

### South African National Anthem

Nkosi Sikelel' iAfrika  
Maluphakanyisw' uphondo lwayo,  
Yizwa imithandazo yethu,  
Nkosi sikelela, thina lusapho lwayo

Morena boloka setjhaba sa heso,  
O fedise dintwa le matshwenyeho,  
O se boloke, O se boloke setjhaba  
sa heso,  
Setjhaba sa South Afrika –  
South Afrika.

Uit die blou van onse hemel,  
Uit die diepte van ons see,  
Oor ons ewige gebergtes,  
Waar die kranse antwoord gee,

Sounds the call to come together,  
And united we shall stand,  
Let us live and strive for freedom,  
In South Africa our land.

### African Union Anthem

Let us all unite and celebrate together  
The victories won for our liberation  
Let us dedicate ourselves to rise together  
To defend our liberty and unity

O Sons and Daughters of Africa  
Flesh of the Sun and Flesh of the Sky  
Let us make Africa the Tree of life

Let us all unite and sing together  
To uphold the bonds that frame our destiny  
Let us dedicate ourselves to fight together  
For lasting peace and justice on the earth

O Sons and Daughters of Africa  
Flesh of the Sun and Flesh of the Sky  
Let us make Africa the Tree of life

Let us all unite and toil together  
To give the best we have to Africa  
The cradle of mankind and fount of culture  
Our pride and hope at break of dawn

O Sons and Daughters of Africa  
Flesh of the Sun and Flesh of the Sky  
Let us make Africa the Tree of life

### At the Crossroads series of books

The Department of Basic Education's *Life Skills* and *Life Orientation Teacher's Guide* series, for the *At the Crossroads* textbooks for grades 4 to 12, equips educators with practical tools and strategies to use the textbooks in the classroom. By using the grade-specific teacher's guide alongside the textbook for the same grade, teachers are supported to effectively guide learners through the content and activities of the *At the Crossroads* textbook, thereby helping learners to connect, imagine, and co-create their life journeys.

The Department of Basic Education's *Competency Framework*, with its prime focus on *knowledge, skills, characters and attitudes, values and cross-cutting priorities*, is central to the logic of the *At the Crossroads Teacher's Guides*. Each teacher's guide includes helpful notes for strengthening the curriculum, facilitating activities and suggestions for assessment. The Teacher's Guide also assists with the planning of progression from grade to grade. Teachers are provided with insights for facilitating lessons on health, nutrition, safety, mental health, sexuality, physical fitness, and the use of technology, as well as fostering emotional regulation, quality relationships with people, animals, and the environment, and an understanding of civic responsibilities aligned with the country's laws and Constitution.

By using these teacher's guides, educators can empower learners to explore their strengths, unpack their challenges, make informed subject choices, and navigate the crossroads of their learning journey towards meaningful careers and sustainable livelihoods and lifestyles, in the twenty-first century.

There are **21 books** in the series.

There are 21 books that make up the *At the Crossroads* series of books. In the Intermediate Phase there is a textbook for terms one and two and another textbook for terms three and four (making a total of 6 textbooks for this phase). In the Senior Phase (Grades 7 to 9) and the Further Education and Training Phase (Grades 10 to 12) there is a textbook for each grade level. Each grade (from 4 to 12) has a Teacher's Guide.

## Teacher's Guide for

# At the Crossroads

## Life Orientation Textbook

Grade  
**11**



Digital



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA







# Teacher's Guide for *At the Crossroads* Life Orientation

Grade  
**11**



First published in 2025 by the Department of Basic Education as part of the *At the Crossroads* textbook series for the Curriculum and Assessment Policy Statements for Life Skills and Life Orientation for Grades 4 to 12.

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## Foreword from the Department of Basic Education

**Life Skills** and **Life Orientation** were introduced as learning areas into South African schools by the Department of Basic Education (DBE) in 1997, and like all learning areas in the curriculum, Life Skills and Life Orientation are based on the values of the Constitution (Act 108 of 1996). The goal is to prepare learners to cope with the many challenges in a fast-changing post-apartheid South Africa, as well as build a nation where democratic values support everyone to thrive.

As expressed in its Preamble, the **Constitution of South Africa** aims to:

- heal the divisions of the past and help form a society based on democratic values, social justice and fundamental human rights;
- lay the foundations for an open, democratic society, run by a government elected by the people where every citizen is equally protected by the law;
- improve the quality of life for all citizens and help them to reach their potential; and
- help build a South Africa that we can all be proud of which stands tall amongst nations.

Life Skills and Life Orientation play an important role in achieving these aims, as well as supporting learners in exploring a wide range of relevant topics and developing their ability to:

- think about their rights as members of society and the responsibilities that accompany these rights;
- explore their potential, find out what they are capable of and decide who they want to be;
- collaborate and negotiate with others: listen, give and receive feedback, engage with disagreement and argue for their point of view with confidence.

The world is changing fast. With advances in technology, young people can explore the world beyond the classroom. As citizens of the world, our learners need help to confront a wide range of challenges – some inherited and some new – climate change, fast-spreading diseases, advances in digital technology, mass consumerism, and social media, to name a few. Life Skills and Life Orientation equip our learners with key life skills – creative and critical thinking, effective communication and dynamic collaboration – to help them explore all their options and successfully find their way to adulthood.

The DBE takes great pleasure in releasing the *At the Crossroads* Life Skills and Life Orientation textbooks for Grade 4 to Grade 12 learners. These textbooks, together with the teacher's guides, will provide learners and teachers with the opportunity to imagine wonderful life journeys. In addition, they will help learners to regulate their emotions and make informed, values-based decisions about their own lifestyles: their sexuality, use of technology, health and physical fitness, their relationships with people, animals and the environment. Through the exploration of their own strengths and challenges, learners can make better-informed subject choices that will help them find their way to meaningful careers and sustainable livelihoods.

The African continent, our home, has a wealth of values, knowledge, languages and perspectives to offer everyone. These textbooks encourage learners to explore this rich heritage as part of their learning journey. Indigenous knowledge from communities is welcome in the classroom, as are the languages of the home. Economic inequality is our greatest challenge: Educating our learners and encouraging life-long learning are our most effective tools to reduce it.

## The Basic Education *At the Crossroads* Textbook series

The competencies framework on the following page informs the strengthening of the Life Skills and Life Orientation curriculum and the Department of Basic Education's development of the textbooks, the *At the Crossroads* Textbook series which consists of:

**Grade 4: Textbook 1 (Terms 1 & 2), Textbook 2 (Terms 3 & 4) and Teacher's Guide**

**Grade 5: Textbook 1 (Terms 1 & 2), Textbook 2 (Terms 3 & 4) and Teacher's Guide**

**Grade 6: Textbook 1 (Terms 1 & 2), Textbook 2 (Terms 3 & 4) and Teacher's Guide**

**Grade 7: Textbook (Terms 1 to 4) and Teacher's Guide**

**Grade 8: Textbook (Terms 1 to 4) and Teacher's Guide**

**Grade 9: Textbook (Terms 1 to 4) and Teacher's Guide**

**Grade 10: Textbook (Terms 1 to 4) and Teacher's Guide**

**Grade 11: Textbook (Terms 1 to 4) and Teacher's Guide**

**Grade 12: Textbook (Terms 1 to 4) and Teacher's Guide.**

In South Africa, in the National Curriculum and Assessment Policy Statement (CAPS) for Life Skills (Intermediate Phase) and Life Orientation (Senior Phase and Further Education and Training Phase) the knowledge, skills and values integral to learners' social emotional learning journey are not necessarily represented in every grade in a way that shows progression from one grade to another as scaffolded learning. The *At the Crossroads* series of textbooks aims to fill such gaps and smooth the progression of learning to better equip learners to meet the challenges of the 21st Century.







“Our curriculum has, to a large degree, been dominated by *knowledge acquisition* and little focus was given to *skills and competencies, attitudes and values and character development*. It is for this reason that Strengthening of the Curriculum focuses on the *holistic development of the learner* and we are committed to developing *ethical citizens, creative thinkers, problem solvers, learners who can communicate effectively and are digitally literate*. Assessment must be aligned to these curriculum changes and research has shown that assessment is a powerful force in driving curriculum change.”

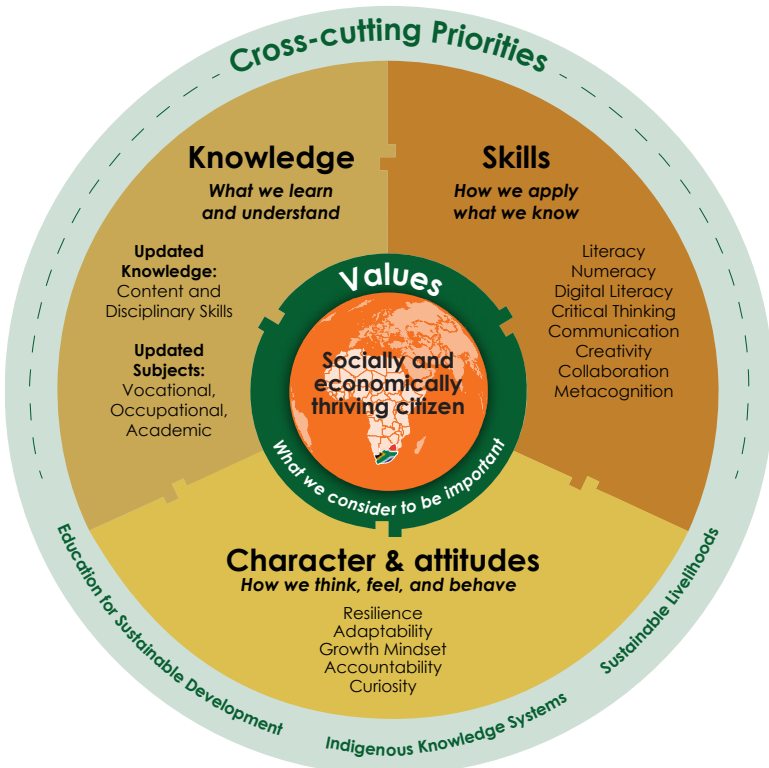
Opening Address by Minister Gwarube, MP, Basic Education, at the Association for Education Assessment in Africa (AEAA) International Conference 19 August 2024.

Together with a range of partners and stakeholders, the Department of Basic Education (DBE) has adopted a highly collaborative and research-based approach to the development of the draft competency framework in support of its national Curriculum Strengthening initiative with the aim to improve the quality and relevance of teaching and learning in South African schools. The framework, approved in 2024, is intended to:

- Align on, prioritise, and define the knowledge, skills, values, and attitudes all learners should have the opportunity to develop whilst at school.
- Guide and enable alignment in strengthening efforts across curriculum policy, assessment, teacher development, Learning and Teaching Support Materials (LTSM), and the learning environment.
- Enable greater alignment across research, policy, practice, and evaluation in the basic education sector.

The competency framework, seen in the diagram is a visual representation of the proposed knowledge, skills, character, attitudes, values, and cross-cutting priorities that will inform the strengthening of teaching, learning, and assessment in South African schools.

