring for people living with HIV and AIDS and Covid-19</li> </ul>	<ul style="list-style-type: none"> <li>contributions of community-based and non- profitable organisations to social and environmental health and sustainable development.</li> <li>- Different types of volunteer activities: helping those less privileged; assisting those affected and infected by HIV and AIDS and other terminal illnesses.</li> </ul>
<p style="text-align: center;"><b>9-11</b></p>	<p><b>Health, social and environmental responsibility</b></p> <ul style="list-style-type: none"> <li>● Concept: Environmental health <ul style="list-style-type: none"> <li>- Local environmental health problems.</li> </ul> </li> <li>● Community and individual projects and strategies to prevent and deal with environmental health problems</li> <li>● Problem-solving skills: an action plan to address an environmental health problem and formulate environmentally sound choices and actions.</li> </ul>	<p><b>Health, social and environmental responsibility</b></p> <ul style="list-style-type: none"> <li>● Environmental health issues: -- <ul style="list-style-type: none"> <li>- Application of laws and policies to protect the environmental health: address an environmental issue</li> </ul> </li> <li>● Earth Day: preservation of the environment:</li> <li>● Honoring Earth Day: ways of being kinder to Earth <ul style="list-style-type: none"> <li>- Develop and implement an environmental health programme.</li> </ul> </li> </ul>	<p><b>Health, social and environmental responsibility</b></p> <ul style="list-style-type: none"> <li>● Health and safety issues related to violence: <ul style="list-style-type: none"> <li>- Common acts of violence at home, school and in the community.</li> <li>- Reasons that violence occurs in families and communities and among friends and peers</li> <li>- Impact of violence on individual and community health and safety</li> <li>- Alternatives to violence: problem-solving skills and managing conflict.</li> <li>- Protecting oneself and others from acts of violence: where to find help national health and/or safety promotion programmes.</li> </ul> </li> <li>-</li> </ul>

	Week 1-11	Week 1-11	Week 1-11
<b>PHYSICAL EDUCATION</b>	<b>Physical Education</b> <ul style="list-style-type: none"> <li>• Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements.</li> <li>• Safety issues relating to movement activities.</li> <li>• Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements.</li> </ul>	<b>Physical Education</b> <ul style="list-style-type: none"> <li>• Participation in a programme that improves movement techniques.</li> <li>• Safety issues relating to movement activities.</li> <li>• Participation and movement performance in a programme that improves movement techniques.</li> </ul>	<b>Physical Education</b> <ul style="list-style-type: none"> <li>• Participation and refinement of own and peer performance in movement activities.</li> <li>• Safety issues relating to movement activities.</li> <li>• Participation and movement performance in movement activities.</li> </ul>
<b>INFORMAL ASSESSMENT /REMEDIAION</b>	Homework/ classwork /worksheets	Homework/ classwork /worksheets	Homework/ classwork /worksheets
<b>FORMAL ASSESSMENT</b>	<b>PROJECT =70</b> <b>PET: 30</b>		



TERM 4			
	GRADE 7	GRADE 8	GRADE 9
	Week 1	Week 1-4	Week 1-3
	<p><b>Development of self in society</b></p> <p><b>Basic hygiene principles</b></p> <ul style="list-style-type: none"> <li>• Concepts: personal diet and nutrition</li> <li>- Factors that influence choice of personal diet: ecological, social, economic, cultural and political.</li> <li>- Ways to improve nutritional value of own personal diet: a plan for healthy eating habits.</li> </ul>	<p><b>Constitutional rights and responsibilities</b></p> <p><b>Basic hygiene principles</b></p> <ul style="list-style-type: none"> <li>• Concept: human rights violations <ul style="list-style-type: none"> <li>- Types of violations.</li> <li>- Counter-strategies to violations of human rights.</li> </ul> </li> <li>• Concept: gender equity <ul style="list-style-type: none"> <li>-Gender equity issues in a variety of athletic and sport activities.</li> <li>-Defining gender-based violence</li> <li>-Emotional, health and social impact of rape and gender-based violence.</li> <li>-Prevention of violence against women: law on sexual offences.</li> <li>-Sources of help for victims: safety for girls and women.</li> </ul> </li> </ul>	<p><b>Development of self in society</b></p> <p><b>Basic hygiene principles</b></p> <ul style="list-style-type: none"> <li>• Challenging situations: depression, grief, loss, trauma and crisis.</li> <li>- Causes of depression, grief, loss, trauma and crisis.</li> <li>- Counter-productive coping techniques: using alcohol and drugs.</li> </ul> <p>Problem-solving and decision-making skills:</p> <ul style="list-style-type: none"> <li>- strategies to respond to emotions in challenging situations.</li> </ul>
	<b>Weeks 2-3</b>	<b>Week 5-6</b>	<b>Week 4-5</b>
	<p><b>Constitutional rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Role of oral traditions and scriptures in major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha-i faith and African religion.</li> </ul>	<p><b>Constitutional rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Concept: cultural diversity in South Africa <ul style="list-style-type: none"> <li>- Diverse cultural norms and values in relation to personal and community issues.</li> <li>- Influence of cultural norms and values on individual behaviour, attitude and choices:</li> </ul> </li> </ul>	<p><b>Constitutional rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Contributions of various religions in promoting peace. Constitutional values as stated in the South African Constitution</li> <li>- Positive and negative role models.</li> <li>- Role models for upholding</li> </ul>