The Basic Education Competency Framework



The competency framework in the diagram above articulates the vision statement, knowledge requirements, skills and attitudes as follows:

- **Vision statement:** The learner, envisioned by the framework, is placed in South Africa, reflecting the local development and contextual relevance of the framework, and, also in the broader context of Africa and the world, reflecting South Africa’s role and responsibility as part of the African and global communities.
- **Knowledge, Skills, Character & Attitudes:** Interlinked in the framework, highlighting their interconnected nature. Specific priorities are within each component to guide teaching, learning, and assessment.

### Knowledge is what we learn and understand, and it is evidence-informed.

Content and subject-specific skills being taught and learned in schools, encompassing declarative, conceptual, and procedural knowledge within the disciplines (CCR, 2023), across the Three Streams – Occupational, Vocational, Academic.

**Updated Knowledge** (Content and disciplinary skills): A review of content within existing subjects and strengthening them, improving the progression, coherence, sequencing, pacing and relevance of content. Making use of existing research to streamline content and focus more deeply on core concepts and essential content in each discipline.

**Updated Subjects** (Vocational, Occupational, Academic): A review of the current subjects on offer with the view to introduce new subjects to operationalise the Three Stream Model ensuring relevance of the curriculum for a changing world.

### Skills: How we apply what we know

Foundational and Transversal skills that cut across disciplines and defined as “the ability and capacity to carry out processes and be able to use one’s knowledge in a responsible way to achieve a goal” (OECD, 2019b).

**Foundational Skills:** The basic building blocks, foundational to future learning in the 21st century, including:

- **Literacy:** The ability to identify, understand, interpret, create, communicate, and compute, using texts associated with varying contexts (UNESCO, n.d.1).
- **Numeracy:** The ability to use mathematical skills in appropriate and meaningful ways in order to meet the varied demands of personal, study, social and work life (UNESCO, n.d.2.).
- **Digital literacy:** The ability to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately through digital technologies for participation in economic and social life. It includes competences that are variously referred to as computer literacy, ICT literacy, information literacy and media literacy (Antoninis, 2018).

**Transversal Skills:** Critical skills developed across disciplines, including:

- **Critical Thinking:** Includes asking questions, identifying problems, finding the right information, analysing it, and applying it to solve a problem (ACER, 2020a), that is, decision-making.
- **Creativity:** Defined as the ability to come up with many different ideas and apply them to find realistic solutions to problems (ACER, 2020b), including risk-taking and ensuring quality.
- **Collaboration:** When two or more people work together to solve a problem, achieving interdependence by sharing responsibility, pooling information and resources to develop a shared understanding of the problem and their solution to it (ACER, 2020c), including conflict resolution.

- **Communication:** Sharing information, attitudes and values, where both “what we say” (verbal communication) and “how we say it” (non-verbal communication) are important (CCR, 2019), including empathy and articulation.
- **Metacognition:** Helps us to reflect on our thinking, set goals, and monitor and evaluate our learning (CCR, 2019), including planning how to achieve those goals.

For more about how the curriculum is strengthened through skills and how these skills are developed in the At the Crossroads series, see pages 14 to 15 of your Teacher’s Guide.

### Character & attitudes: How we think, feel, and behave

The skills learners need to “set goals, manage behaviour, build relationships, and process and remember information” (Jones and Kahn, 2017). Also referred to social emotional skills, soft skills, mindsets, dispositions, or attributes.

- **Adaptability:** Approaching others, events (especially those that involve change), circumstances, and ideas with flexibility, responsiveness, and/or acceptance, including cognitive and situational flexibility.
- **Accountability:** Accepting responsibility and being accountable for one’s words, actions, and attitudes, and making responsible decisions, including being self-directed and self-disciplined.
- **Growth Mindset:** The belief that abilities can be developed through hard work, including self-efficacy and openness to feedback.
- **Resilience:** Positive adaptation despite experiences of adversity, including perseverance, self-regulation, and self-care.
- **Curiosity:** Encompasses open-mindedness, exploration, passion, self-direction, motivation, initiative, enthusiasm, and spontaneity, including embracing the unknown and an inquisitive mindset.

### Values: What we consider to be important

Values are at the centre of the framework, highlighting their importance and foundational role in all teaching and learning. These are taken from the 2001 *Manifesto on Values, Education and Democracy*, and including the following values: Democracy, Equality, Social Justice and Equity.

You can read more about how values strengthen the curriculum on pages 41 to 45 of your Teacher’s Guide.

### Cross-cutting Priorities

Form the outer ring of the framework, they cut across subjects and grades in the strengthened curriculum. Concepts and ways of thinking that should be embedded across subjects, fields, and phases, through the teaching and learning process and in assessment practices.

You can read more about how cross-cutting priorities strengthen the curriculum on pages 49 to 51 of your Teacher’s Guide.





Look quickly through the book to see how the information, fonts, colours, diagrams and images are placed. Everything has been put where it is for a reason.

There are two facing pages (a double-page spread) for each lesson. Most lessons will take about 30 minutes to one hour to cover. Each lesson starts with a **title**, find no. 1 below. All lessons include **activities**, look at no. 2 below, that will inspire you to do your own research, stimulate your thinking and present possibilities you may not have considered before. All activities are based around a main **skill**, see no. 3 below. **Reading boxes**, find no. 4 below – provide extra information. The journal icon, see no. 5 below, suggests when to write in your own private journal in a language of your choice. The **footer** at the bottom of the left-hand page, look at no. 6 below, shows the term and the curriculum topic.

The colour and pattern in the quarter circle on the right top corner of the page shows the **curriculum topic** of the lesson, look at no. 7 below. **Pictures**, find no. 8 below, help with understanding the ideas in the lesson. You will find **Info Pages** in the lessons, look at no. 9.

Each lesson is part of a group, or set, of lessons within a curriculum topic. Each lesson is numbered within the lesson set. The **lesson set footer**, see no. 10 below, helps you to find your place in the lesson set. Each lesson set works as a whole, so look through a lesson set to see how the lessons build on one another. Look at no.11, a **sticker** shows you’ve come to the end of a lesson set.

1. The title of the lesson.

2. Each activity has a title and numbered instructions to guide you through a learning process.  
The numbering continues across activities on the doublepage spread. Some activities you do by yourself, for others you work in pairs, in groups, or as a class.

3. A skills icon tells you the main skill you will practise in an activity. Each skill is translated into one of South Africa's official languages.

4. Reading boxes and diagrams explain concepts and provide background information to help you with the activities.

*In your journal*  
Your journal is private and does not need to be shared without your permission.

5. A journal is a notebook where you write or draw your feelings and thoughts. Your journal is for you. You do not have to share it with anybody unless you choose to do so. In your journal, you can write in any language of your choice.

### If's exam time

Assessments are all about you. They are about collecting, analysing and interpreting information to help you work out how far you are on your learning journey and what support you may need. Make them work for you! During the year, you have completed many formative assessments. Now it is time for your summative assessments (exams).

Persevere and work it out  
Kgothelaha mme o e rarabolole

**Practise, practise, practise**

1. Exams assess your progress after a block of work, normally at the end of the term or the year. Exams can be stressful. A good way to survive exams is to practise writing old papers:

- Study the exam tips in the Info Box carefully.
- Choose one of the subjects that you find particularly difficult. Get a copy of an old exam paper and set a time when you are going to "write" the paper.
- Evaluate how the paper went and whether you used all the exam tips suggested.
- Assess which tips worked for you and make sure that you use them in your next exam.

**Exam tips**

- Don't rush into writing. Read through all the instructions on the exam paper. Pay attention to what questions you have to answer and where there is some choice.
- Figure out which questions carry the most marks. The more marks, the longer you should spend on that question. Do the easy questions first.
- Tackle each question. Begin by reading through the question and underlining the key words. Plan how you are going to answer the question. Write down a few notes.
- Write down something for each question. If you are running out of time, write the answer in point form.
- Try to answer all the questions rather than spending too much time on each one.
- If you're feeling anxious, take a short break. Close your eyes and take a few deep breaths to refocus. Return to the question and write down what you know and remember.
- Take time to go over your answers. Make corrections only to those questions you are sure you have answered incorrectly.
- Use all the time you are given in the exam. If you finish early, go over the questions and your answers again.
- After the exam, spend a few minutes thinking about what went well and what did not. You can always improve your exam preparation and writing skills.

StudySpot Educational Services (2017) Exam tips for students Williams, J https://studyspot.ca/blog/2017/01/23/exam-writing-tips/ (Date accessed 12/02/2020)

182 Grade 11 Term 4: Study skills

6. The term footer gives the curriculum topic and helps you to find your place in the textbook.

**Make an informed choice, with an awareness of consequences**

Dira tlhopho e e tshageditswego ke tshedimosetso ka kitso ya ditlamorago

**Try to acknowledge your emotions, learn from them – without becoming them**

O thokomele maikutlo, ithute sengwe mo go one, ntle le go fetsaga go nna one

Reflect on how your goals align with what you want to achieve in Grade 12. Journal about how you are feeling as you approach your final year of school. Identify one action you can take now to move closer to those goals.

**Ready, steady, goal!**

While you are preparing for your end-of-year exams, it is also a good time to think ahead to Grade 12 and after.

2. Review your Vision Board and the goals that you set at the beginning of the year.

- Describe what progress you have made.
- Identify which goals you have not managed to achieve yet.
- Explain what has changed since the beginning of the year.
- Decide if you have new goals and write them down.

3. Now, develop three SMART goals for the next few weeks of exam preparation:

- A study goal:** What will you sacrifice during this period (e.g. less parties or social media?) What will you do differently?
- A health goal:** What foods will you eat for energy and brain power? What foods will you cut out for optimal health?
- A fitness goal:** Exercise reduces stress, anxiety and depression. When will you exercise? What will you do?

**Why these goals?**

4. Discuss your goals with a partner:

- Assess why these goals are important for you.
- Evaluate how they tie in with the future you desire.
- Identify what will motivate you to achieve them.
- Describe how you will be when you achieve them.

Your journal is private and does not need to be shared without your permission.

**Well done**

Lesson 9.5: Goal-setting, studying, examination-writing and time-management skills 183

10. The footer on the right-hand page shows the lesson number and the topic of the lesson set.

7. This colour code shows the curriculum topic of the lesson.

8. Pictures are there to inform, explain and inspire, so spend some time looking at them.

9. Some lesson sets have Info Page pages which provide more information about a topic. You will use them to complete some of the activities. You can also read these pages anytime on your own.

### From healthy to abusive

In healthy relationships, individuals make decisions together and openly discuss whatever they're dealing with. In an unhealthy relationship, one person tries to make most of the decisions, while, in an abusive relationship, one person makes all the decisions and tries to control the other. Study this infographic to understand the differences between healthy, unhealthy and abusive relationships.

**The Relationship Spectrum**

HEALTHY	UNHEALTHY	ABUSIVE
Based on quality and mutual respect Open communication Trust & honesty Equality	Based on attempts to control the other partner Only spending time together Dishonesty Lack of trust Inconsiderate & disrespectful behaviour	Based on power and control Harsh communication Disrespect Isolation
You enjoy your personal time and have connections with others too Physical safety	Struggles for control Only spending time together Jealousy when a partner connects with others	Accusations and blame-shifting Manipulation Violence

Info Page C

16 Grade 11 Term 1: Development of the self in society

11. This sticker shows the end of a lesson set.

8 At the Crossroads Teacher's Guide Grade 11

How to use the textbook 9





Go through the features of a double-page spread, as shown on pages vi to vii. These pages have been written as if you are the learner. In order to show all the elements on two pages, it is based on the Grade 11 textbook pages 182 – 183, and pages 16 – 17 as an Info Page. Ask questions to help the learners identify the elements and explain their purpose. An example process for this is shown below based on various pages and elements in the textbook.

Identify design elements to help you use this textbook

Ask the learners to turn to the double page spread in the textbook which is shown on the following page – pages 182 – 183.

The title of the lesson

- 1. What is the first thing you see on the top of the left-hand page? *Answer:* The title of the lesson.
- 2. What is the title for this lesson? *Answer:* It's exam time.

The activities in Lesson 9.5 It's exam time

Explain to the learners that each **activity** in the lesson has a title as well. We can easily see where these **activity titles** are on the page as they are in different colours and have a skills icon next to them.

- 3. How many activity titles are there in this lesson? *Answer:* Three.
- 4. Give the names of the three activities. *Answer:* Practice, practice, practice; Ready, steady, goal!; Why these goals?

Look at the first activity title on the right-hand page: Ready, steady, goal!

- 5. How many parts are there to this activity? *Answer:* Two.

Now look at the activity below: Why these goals?

- 6. How many parts are there to this activity? *Answer:* One.
- 7. How does the numbering work between the two activities? *Answer:* The numbering carries on across the activities.

Turn to the next page, pages 184 to 185.

- 8. How is this page different from the previous page? *Answer:* It is a physical education page.
- 9. What is the title of this lesson? *Answer:* Four-a-side volleyball and fast-five netball.
- 10. What is the main difference between this page and the previous one? *Answer:* It contains instructions for physical education activities.

Turn to Info Page C: From healthy to abusive, pages 16 to 17.

- 11. How is this page different from Lesson 9.5? *Answer:* It is an Info Page.
- 12. Can you see activities on this page? *Answer:* No, Info Pages do not contain activities. They will assist you with the lessons, as well as provide important information and general knowledge.

The skills in Lesson 9.5 It's exam time

Turn to pages 182 to 183.

- 13. How many skills do you see in the lesson? *Answer:* Three skills.
- 14. What are the names of the skills? *Answer:* Persevere and work it out (English) Kgotlhelela mme o e rarabolole (Setswana); Make an informed choice with an awareness of consequences (English) Dira tlhopho e e tshegeditswego ke tshedimosetso ka kitso ya ditlamorago (Setswana); Try to acknowledge your emotions, learn from them – without becoming them (English) O tlhokomele maikutlo, ithute sengwe mo go one, ntlele go fetoga go nna one (Setswana).

Info boxes, stories, photographs, drawings, speech bubbles, diagrams and journal icons

Tell the learners that these features add information that help with the activities.

- 15. Which of these features and how many do you see in Lesson 9.5? *Answer:* 1 Info Box, 2 photographs, 1 journal icon.
- 16. For the Info Page: From healthy to abusive, which of these features and how many do you see? *Answer:* 1 Info Box, 2 diagrams.

Show the learners the journal icon on page 183.

- 17. Ask the learners what they think a journal is?\* Take some time to discuss:
  - What is a journal?
  - What language/s do I use in my journal?
  - Who can see what is written or drawn in my journal?

\*You can get this information and read more about how Social and Emotional Learning and Journalling strengthen the curriculum on pages 47 to 48 of your Teacher's Guide.

The footers at the bottom of the pages

Ask the learners to look at the footer at the bottom of the left-hand page of Lesson 9.5 It's exam time.

- 18. What information do they see? *Answer:* Grade 11 Term 4: Study skills, which is the topic.

Ask the learners to look at the footer at the bottom of the right-hand page.

- 19. What information do they see? *Answer:* The lesson number, 9.5 and the name of the lesson set, Goal-setting, studying, examination-writing and time-management skills.

Stickers at the end of a lesson set

learners to find the "Well done" sticker at the bottom of page 183. Stickers like these show that you are at the end of a lesson set.

Colour code at the top right-hand corner of pages

- 19. Point out the coloured quarter circle at the top right of page 183. Ask learners what they think that could mean.
  - a. Explain that each curriculum topic has a different colour code. This is another way to find a particular topic or lesson set.
  - b. Turn to page 184. The colour code there shows the start of the Physical Education lessons for Term 4.

The **first lesson** of the year will be for learners to make and use a skills bookmark in the language of their choice.

Make your **skills bookmark** lesson can be found on pages xii to 1 in the textbook.


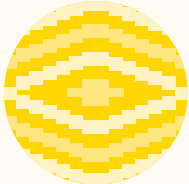
The **bookmarks in the ten of the official languages** can be found on pages 19 to 23 of your Teacher's Guide.





In the **FET Phase school curriculum**, the subject Life Orientation has different topics.  
In this book, the topics are organised in the groups shown on this page.  
Each topic is colour-coded, to help you find all the pages on that topic.  
Look for the colour code at the top right corner of a lesson page.

Development of the self in society




Development of self

focuses on physical, emotional and mental wellbeing.

Sexuality

explores possibilities for safe, healthy, meaningful and intimate relationships.


Democracy and human rights



Democracy and human rights

promotes active citizenship, protecting the freedoms of all South Africans.


Social and environmental responsibility



Social and environmental responsibility

includes both a local and a global focus on environmental health.

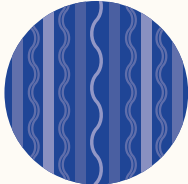
Physical Education



Physical education

focuses on improving your health and fitness.

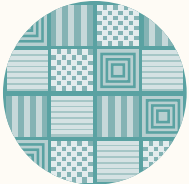
Careers and career choices



Careers and career choices

provides ideas about your future in the world of work.

Study skills



Study skills

offers tips for studying.

Topics covered in Grade 11

Topic & Lesson set	
Term 1	
Development of self in society	Goals and goal setting; relationships
Careers and career choices	Post-school admission requirements and financial assistance
Democracy and human rights	Democratic participation in society; sports and nation-building
Physical education	Improving personal fitness and health levels
Term 2	
Development of self in society	Unequal power relations
Social and environmental responsibility	Environmental issues that cause ill-health
Physical education	Applying umpiring and leadership skills in games
Term 3	
Development of the self in society	Healthy & balanced lifestyle choices; risky behaviour & situations
Careers and career choices	Competencies, abilities, ethics; securing a job; developing a career
Physical education	Personal fitness; leadership in a recreational activity; safetyn
Term 4	
Democracy and human rights	Contributions of SA's diverse religions and belief systems
Study skills	Goal-setting, studying, examination-writing and time-management skills
Physical education	Umpiring and leadership skills in sport





Evidence tells us that when content knowledge is taught in isolation from skills, it is often learned superficially and does not lead to the deeper learning that enables learners to transfer their learning to other contexts. The ability to transfer learning to new contexts is essential for preparing young people to meet the complex demands of social, political, economic and technological changes.

The **15 key skills** that are **developed progressively** through the *At the Crossroads* textbook series, are central to this learning journey. The skills, worded to reflect the development of learners through the Intermediate, Senior and Further Education and Training Phases, are shown in the table below.

The 15 skills progressed through the At the Crossroads textbook series

Key skill	Intermediate Phase	Senior Phase	Further Education and Training Phase
Love your being	Be kind to yourself	Enjoy a healthy mind and body	Take better care of yourself
Ask your questions	Ask questions about the things you want to know	Ask questions that will help you understand what is going on	Ask questions that guide, probe and produce useful information
Build your argument	Give a reason for what you think	Convince someone of your point of view	Structure your argument
Share and compare	Share and compare	Listen, talk and work it out together	Participate actively in productive dialogue
Test your idea	What's new? Try it	Test your idea – change your mind	Be willing to challenge your thinking habits
Create an image or a story to show what it is like	Make something to show what you think it is like	Create an image or a story to show what it is like	Represent your idea or data in an image, story or model
Reflect, re-think, refine	Think about your thinking	Step back – reflect and rethink – step back in	Pause, reflect and assess your emotions and thoughts
Do it for yourself	Choose what works best for you	Work out what is right and wrong for you	Question the way you make moral judgements
Express your feelings	Talk about your feelings	Explore and express your emotions	Try to acknowledge your emotions - learn from them - without becoming them
Find the evidence	Observe and describe	Tell a story based on evidence	Find, examine and weigh up the evidence
Work it out	Work it out yourself	Find your own way to solve it	Persevere and work it out
Do your research	Find out more (ask someone – look it up)	Search, record, compare	Do your research and present your ideas or hypothesis
Make a choice and decide	Show why it is helpful or harmful	Make a choice and decide	Make an informed choice, with an awareness of consequences
Feel with ...	Try to feel what someone else is feeling	Listen deeply to someone's feelings and thoughts	Use empathy to perceive emotions and explore perspectives
How did this happen? What will happen next?	Look back – look forward	How did this happen? What will happen next?	Investigate the past – predict the future – relate it to the present

In addition, **each skill is described in more detail** in the preliminary pages of the textbook, **see pages viii – xi**. Please note that each activity in the textbooks highlights a particular skill. The content and activities in the textbooks therefore move beyond memorisation of content to encourage learning through skills development.

The **first lesson** of the year will be for learners to make and use a skills bookmark in the language of their choice.

Make your **skills bookmark** lesson can be found on pages xii to 1 in the textbook.

The **bookmarks in the ten of the official languages** can be found on pages 19 to 23 of your Teacher's Guide.

Learn how to tell the difference between a bad information source and a good information source; real news and fake news.

On the next page find the Skills Overview Table for Grade 11. This table shows the distribution of all the skills covered by all the activities across all lesson sets for Grade 11.

Turn the page

This table helps to:

- Find where particular skills are being practised.
- See how frequently a skill is practised in a particular grade.
- Direct a learner who is struggling with a particular skill to find more practise in a previous grade.