		<p>cultural expectations, practices and traditions.</p> <ul style="list-style-type: none"> <li>- Understanding diverse cultures: recognition of diverse cultures to enrich South African society.</li> <li>- Respect difference: culture, religion and gender.</li> <li>- Celebrate unity in diversity: respect difference and celebrate similarity.</li> <li>• Contributions to social development by organisations from various religions.</li> </ul>	<p>constitutional values: parents and leaders in the community/society.</p> <ul style="list-style-type: none"> <li>- Applying these values in daily life</li> </ul>
	<b>Week 4-6</b>	<b>Week 7-8</b>	<b>Week 6</b>
	<p><b>Health, social and environmental responsibility</b></p> <ul style="list-style-type: none"> <li>• Substance abuse: <ul style="list-style-type: none"> <li>- Types/ forms of substance abuse.</li> <li>- Symptoms of substance abuse.</li> <li>- Personal factors that contribute to substance abuse: intrapersonal and interpersonal.</li> <li>- Protective factors that reduce the likelihood of substance abuse.</li> <li>- Prevention measures: early detection</li> </ul> </li> </ul>	<p><b>Health, social and environmental responsibility</b></p> <ul style="list-style-type: none"> <li>• Social factors that contribute to substance abuse including community and media</li> <li>- Appropriate behaviour to stop and avoid substance abuse: refusal and decision-making skills.</li> <li>- Long- and short-term consequences of substance abuse: link to crime, violence and educational outcomes.</li> <li>- Rehabilitation options: where to find help, care and support</li> </ul>	<p><b>Constitutional rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Sport ethics in all physical activities.</li> </ul>

	Week 7-8		Week 7-8
	<p><b>Constitutional rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Dealing with abuse in different contexts: between adults and children and between peers.</li> <li>• Identify threatening and risky situations.</li> <li>• Effects of abuse on personal and social health and relationships.</li> <li>• Importance of communication to promote healthy and non-violent relationships.</li> <li>• How to protect oneself from threatening and risky situation</li> <li>• Places of protection and safety for victims of abuse: where to find help</li> </ul>		<p><b>World of Work</b></p> <ul style="list-style-type: none"> <li>• Study and career funding providers</li> <li>• Plan for own lifelong learning: goal setting for lifelong learning</li> </ul>
	Week 1-8	Week 1-8	Week 1-8
	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Participation in an outdoor recreational programme.</li> <li>• Safety issues relating to outdoor recreational activities.</li> <li>• Participation and movement performance in an outdoor recreational programme.</li> </ul>	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Participation in an outdoor recreational activity.</li> <li>• Safety issues relating to participation in recreational activities</li> <li>• Participation and movement performance in an outdoor recreational activity.</li> </ul>	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Participation and refinement of own performance in an outdoor recreational activity.</li> <li>• Safety issues relating to participation in recreational activities.</li> <li>• Participation and movement performance in an outdoor</li> </ul>

			recreational activity.
<b>INFORMAL ASSESSMENT; REMEDIATION</b>	Homework/ classwork /worksheets	Homework/ classwork/ worksheets	Homework/ classwork/ worksheets
<b>SBA (FORMAL ASSESSMENT)</b>	<b>EXAMINATION: 70 PET: 30</b>		