Grade 11 skills overview table



Skills	Ask questions that guide, probe and produce useful information	Be willing to challenge your thinking habits	Do your research and present your ideas or hypothesis	Find, examine and weigh up the evidence	Investigate the past – predict the future – relate it to the present	Make an informed choice, with an awareness of consequences	Participate actively in productive dialogue		Pause, reflect and assess your emotions and thoughts	Persevere and work it out	Question the way you make moral judgements	Represent your idea or data in an image, story or model	Structure your argument	Take better care of yourself	Try to acknowledge your emotions - learn from them - without becoming them	Use empathy to perceive emotions and explore perspectives
TERM 1																
Lesson set 1 Goals and goal setting; relationships	Page 3		Page 19	Page 19	Page 6 Page 9	Page 2 Page 8				Page 9		Page 2		Page 7 Page 14	Page 13 Page 15	Page 19
Lesson set 2 Post-school admission requirements and financial assistance	Page 25 Page 31 Page 32		Page 26			Page 33			Page 20	Page 24 Page 31		Page 20			Page 35	
Lesson 3 Democratic participation in society; sports and nation-building		Page 37 Page 49		Page 37	Page 48	Page 47	Page 36 Page 47		Page 40		Page 44 Page 50	Page 46	Page 45 Page 51			
TERM 2																
Lesson set 4 Unequal power relations		Page 69	Page 65 Page 77				Page 71		Page 75	Page 76	Page 64 Page 73		Page 68		Page 75	Page 71 Page 73
Lesson set 5 Environmental issues that cause ill-health	Page 81 Page 91 Page 93	Page 81		Page 78 Page 80	Page 79 Page 89	Page 93	Page 92		Page 93			Page 85	Page 83	Page 85	Page 84	
TERM 3																
Lesson set 6 Healthy & balanced lifestyle choices; risky behaviour & situations		Page 125 Page 133		Page 109	Page 131 Page 132	Page 106 Page 109			Page 108	Page 105 Page 115	Page 124	Page 113 Page 114	Page 113	Page 105 Page 107 Page 129 Page 130	Page 131	Page 104 Page 128 Page 129
Lesson set 7 Competencies, abilities, ethics; securing a job; developing a career	Page 137 Page 143	Page 145	Page 134 Page 144	Page 138 Page 148	Page 151		Page 147 Page 148 Page 149		Page 142 Page 146		Page 149	Page 138	Page 135 Page 140		Page 150	
TERM 4																
Lesson set 8 Contribution of SA's diverse religions and belief systems	Page 168						Page 162		Page 169		Page 163 Page 164		Page 169	Page 167		Page 165
Lesson set 9 Goal-setting, studying, examination-writing and time-management skills		Page 177 Page 181	Page 175	Page 180	Page 173	Page 183				Page 182		Page 174			Page 183	
Number of times skill is covered over the year	10	9	7	8	9	8	8		8	7	8	8	8	8	8	7



# Strengthening the curriculum: Multilingualism

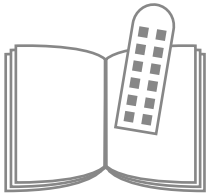
The purpose of the multi-language skills bookmarks in the *At the Crossroads* Grade 11 Teacher's Guide is to support learners in developing core Life Orientation skills using the language they are most fluent in, thereby reducing cognitive load and aiding long-term memory retention. These bookmarks provide translations of essential skills—like problem-solving, expressing emotions, and critical thinking—into ten of South Africa's official languages. This multilingual approach validates learners' linguistic identities, enhances their ability to engage deeply with emotionally and intellectually demanding tasks, and facilitates equitable access to the curriculum. For teachers, the bookmarks serve as tools to reinforce foundational and transversal skills in a culturally responsive way.

The skills in the textbooks have been translated into ten of South Africa's official languages in order to facilitate the learner's development of these skills.


Take a look at these bookmarks over the next few pages. Turn the page 

You can find these bookmarks for photocopying on the following website:  
<https://www.eduportal.org.za/lifeorientation/>


### Skills in Afrikaans




Take better care of yourself  
Kyk beter na jouself




Ask questions that guide, probe and produce useful information  
Stel peilende vrae wat tot nuttige inligting lei




Make an informed choice with an awareness of consequences  
Beplan en implementeer 'n strategie




Structure your argument  
Struktureer jou argument




Pause, reflect and assess your emotions and thoughts  
Bestuur en oorweeg jou emosies en gedagtes




Represent your idea or data in an image, story or model  
Beeld jou idee of bevindinge uit in 'n skets, draaiboek, model of voorstelling




Wees bereid om 'n eksperiment te ontwerp wat jou denk-gewoontes uitdaag  
Be willing to challenge your thinking habits




Do your research and present your ideas or hypothesis  
Doen jou navorsing en presenteer jou hipotese




Participate actively in productive dialogue  
Neem aktief deel in produktiewe dialoog




Try to acknowledge your emotions, learn from them – without becoming them  
Wees bewus en leer van jou emosies – maar keer dat dit allesomvattend word




Persevere and work it out  
Druk deur – bereik jou doelwitte




Use empathy to perceive emotions and explore perspectives  
Gebruik empatie om mense se emosies aan te voel en hul perspektiewe te begrip



Question the way you make moral judgements  
Ondervra jou eie morele oordeel

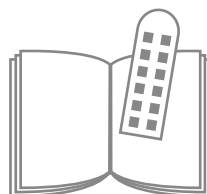


Find, examine and weigh up the evidence  
Vind, ondersoek en oorweeg die bewyse




Investigate the past, predict the future – relate it to the present  
Ondersoek die verlede, voorspel die toekoms – bring dit met nou in verband


### Skills in isiNdebele



Take better care of yourself  
Zithhogomele ngconywa




Ask questions that guide, probe and produce useful information  
Buza imibuzo ezokuhlala, ukufunisisa begodu iveze ilwazi elinesizo




Make an informed choice with an awareness of consequences  
Khetha ngendlela etjengisa ilwazi nokuba nelemuko ngemiphumela



Structure your argument  
Hlela amabanga wekulumo yakho




Pause, reflect and assess your emotions and thoughts  
Phumula, cabangisisa begodu hlola imizwa nemicabango yakho




Represent your idea or data in an image, story or model  
Ukukhombisa nokujamela ilwazi lakho ngesithombe nofana isiqetjhani nofana imodeli




Iba nekaroko yokwakha bewufumane ilwazi, ukwazi ukulinga umkhumbulo wakho ngokuneneleleko




Do your research and present your ideas or hypothesis  
Yenza irhubhululo lakho begodu wethule u-mcabango wakho ongaqinisekiswa (hypothesis)



Participate actively in productive dialogue  
Hlanganyela ngamajadu kukulu-miswano enemiphume-la emihle




Try to acknowledge your emotions, learn from them – without becoming them  
Tjheja ngemizwa yakho, ufunde kiyo, ngaphandle kokuba ngiyo



Persevere and work it out  
Bekezela begodu uyirarulule




Use empathy to perceive emotions and explore perspectives  
Sebenzisa izwelo ukubona imizwa yabo begodu uzwisise indlela ababona ngayo



Question the way you make moral judgements  
Zibuze ngendlela othatha ngayo izahlulelo ezihle namkha ezimbi



Find, examine and weigh up the evidence  
Hlahluba begodu kala/ hlolisisa ubufakazi



Investigate the past, predict the future – relate it to the present  
Phenya okudlulileko – bonela phambili ingomuso – lihlobanise nesikhathi sanje



## Skills in Sepedi

		Take better care of yourself Itlhokomele kaone
		Botšiša dipotšišo tšeo di tla hlahlago, nyakišišago le go tšweletša tshedimošo ya go ba le mohola Ask questions that guide, probe and produce useful information
		Dira kgetho e theilwego godimo ga tsebo ka temogo le ditlamorago Make an informed choice with an awareness of consequences
		Beakanya kgopolo tša gago tša ngangišano Structure your argument
		Kutša, lekola gomme o sekaseke maikutlo le dikgopolo tša gago Pause, reflect and assess your emotions and thoughts
		Tšweletša kgopolo ya gago goba tshedimošo ka seswantšho goba tiragalo goba mohlala Represent your idea or data in an image, story or model
		Ikemišetše go hlama go hlohla ditlwaedi tša gago tša go nagana Be willing to challenge your thinking habits
		Dira di-nyakišišo tša gago o be o tšweletše tše o naganago gore di tla direga Do your research and present your ideas or hypothesis
		Kgatha tema ka mafolofolo dipoledišanong tše di atlegago Participate actively in productive dialogue
		Hlokomele maikutlo a gago, o ithute gotswa go wona, o se fetoge seo o se kwago Try to acknowledge your emotions, learn from them – without becoming them
		Persevere and work it out Phegelela mo bothateng o fihlelele nhla ya gago
		Šomiša kwelobohloko go kwešiša maikutlo le kgopolo tša bona Use empathy to perceive emotions and explore perspectives
		Botšiša ka mokgwa wo o ahlolago ka wona tše nepagetšego le tšeo di sa nepagalago Question the way you make moral judgements
		Nyakišiša tša nako ye e fetilego – bolela se o se bonago nako ye e tšago – di amanye le tšeo di diregago gona bjale Investigate the past, predict the future – relate it to the present
		Hlaloša o be o kale bohlatse Find, examine and weigh up the evidence

## Skills in Sesotho

		Take better care of yourself Itlhokomele hantle
		Botša dipotso tse tataisang, batliša hape o fane ka tlhahisoleding ye bohlokwa Ask questions that guide, probe and produce useful information
		Etsa kgetho o na le tsebo mme o be le bolemohi le tsebo ka ditlamorao Make an informed choice with an awareness of consequences
		Rala ntlha ya hao Structure your argument
		Kgefutsa, nahanisisa mme o lekole maikutlo le mehopolo ya hao Pause, reflect and assess your emotions and thoughts
		Hlahisa mohopolo wa hao kapa dintlha ka setshwantsho kapa boemo kapa mmotlolo Represent your idea or data in an image, story or model
		Ikemisetse ho phepsetsana le ditlwaello tsa menahano ya hao Be willing to challenge your thinking habits
		Etsa dipatlisiso tsa hao mme o hlahise kgopolotaba ya hao e hlokanang ho netefatswa Do your research and present your ideas or hypothesis
		Nka karolo ka mokgwa o mafolofolo dipuisanong tse molemo Participate actively in productive dialogue
		Eiellwa maikutlo a hao, ithute ho tswang ho ona, ntle le hore o be wona Try to acknowledge your emotions, learn from them – without becoming them
		Persevere and work it out Tisetsa mme o e sebetse
		Sebedisa kutwelobohloko ho lemoha maikutlo a bona mme o utlwisise mehopolo ya bona Use empathy to perceive emotions and explore perspectives
		Ipotse hore ke ka baka lang o etsang diqeto ka boitshwaro bo bottle le bo bobo Question the way you make moral judgements
		Fuputsa tse etsahetseng nakong e fetileng – noha bokamoso – bapisa le tsa kajeno Investigate the past, predict the future – relate it to the present
		Hlahloba le ho lekola bopaki Find, examine and weigh up the evidence

## Skills in Setswana

		Take better care of yourself Itlhokomele ka tsela e e botoka
		Botša dipotso tse di kaelang, tse di batlišisang le tse di ntshang tshedimotsetso e e mosola Ask questions that guide, probe and produce useful information
		Dira tlhopho e e tshegeditswego ke tshedimotsetso ka kitso ya ditlamorago Make an informed choice with an awareness of consequences
		Bopa ka thulaganyo dintlha tsa ngangisano ya gago Structure your argument
		Kgaotsa, akanya o bo o sekaseka maikutlo le menagano ya gago Pause, reflect and assess your emotions and thoughts
		Tlhagisa mogopolo wa gago kgotsa tshedimotsetso ka setshwantsho kgotsa popego kgotsa sekao Represent your idea or data in an image, story or model
		Itsetle go gwetlha mekgwa ya gago ya go akanya Be willing to challenge your thinking habits
		Dira dipatlisiso tsa gago mme o tlhagise hipotesisi (kakanyo) ya gago Do your research and present your ideas or hypothesis
		Tsaya karolo e mathaga tlhaga mo dipuisanong tse di agang Participate actively in productive dialogue
		O tlhokomele maikutlo, ithute sengwe mo go one, ntle le go fetoga go nna one Try to acknowledge your emotions, learn from them – without becoming them
		Persevere and work it out Kgotlelela mme o e rarabolole
		Dirisa kutlwelo -bothoko go thaloganya maikutlo a yo mongwe le go thaloganya ka fa ba lebang dilo ka teng Use empathy to perceive emotions and explore perspectives
		Ipotse dipotso ka tsela e o e dirisang go athola se siameng le se sa siamang ka teng Question the way you make moral judgements
		Batliša tse di fetileng – o bolelele pele isago – e amanye le tsa gompiano Investigate the past, predict the future – relate it to the present
		Tlhatlhoba o bo o lekanye bosupi Find, examine and weigh up the evidence

## Skills in siSwati

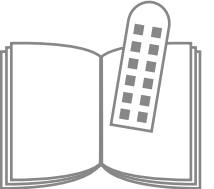



























		Take better care of yourself Tinakekele kahle
		Buta imibuto leholako, lephenyako nalekicita lwati lolubalulekile Ask questions that guide, probe and produce useful information
		Tsatsa sincumo lesisekelwe kulwati ngekucondza miphumela yakhona Make an informed choice with an awareness of consequences
		Hlela inkhulumo yakho Structure your argument
		Yima, ucabangisise uphinde uhlole imivo nemicabango yakho Pause, reflect and assess your emotions and thoughts
		Khombisa umbono wakho nobe idatha ngesitfombe nobe simo nobe umfanekiso Represent your idea or data in an image, story or model
		Yiba nesifiso sekufaka insayeya kumikhuba yekucabanga kwakho Be willing to challenge your thinking habits
		Enta lucwangingo lwakho bese wetfula imibono yakho lenga-kacinisekiswa (hypothesis) Do your research and present your ideas or hypothesis
		Hlanganyela ngekutimisela kutinkhulomswano letakhako Participate actively in productive dialogue
		Yati imivo, funda kuyo, ngaphandle kwekutsi ube ngiyo Try to acknowledge your emotions, learn from them – without becoming them
		Persevere and work it out Beketela uphinde uyisebente
		Sebentisa luvelo kute ubone imiva yabo nekutsi uvise imicondvo yabo Use empathy to perceive emotions and explore perspectives
		Tibute indlela lowehlulela ngayo tincumo letifanele naletingaka faneli Question the way you make moral judgements
		Phenya lokundlulile – cagela likusasa – lihlobanise nanyalo Investigate the past, predict the future – relate it to the present
		Hloa uphinde ulinganise lobufakazi Find, examine and weigh up the evidence



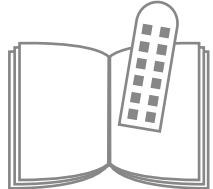












## Skills in Tshivenda

		Take better care of yourself	Dithogomeleni khwiye
		Ask questions that guide, probe and produce useful information	Vhudzisani mbudzo dzine dza sumbedza ngila, u vhudzisana na u bvedza mafungo a ndeme
		Structure your argument	Vhekanyani khani yagu zwavhudi
		Pause, reflect and assess your emotions and thoughts	Imani, disedzuluse ni sedzuluse zwipfi na mihumbulo yagu
		Represent your idea or data in an image, story or model	Sumbdzani mumbulo kana data yagu nga tshipe kana tshifanyiso kana modele
		Be willing to challenge your thinking habits	Diimiseleni u itela khaedu ngila ye na dlowela u humbula ngayo
		Do your research and present your ideas or hypothesis	Itani tzedzuliso yagu ni taise mahumbulelwa agu
		Participate actively in productive dialogue	Dzenelelani nga u diimisela kha nyambedzano i vhuvedzaho
		Try to acknowledge your emotions, learn from them – without becoming them	Ni thogomele zwipfi, ni gude khazwo, ni songo vha zwipfi
		Persevere and work it out	Kongelelani ni shume phindulo
		Use empathy to perceive emotions and explore perspectives	Shumisani u pfela vhahe u humbulela na u pfa vhuipfi havho ni pfesese he vha ima hone
		Question the way you make moral judgements	Divhudziseni nga ha ngila ine na dzila maga o teaho
		Find, examine and weigh up the evidence	Tolani nga vhuonwane ni kale vhujanzi
		Investigate the past, predict the future – relate it to the present	Thodzisani zwo thiraho – vumbani zwa matshelo – zwi vhambedzeni na zwa zwino














## Skills in isiXhosa

		Take better care of yourself	Hhoya impilo yakho
		Ask questions that guide, probe and produce useful information	Buza imibuzo ekhokelayo, ephanda nzulu kwakhona uvelise isiphumo esiziinkukacha eziluncedo
		Structure your argument	Qingqa ingxoxo yakho
		Pause, reflect and assess your emotions and thoughts	Yithi xha, cinga uvandlakanye uvakalelo lwakho neengcinga zakho
		Represent your idea or data in an image, story or model	Bonakalisa uluvo okanye iinkukacha zakho ngomfanekiso okanye ngemeko okanye ngomzekelo
		Be willing to challenge your thinking habits	Zimisele ekuhlabeni amadlala kwindlela ocinga ngayo
		Do your research and present your ideas or hypothesis	Yenza uphando lwakho, wenze intethokozo ngeembono ofikelele kuzo ezingekaqinisekiswa (hypothesis)
		Participate actively in productive dialogue	Thatha inxaxheba ebonakalayo kwingxoxo eneziphumo ezilulutho
		Try to acknowledge your emotions, learn from them – without becoming them	Lugqale uvakalelo lwakho, funda kulo, kodwa ungalawulwa lulo
		Persevere and work it out	Zingisa uzisombulule ngokwakho
		Use empathy to perceive emotions and explore perspectives	Sebenzisa ulwazelelwano ekuqondeni uvakalelo lwakhe nasekuyibambeni indlela azibona ngayo izinto
		Question the way you make moral judgements	Zibuze ngedlela ozithatha ngayo izigqibo ezinentu-lungeko
		Find, examine and weigh up the evidence	Fumana ubungqina, ubuhlola-hlole ubuhlalutye
		Investigate the past, predict the future – relate it to the present	Phengulula okudlulelo – qikelela okuzayo – kunxulumanise nokwangoku

## Skills in Xitsonga

		Take better care of yourself	Ti hlalise kahle
		Ask questions that guide, probe and produce useful information	Vutisa swivutiso leswi letelaka, swi xopaxopaku na ku humesa vutivi lebyi pfunaka
		Structure your argument	Lulamisa kahle mavonelo ya wena
		Pause, reflect and assess your emotions and thoughts	Yimanyana, ehleketsisa no kambela hi tintwa ta wena na mianakanyo ya wena
		Represent your idea or data in an image, story or model	Kombisa mianakanyo ya wena kumbe vutivi bya wena hi xifaniso kumbe xiringanyeto kumbe modlele
		Be willing to challenge your thinking habits	Ti yimisele ku endla nthontho eka mikhuya ya maehleketo ya wena
		Do your research and present your ideas or hypothesis	Endla ndzavisiso wa wena kutani u humesa xi-pimanyeto xa muanakanyo lowu wa ha fanelaka ku seketeriwa hi vumbhoni (hypohthesis)
		Participate actively in productive dialogue	Nghenelela hi nghingiriko eka mbulavurisano wa vuyelo
		Try to acknowledge your emotions, learn from them – without becoming them	Xiyaxiya matitwelo, dyondzo eka wona handle ko va wena u va matitwelo lawa
		Persevere and work it out	Tiyisela kutani u ti tirhela swona
		Use empathy to perceive emotions and explore perspectives	Tirhisa ntswelo wa van'wana ku twisisa matitwelo ya vona no twisisa mavonelo ya vona
		Question the way you make moral judgements	Tivutise ndlela leyi u ahlulaka hi yona leswi nga lulama na leswi nga lulamanguku
		Find, examine and weigh up the evidence	Kambela na ku pima vumbhoni
		Investigate the past, predict the future – relate it to the present	Lavisisa leswi nga humelela eka nkarhi lowu nga hundza – bvumba leswi nga ta humeleka eka nkarhi lowu taka – swi pimanise na swa nkarhi wa sweswi

## Skills in isiZulu

		Take better care of yourself	Zinakelele kangcono
		Ask questions that guide, probe and produce useful information	Buza imibuzo ezoba umkhomandlela, ephenyisayo kanye nokugqamuka nolwazi oluwusizo
		Structure your argument	Hlela kahle ngononina ingqikithi yephuzu lakho
		Pause, reflect and assess your emotions and thoughts	Yima kancane, buyekeza kanye nokuhlola imizwa kanye nemicabango yakho
		Represent your idea or data in an image, story or model	Khombisa umbono wakho noma ulwazi ngomfanekiso noma isilinganiso, noma imodeli
		Be willing to challenge your thinking habits	Zimisele ukufaka inselele kwimikhuba yakho yokucabanga
		Do your research and present your ideas or hypothesis	Yenza ucwaningo lwakho ebese wethula isiphakamiso sombono osafuna ukufakazelwa kabanzi (hypohthesis)
		Participate actively in productive dialogue	Bamba iqhaza ngomdlandla kwingxoxo enomphumela
		Try to acknowledge your emotions, learn from them – without becoming them	Qaphela imizwa, funda kuyo, ngaphandle kokuthi iphenduke ibe nguwe
		Persevere and work it out	Qiniselela ebese uzitholela khona
		Use empathy to perceive emotions and explore perspectives	Zwelana nomunye umuntu ukuze uqondise ngemizwa yabo kanye nokugqondisa imibono yabo
		Question the way you make moral judgements	Zibuze indlela owehlulela ngayo okuhle nokubi
		Find, examine and weigh up the evidence	Hlola/ Vivinya kanye nokukala ubufakazi
		Investigate the past, predict the future – relate it to the present	Phenyisisa ngokwedule – qagela ngekusasa – kuqhathanisa nokwenzeka manje

# Strengthening the Curriculum: Multilingualism, Trans-language, Language Across the Curriculum, and Reading for meaning



**A multilingual approach promotes the use of diverse communication practices in the classroom, affirming learners' linguistic identities and fostering intercultural understanding. Exposure to multiple languages supports deeper cognitive engagement and broadens access to learning. In alignment with this, the *At the Crossroads* series integrates language development across all subjects, not only in language classes. It also places particular emphasis on strengthening learners' capacity for reading for meaning.**

**Trans-languaging** recognises that learners naturally draw from their full linguistic repertoires and capacities to make meaning. Rather than restricting expression, when we allow learners to switch between languages they are comfortable with, it supports deeper conceptual connections, particularly in emotionally and cognitively demanding tasks. Activating a home language as the medium of thought or discussion not only validates learners' lived experiences, but also reinforces classroom equity and access, and assists learners in remembering and memorising concepts, and linking them to pre-existing concepts held in their native languages. This leads to the next point.

## Home Language Use in Skills Development

By supporting learners to engage with foundational and transversal skills in the language they are most fluent in, as we see in the Skills Bookmarks, it allows for **long-term memory encoding**, thereby reducing cognitive load and freeing up capacity for task completion. When skills are introduced in unfamiliar languages, learners often struggle to retain the concept beyond the short term. A multilingual, learner-centred approach enhances both **conceptual understanding** and long-term competence.

## Language Across the Curriculum

Language is not only a subject; it is the medium through which learning happens in every discipline. Language across the curriculum (LAC) involves the deliberate integration of language development strategies in all learning areas, from mathematics and science to the arts.

For example, in mathematics, this might involve learning to decode and explain word problems; in science, it includes the articulation of hypotheses, processes, and conclusions using appropriate terminology. As another example, in Life Orientation, learners might read or listen to a case study involving peer pressure. They would then analyse the emotional, social, and ethical dimensions using the language of social and emotional learning, followed by a role-play exercise to reinforce comprehension and build empathy. Such activities integrate both cognitive and affective domains, reinforcing holistic learning and supporting a more inclusive and relational classroom environment.

All teachers are encouraged to be mindful of the **language demands** specific to their subject areas and to actively develop learners' vocabulary, comprehension strategies, and expressive capabilities. Integrating structured language support into content delivery improves both subject mastery and literacy outcomes, thereby supporting curriculum strengthening.

## Reading for Meaning

Reading is not just about sounding out words correctly. Reading is primarily about absorbing concepts encoded in the written words. Reading for meaning strategies therefore go beyond mere word recognition and pronunciation. They enable learners to make sense of complex concepts, build **critical reading** abilities, and engage in **evidence-based interpretation**. These strategies are particularly vital in content-rich subjects where deep engagement and conceptual understanding are required, rather than surface-level memorisation. This speaks again to the need to incorporate language across the curriculum; in that all subjects contain complex concepts whose meaning cannot be grasped by merely pronouncing terminology correctly and memorising it.

To support this, teachers should incorporate **formative assessment tools** — such as written reflections, summary tasks, and peer explanations — to monitor and scaffold learners' comprehension as they engage with texts.

A detailed section on practical strategies for teaching *how to read for meaning* follows.

## Strategies that help learners read for meaning:

### Pre-reading activities

- **Activate Prior Knowledge:** Before starting with a new topic, hold a discussion to find out what the learners already know about that topic. This will help them connect any new information to their existing knowledge base.
- **Set a Purpose for Reading:** Before the learners read a text, clearly set out what they should focus on while reading. Do you want them to answer a specific question, understand a concept, or identify key information?

### Teach vocabulary in context

- Introduce and explain key vocabulary before reading.
- Read the text together with the learners and show them how to use context clues within the text to infer meanings.
- Create subject-specific vocabulary lists or concept maps that will help the learners understand and remember important terms.
- In the Intermediate phase, the vocab icon encourages teachers to make word lists and grow their learners' vocabulary in each grade.

### Use graphic organisers

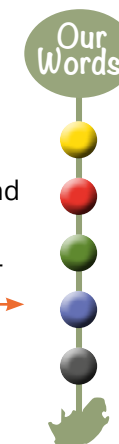
- Tools like Venn diagrams, T-charts, or flowcharts can help learners organise what they are reading and see relationships between ideas in the text.
- Encourage learners to take notes while they are reading using different graphic formats to find what works best for them. This will aid with comprehension and retention.

### Model reading strategies

- **Think aloud:** Model how to approach a text by reading a passage out loud and verbalising your thought process. Show how to ask questions, make predictions, and summarise information.
- **Annotation:** Demonstrate how to highlight or underline key points, write notes in the margin, or summarise paragraphs to engage more actively with the text.

### Ask Guiding Questions

- Develop questions that require learners to think critically about the text, such as:
  - What is the main idea of this section?
  - How does this concept connect to what we've previously learned?
  - What evidence does the author provide to support their argument?
- Encourage learners to generate their own questions about the text.





# Strengthening the Curriculum: Multilingualism, Trans-language, Language Across the Curriculum, and Reading for meaning continued

## Promote discussion and collaboration

- Use pair or group discussions for learners to share and grow their understanding and interpretations of a text.
- Try methods like “jigsaw” reading, where each group reads a different part of the text and then teaches the main ideas to the rest of the class.

## Integrate writing to reinforce reading

- Set writing tasks that require the learners to synthesise what they have read in the form of summaries, reflections, or responses to specific prompts.
- Encourage learners to use textual evidence in their writing, thus reinforcing their understanding of the content.

## Scaffold complex texts

- Break down difficult readings into manageable sections and provide supports, such as summaries or glossaries, to help learners navigate challenging content.
- Gradually remove these kinds of supports as learners become more confident and capable.

## Encourage Metacognition

- Encourage learners to reflect on their own understanding and approach to reading. Ask them to consider what strategies helped them understand a text and where they struggled.

## Use diverse texts

- Incorporate a variety of texts (articles, primary sources, multimedia, websites) that present content in different ways. This can help address different learning styles and provide multiple perspectives on the same topic.

By implementing these strategies, teachers can help learners move beyond surface-level reading and foster a deeper, more meaningful engagement with content-area texts.

# Strengthening the curriculum: Assessment

Assessment is the process of evaluating or measuring the quality, quantity or level of something, typically to determine its effectiveness, value or progress.

“The General Education Certificate (GEC) is an innovative assessment programme encompassing multiple dimensions of learning that open up various pathways to the world of learning beyond Grade 9. The goal of the GEC is to facilitate teaching and learning of an expanded breadth of skills that includes standardised subject knowledge, general 21st century capabilities and personal inclinations and talents. When these skills are assessed holistically, there is great potential not only to re-imagine educational assessment practice but it foregrounds the added value of insulating learners from dropout and disappointment. Instead, it can advance their education pathway towards employability with appropriate and relevant skills for a fast-changing world. It is therefore imperative we move with speed towards analysing and embracing alternative models of assessment that are fit for a re-imagined purpose.”

Opening Address by Minister Gwarube, MP, Basic Education, at the Association for Education Assessment in Africa (AEAA) International Conference 19 August 2024

## Assessment of Learning

**Definition:** The process of evaluating and measuring a learner’s knowledge, skills, and understanding to determine if learning objectives have been met.

### 1. Purpose

- **Summative Assessment:** Conducted at the end of a learning period to evaluate learner performance against standards (e.g., final exams, standardised tests).
- **Formative Assessment:** Ongoing feedback during the learning process to guide instruction and improve understanding (e.g., quizzes, discussions).

### 2. Methods

- **Traditional Assessments:** Structured evaluations like tests, quizzes, and essays.
- **Performance-Based Assessments:** Tasks requiring demonstration of skills (e.g., projects, presentations).
- **Authentic Assessments:** Real-world applications of knowledge (e.g., problem-solving tasks, portfolios).

### 3. Tools

- **Rubrics:** Clearly defined evaluation criteria for consistent grading.
- **Checklists:** Track progress on specific skills or tasks.

- **Portfolios:** Collection of learner work showcasing growth and achievement.

### 4. Feedback

- Should be timely, specific, and actionable to help learners improve.
- Supports learning by identifying strengths and areas for growth.

### 5. Challenges

- **Bias:** Assessments may unintentionally favour certain groups.
- **Overemphasis on Grades:** Can discourage creativity and risk-taking.
- **Standardisation:** Tests may not fully capture learner potential.

### 6. Best Practices

- Align assessments with learning objectives.
- Use diverse methods to capture different learning aspects.
- Include self-assessment and peer assessment.
- Ensure fairness, transparency, and accessibility.

### 7. Impact on Learning

- Effective assessments motivate learners and improve learning outcomes.
- Poorly designed assessments may cause stress and limit deeper understanding.



The Overview of Assessment Table for each term includes all the tasks that make up the formal programme of assessment for Grade 11. For further details on assessment, see CAPS Section 4.

Term 1:		
Study Area and main formal assessment requirements	Suggested focus for formal assessment tasks	Mark allocation
<b>Topic 1: Development of the self in society</b>  Written task: Answer questions and write 2 – 3 paragraphs.	<b>Lesson set 1: Goals and goal setting; relationships</b> <b>Lesson 1.3: Turning dreams into reality</b> <b>Persist and persevere – page 9</b> 4. Read about Musa on Info Page B, and then discuss these questions: <ul style="list-style-type: none"><li>Identify Musa’s dream for his life and how life circumstances forced him to change his goals. (5)</li><li>List Musa’s three most important values and explain why they are significant to him. (5)</li><li>Assess how Musa’s values align with his dreams, goals and actions. (10)</li><li>Explore the ways in which Musa’s story demonstrates persistence and perseverance. (10)</li></ul> 5. Create a piece (written, visual or digital) that shows what Musa’s story teaches you about dreams and goals. Use examples from your own life or others to illustrate how persistence and perseverance can lead to success. (10)	<b>40 marks</b>
<b>Topic 2: Careers and career choices</b>  Written task: Research and compile a report.	<b>Lesson set 2: Post-school admission requirements and financial assistance</b> <b>Lesson 2.5: What if you can’t access funding?</b> <b>Financial obligations and arrangements – page 33</b> 3. Compile a report outlining the costs and obligations involved in your chosen financial assistance option. Include an analysis of the eligibility criteria, application steps, costs, any potential challenges and how you could overcome them. (20)	<b>20 marks</b>
<b>Topic 3: Democracy and human rights</b>  Written task: Write a positive behaviour policy or code of conduct.	<b>Lesson set 3: Democratic participation in society; sport and nation-building</b> <b>Lesson 3.6: Bad behaviour detracts from nation-building</b> <b>Positive behaviour – page 51</b> 3. Create a positive behaviour policy or code of conduct (including rules) that you think would help encourage more ethical behaviour among sports fans and promote democracy and a positive attitude in South Africa. (20)	<b>20 marks</b>
<b>Physical Education</b> <b>Improving personal fitness and health levels</b>  Physical Education Task (PET): Participation and movement performance in programmes that improve current personal level of fitness and health	<b>Working on fitness together – pages 60 – 61</b>	(Participation: 10 marks; movement performance: 10 marks)  <b>20 marks</b>
<b>Total: 100 marks</b>		

Term 2:		
Study Area and main formal assessment requirements	Suggested focus for formal assessment tasks	Mark allocation
<b>Mid-year Exam (90 minutes)</b>  Mid-year Exam to consist of 3 sections, as laid out in CAPS Section 4. Assess knowledge recall, understanding and application of knowledge. To cover work done in Terms 1 and 2. Make sure to include gender-based violence and issues of discrimination.	Lesson sets 1 to 5	<b>80 marks</b>
<b>Physical Education</b> <b>Applying umpiring and leadership skills in games</b>  Physical Education Task (PET): Participation and movement performance in programmes that promote own umpiring, administrative, organisational and leadership skills in self-designed games that promote physical activity	<b>Four squares and frisbee golf or Drie stokkies and arigogo – pages 100 – 103</b>	(Participation: 10 marks; movement performance: 10 marks)  <b>20 marks</b>
<b>Total: 100 marks</b>		

Preparation for Term 3 PROJECT

At the beginning of Term 3, explain to learners the project that is to be completed by the end of Term 3, on page 151, A future career path. Learners can do the project in pairs. Explain mark allocation to learners for their guidance. Both learners in a pair will get the same mark. Go through all the components of the project and encourage learners to begin their research early in the term. Use the Project Assessment Sheet to explain the requirements and mark allocation. Go through all the components of the project and encourage learners to begin their research early in the term.

Term 3:		
Study Area and main formal assessment requirements	Suggested focus for formal assessment tasks	Mark allocation
<b>Topic 4: Careers and career choices</b>  Project	<b>Lesson set 7: Competencies, abilities, ethics; securing a job; developing a career</b> <b>Lesson 7.10: Changing world, changing me</b> <b>Research Project: A future career path – page 151</b>  <b>Project Steps</b> <ul style="list-style-type: none"><li>Choose your career path</li><li>Research the career</li><li>Evaluate suitability</li><li>Set career goals</li></ul> <b>Mark Allocation (80 marks):</b> <ul style="list-style-type: none"><li><b>Content (40 marks):</b> Future trends and factors affecting the career (10); Analysis of workforce, education and socio-economic conditions (10); Knowledge, skills and abilities required (10); Evaluation of suitability and career goals (10)</li><li><b>Effort and research (20 marks):</b> Depth of research and variety of sources (10); Thoughtfulness and clarity of findings (10)</li><li><b>Presentation (10 marks):</b> Organisation and clarity (5); Use of visuals and delivery (5)</li><li><b>Collaboration (10 marks):</b> Quality of discussions and teamwork (10)</li></ul> <b>Note</b> See the specific steps for the project on the Project Assessment Sheet. Ensure each learner has a copy.	<b>80 marks</b>



Term 3:		
Study Area and main formal assessment requirements	Suggested focus for formal assessment tasks	Mark allocation
Physical Education <i>Personal fitness; leadership in a recreational activity; safety</i>  Physical Education Task (PET): Participation and movement performance in programmes that promote various leadership roles in a self-designed or structured recreational and relaxation group activity	Design your own fitness and relaxation activities – pages 156 – 157	(Participation: 10 marks; movement performance: 10 marks)  <b>20 marks</b>
Total: 100 marks		

Term 4:		
Study Area and main formal assessment requirements	Suggested focus for formal assessment tasks	Mark allocation
<b>End-of-year Exam</b> (90 minutes)  End-of-year Exam to consist of 3 sections, as laid out in CAPS Section 4. Assess knowledge recall, understanding and application of knowledge.	Lesson sets 1 to 9	<b>80 marks</b>
Physical Education <i>Umpiring and leadership skills in sport</i>  Physical Education Task (PET): Participation and movement performance in programmes that promote own umpiring, administrative, organisational and leadership skills in modified traditional and/or non-traditional sports	Grand games, pages 190 – 191	(Participation: 10 marks; movement performance: 10 marks)  <b>20 marks</b>
Total: 100 marks		
Total marks for the year: 400 marks		

Lesson set 7: Competencies, abilities, ethics, securing a job; developing a career

Lesson 7.9: Changing world, changing me

Research project: A future career path

**Task:** Work with a partner to choose an industry or career path that interests you and complete a research project exploring how this career might evolve in the future.

Project Steps

1. Choose your career field
  - Select an industry or career that you and your partner are curious about.
  - Ensure your choice offers opportunities to explore future trends.
2. Gather information on this career and what it may look like in the future

Gather information on:

  - What will a future job and workplace look like in this career?
  - How will advances in technology affect the work done? What jobs may be lost or created?
  - How could socio-economic conditions affect this career field?
  - What knowledge, abilities, and category of jobs (skill level) will be required?
  - What education and training is required?

**Tip:** Use books, reliable websites or interviews with professionals in the field.
3. Assess whether a job in this career or industry would suit you and/or your partner
  - Explain whether / why you think you would succeed and be satisfied in this career.
  - Compare and discuss your readiness with your partner to thrive in the world of work.
4. Set new career goals to prepare yourself for the future world of work
  - Determine what new goals you need to set to prepare for the world of work.
  - Identify which competencies you need to develop.
  - Specify the actions you will take to achieve these goals.

Mark allocation

**Content (40 marks):** Future trends and factors affecting the career (10); Analysis of workforce, education and socio-economic conditions (10); Knowledge, skills and abilities required (10); Evaluation of suitability and career goals (10)

**Effort and research (20 marks):** Depth of research and variety of sources (10); Thoughtfulness and clarity of findings (10)

**Presentation (10 marks):** Organisation and clarity (5); Use of visuals and delivery (5)

**Collaboration (10 marks):** Quality of discussions and teamwork (10)

**Total: 80 marks**

# Strengthening the curriculum: Peer assessment of groupwork

When learners are told before a groupwork task that their peers will be evaluating how well they perform in the task it almost always solves the problem of some learners not doing any work at all. Knowing that their peers will be evaluating them, makes most learners perform better as they are continually receiving feedback while working together as opposed to only receiving feedback when the task is done. It also improves the overall group performance as the feedback from peers can help learners revise their inputs and help the group improve its overall success.

## GRADE 11: How well did our group do?

Please assess your own work of you and the work of your peers using the criteria below. Please try to be as honest and fair as possible. Your feedback will be considered in assigning the groupwork mark for your project.

- 5 = Excellent work done
- 4 = Good work done
- 3 = Sufficient work done
- 2 = Insufficient work done
- 1 = No work done

Self-assessment – Name: \_\_\_\_\_ ( \_\_\_\_ / 25)

- ☐ Participated in planning and shared ideas
- ☐ Listened to and co-operated with others
- ☐ Showed interest and enthusiasm in the project
- ☐ Level of participation in given tasks
- ☐ Overall contribution to the project

Peer assessment – Peer 1 – Name: \_\_\_\_\_ ( \_\_\_\_ / 25)

- ☐ Participated in planning and shared ideas
- ☐ Listened to and co-operated with others
- ☐ Showed interest and enthusiasm in the project
- ☐ Level of participation in given tasks
- ☐ Overall contribution to the project

Peer assessment – Peer 2 – Name: \_\_\_\_\_ ( \_\_\_\_ / 25)

- ☐ Participated in planning and shared ideas
- ☐ Listened to and co-operated with others
- ☐ Showed interest and enthusiasm in the project
- ☐ Level of participation in given tasks
- ☐ Overall contribution to the project

## GRADE 11: How well did our group do?

Peer assessment – Peer 3 – Name: \_\_\_\_\_ ( \_\_\_\_ / 25)

- ☐ Participated in planning and shared ideas
- ☐ Listened to and co-operated with others
- ☐ Showed interest and enthusiasm in the project
- ☐ Level of participation in given tasks
- ☐ Overall contribution to the project

Peer assessment – Peer 4 – Name: \_\_\_\_\_ ( \_\_\_\_ / 25)

- ☐ Participated in planning and shared ideas
- ☐ Listened to and co-operated with others
- ☐ Showed interest and enthusiasm in the project
- ☐ Level of participation in given tasks
- ☐ Overall contribution to the project

Peer assessment – Peer 5 – Name: \_\_\_\_\_ ( \_\_\_\_ / 25)

- ☐ Participated in planning and shared ideas
- ☐ Listened to and co-operated with others
- ☐ Showed interest and enthusiasm in the project
- ☐ Level of participation in given tasks
- ☐ Overall contribution to the project

Total mark: \_\_\_\_ /150

### Some questions for self-reflection

What did you learn from the experience?

What do you think went well?

What would you have done differently, given the opportunity?



# Strengthening the curriculum: Self-assessment

Overall, self-assessment empowers learners to take a more active role in their education, leading to more effective and engaged learners. Self assessment encourages learners to take responsibility for their own learning.


## The benefits of self-assessment

There are numerous benefits to be had when the learners are encouraged to develop their own system of self-assessment:

- **Enhanced self-awareness:** Learners gain a better understanding of their strengths and weaknesses, thus helping them to identify areas for improvement.
- **Increased responsibility:** By evaluating their own work, learners take more ownership of their learning process and develop a sense of accountability.
- **Improved critical thinking skills:** Self-assessment encourages learners to reflect critically on their work and this leads to better analytical skills.
- **Goal setting:** Learners can set realistic and achievable goals based on their self-assessment results, thus helping them with motivation and focus.
- **Personalised learning:** Learners can tailor their learning strategies to fit their individual needs and learning styles.
- **Enhanced motivation:** Through seeing their own progress, learners can boost their motivation and confidence, and be encouraged to engage more deeply with their studies.
- **Better preparation for future assessments:** Helps learners prepare for formal assessments by familiarising them with evaluation criteria and expectations.
- **Development of lifelong learning skills:** Learning to assess their own work grows skills that are valuable beyond school, such as self-reflection and self-improvement.
- **Feedback for teachers:** Self-assessment can provide teachers with insights into learners' understanding and learning processes, allowing for more personalised instruction.
- **Encouragement of a growth mindset:** By recognising that they can improve through effort and learning, learners develop a growth mindset, which is crucial for lifelong learning.

## Self-Assessment: Skills

Learners should be supported in regularly reflecting on their progress with the 15 core skills developed throughout the year. However, to avoid confusion or cognitive overload—especially while learners are still becoming familiar with the skill set—self-assessment should focus on only two to three skills at a time. These should be the specific skills covered in the most recent lesson set, such as Development of the Self in Society, Careers and career choices, Study skills, Democracy and human rights or Social and Environmental Responsibility. To identify which skills were emphasised in a particular lesson set, teachers should consult the Skills Overview Table on pages 16–17 of this Teacher's Guide. Once the relevant skills have been selected, guide learners in completing the matching self-assessment sections and include open-ended reflection questions to help them connect these skills to their experiences in and beyond the classroom.

Find a self-assessment template for all 15 of the skills in the FET Phase on the following pages. Turn the page 

## GRADE 11: Self-assessment: How well am I doing with the following skills?

Skill 1: \_\_\_\_\_

Skill 2: \_\_\_\_\_

Name: \_\_\_\_\_

Please assess your progress using the criteria below, being as honest as possible.

4 = Yes definitely

3 = I'm trying my best

2 = Not yet, but I want to practise more

1 = Not interested

### Take better care of yourself ( \_\_\_\_ / 20)

- ☐ I know what makes up a healthy diet and I try to eat things that are good for me most of the time.
- ☐ I put effort into exercising three times per week or more.
- ☐ I try to get eight hours of sleep each night and I am successful most nights.
- ☐ When I feel sad, anxious, overwhelmed, etc. I have found healthy ways to deal with my feelings.
- ☐ I try to live a balanced life and don't spend all my spare time with friends and/or on technology.

### Ask questions that guide, probe and produce useful information ( \_\_\_\_ / 20)

- ☐ I am curious about the world around me.
- ☐ I think carefully about the questions I ask.
- ☐ I am good at asking the right questions to find out what I want to know.
- ☐ I learn from the questions other people ask.
- ☐ I am becoming more courageous with the questions I ask.

### Structure your argument ( \_\_\_\_ / 20)

- ☐ I can state clearly the reasons for what I believe.
- ☐ I make sure to use the available evidence (data) when I set out to convince someone of my point of view.
- ☐ I try to avoid ideas for which there is no evidence.
- ☐ I make sure my ideas follow one another in a logical, step-by-step way.
- ☐ I consider other possible explanations before making up my mind.

GRADE 11: Self-assessment: How well am I doing with the following skills?

Participate actively in productive dialogue ( \_\_\_\_ / 20)

- ☐ I believe it is important to really listen to what others have to say.
- ☐ I am getting better at listening to what others have to say even if I don't agree with them.
- ☐ I try to include everyone and their opinions in conversations.
- ☐ I try to let someone know I don't agree with them in a respectful way.
- ☐ I am getting better at understanding and using assertive communication skills.

Be willing to challenge your thinking habits ( \_\_\_\_ / 20)

- ☐ I have an idea and I am ready to assess (test) it.
- ☐ I am clear about what I want out of this experiment.
- ☐ I have enough information to make an informed choice.
- ☐ I have reduced as many risks as possible.
- ☐ I am ready to risk failure and allow reality to give me feedback.

Represent your idea or data in an image, story or model ( \_\_\_\_ / 20)

- ☐ I understand that not all problems can be solved in a step-by step way.
- ☐ I am open to trying other ways and being creative.
- ☐ I am willing to think outside of the box, outside the rules, and outside what other people expect.
- ☐ I enjoy making surprising and innovative (original) connections.
- ☐ I enjoy the challenge of finding new and unique uses for ideas and objects.

Pause, reflect and assess your emotions and thoughts ( \_\_\_\_ / 20)

- ☐ When something triggers (sets off) my emotions, I am able to pause my thoughts and feelings.
- ☐ I recognise and understand my triggers (things that cause a strong emotional reaction in me).
- ☐ I am able to breathe, reflect and rethink before I speak or act.
- ☐ I am learning to see what is best for me.
- ☐ I know when I have had enough, and it is time to stop or leave.

GRADE 11: Self-assessment: How well am I doing with the following skills?

Question the way you make moral judgements ( \_\_\_\_ / 20)

- ☐ I understand that all my actions have consequences for me, others and the environment.
- ☐ I mostly have a clear sense of what is right and wrong for me.
- ☐ I know where my beliefs and judgements come from.
- ☐ I am willing and able to compare my reasons with the reasons of others.
- ☐ I am willing to change my perspective when necessary.

Try to acknowledge your emotions – learn from them – without becoming them ( \_\_\_\_ / 20)

- ☐ I am taking time to understand the feelings I have and where I feel them in my body.
- ☐ I am getting to know myself better and becoming more aware of my feelings.
- ☐ I know that I cannot control my feelings but I am getting better at managing what I do with them.
- ☐ I am learning to pay attention to what my emotions tell me about how I react to things around me.
- ☐ I am finding ways to use my emotions to help me learn more about the world.

Find, examine and weigh up the evidence ( \_\_\_\_ / 20)

- ☐ I understand where my points of view come from.
- ☐ I have evidence for my points of view.
- ☐ I understand that evidence is real and does not change with opinion. I can tell the difference between facts and fake news.
- ☐ I believe it is important to stay as close as possible to the evidence when making a decision.
- ☐ I am willing to rethink my point of view when there is new evidence.



**Persevere and work it out** ( \_\_\_\_ / 20)

- ☐ I understand that it can take time to reach answers or solutions to some challenges.
- ☐ I am not afraid to make mistakes and learn from them.
- ☐ I am not afraid to ask for help.
- ☐ I am willing to use my imagination, my whole body, and/or role-playing techniques to find a solution.
- ☐ I know when I need to slow down and take a break.

**Do your research and present your ideas or hypothesis** ( \_\_\_\_ / 20)

- ☐ I understand that knowledge systems are changing all the time.
- ☐ I know that it is my responsibility to keep up to date with these changes.
- ☐ I am willing to do research and observe things more closely.
- ☐ I am willing to engage with views that are very different from my own.
- ☐ I am willing to step out of my comfort zone.

**Make an informed choice, with an awareness of consequences** ( \_\_\_\_ / 20)

- ☐ I'm aware of when it's appropriate to follow, and when I must make my own decisions.
- ☐ I understand that the choices I make now will affect my future.
- ☐ I am taking time to explore all my options.
- ☐ I am figuring out what is important to me.
- ☐ I am ready to take responsibility and influence the events of my life as best I can.

**Use empathy to perceive emotions and explore perspectives** ( \_\_\_\_ / 20)

- ☐ I respect that everyone has the right to express their thoughts and feelings, as long as they are respectful.
- ☐ I am prepared to listen deeply, and understand what others are saying respectfully, even if I don't completely agree with what they are saying.
- ☐ I am willing to try and put myself in someone else's shoes and learn from them.
- ☐ I have a genuine curiosity for how other people think and feel.
- ☐ I understand that, if I do not open myself to the views of others, I may be missing out on an opportunity to learn from them.

**Investigate the past - predict the future - relate it to the present** ( \_\_\_\_ / 20)

- ☐ I understand the idea of cause and effect, and that my actions have consequences.
- ☐ I know that the choices I make now affect my future.
- ☐ I have a vision for my future.
- ☐ I try to make choices that will help me reach my vision.
- ☐ I am committed to balancing recreational time with my vision for the future. I prioritise my goals.

Some questions for self-reflection

How well do you understand this skill? Explain your answer.

In what kinds of life situations could this skill help you? Explain your answer.

Have you used this skill outside of school? Describe what happened. If not, plan an activity to practise it.

What do you find most challenging about this skill?

What will you do to get better at using this skill?

Strengthening the curriculum: Values

Values are the most basic components of culture, out of which our beliefs and behaviours grow and our sense of belonging is upheld.

In order to change or strengthen a particular behaviour, it is useful to identify the values that give rise to that behaviour. Because values originate and function in universal ways, it is possible to identify them, name them and reinforce them. While a learner may inherit values, they can also choose values that are more suited to their life path.

Building an awareness of their values can help learners on their life paths to self-discovery as well as grow their understanding of their fit within society and the environment.

Values underpin the choices we make about relationships, affiliations, aesthetic tastes and transactions (exchanges of energy, time, labour, resources, information and money). Our values are generally considered to be our guiding principles, criteria, beliefs or motivational goals. People usually consider all their values to be important, but they tend to order them by importance relative to one another.

Some values emphasised in our Constitution and Bill of Rights have, at times, been interpreted as Western values, but many of these values are expressed in traditional knowledge systems and practices. The values inherent in *ubuntu* or *botho*, such as empathising with the human condition and interdependence with others are also reflected in the Bill of Rights.

In the diagram alongside, known as **The Values Iceberg**, above the water are all the *explicit democratic values*, explained in the box on the following pages as expressed in *Manifesto on Values, Education and Democracy* (2001).

Below the surface are the common values held by all human beings across the globe.







Definitions of explicit democratic values from the competency framework

**Democracy:** The preamble of the Constitution talks about freeing the potential of each person, supporting the freedom of all teachers and learners to explore, discover, develop, and express their potential – without preventing anyone else from doing the same.

**Social Justice and Equity:** Social justice, in the process of reducing the divisions of the past, with actions that resist discrimination, stereotyping, bullying and abuse. Equity is about ensuring fellow citizens have the means<sup>1</sup> necessary for exploring, discovering, developing, and expressing their potential.

**Equality:** Being a citizen means being “equal before the law” and having “the right to equal protection and benefit of the law.”<sup>2</sup> You cannot be discriminated against on the basis of “race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language or birth.”<sup>3</sup> All children should be provided with the same quality of education and cannot be discriminated against on the basis of their home language.

**Non-Racism and Non-Sexism:** All places of learning need to be safe for all children. A learner’s perceived race or gender should not be a reason to deprive them of opportunities to learn and grow. Learners should not be discouraged from completing their schooling as a result of bullying, harassment, abuse or pregnancy. The same principles extend to LGBTQIA+ learners, those with disabilities and refugees. This is also about closing the gap between previously disadvantaged and the previously advantaged.

**Ubuntu (Human Dignity):** Dignity means worth. Recognition of human dignity is the primary value of our Constitution. School cultures are to communicate to learners that their potential is of incalculable worth. No one can develop their potential on their own. Ubuntu expresses this interdependence of individual and community in the phrase “a person is a person through other people.” In Setswana, it is expressed as, “*Motheo ke motheo ka batho,*” and in isiZulu, it is expressed as, “*Umuntu ngumuntu ngabantu.*”

**An Open Society:** Based on freedom of conscience, belief, expression<sup>4</sup>, and association. An open society values freedom of inquiry, a culture of dialogue, an experimental attitude, and a willingness to engage disagreements when evidence of error is presented. Open societies resist dogma (inflexible, beliefs that you are unwilling to change), encourage questioning, honesty, and independent critical thought as the means for both participating in constructive dialogue and for growing knowledge together.

**Accountability (Responsibility):** As institutions, schools are part of civil society and are responsible for social transformation and the development of active citizens. The human rights we enjoy imply responsibilities we have towards each other. A school’s codes of conduct should therefore reflect the role of teachers and learners as duty bearers; accountable for understanding, transmitting, and performing democratic values. Accountability is also about doing everything we can to keep the promises we make to each other – to be consistent, reliable, and trustworthy. Your freedom ends where mine begins.

**The Rule of Law:** Citizenship in a democracy means that we are all equal before the law. No one is privileged due to position of authority, age, gender, wealth, or capacity for violence. A school’s codes of conduct should reflect our Bill of Rights – especially with regards to inclusion and non-violence. Everyone should be enabled to understand these codes and appeal to them when they have been discriminated against or abused. School management should apply them even-handedly, fairly, and proportionately.

**Respect:** An essential precondition for communication, teamwork, and productivity and co-created guidelines that support this are vital. Respect means being willing to listen, especially to people who are different to you, who want different things than you do, who have different points of view or disagree with you. You do not have to respect what people say, but you do have to recognise their democratic right to say it and be heard without having any false assumptions made about them.

**Reconciliation:** Healing the divisions of the past and addressing the economic and infrastructural impact of colonialism and apartheid. We need to value diversity and harness its power for opening new possibilities and increasing the wellbeing of everyone. As our country’s motto says: diverse people unite (*!ke e: /xarra //ke*). Reconciliation is also about becoming more aware of the privileges and unconscious biases that we may have, so that we no longer take privileges for granted and so create space for other people’s needs and voices.

1. This includes nutrition, shelter, basic health care, social services, and protection from maltreatment, neglect, abuse or degradation. Equity is also about having the means to access basic education. Since 2006 the introduction of “no-fees” schools has made this more of a reality.

2. South African Constitution: Chapter 2: Bill of Rights, Section 9(1)

3. South African Constitution: Chapter 2: Bill of Rights, Section 9(3)

4. Chapter 2, Section 16(2) lists types of expression that are not protected, and this excluded expression includes “advocacy of hatred that is based on race,” and “that constitutes incitement to cause harm.”

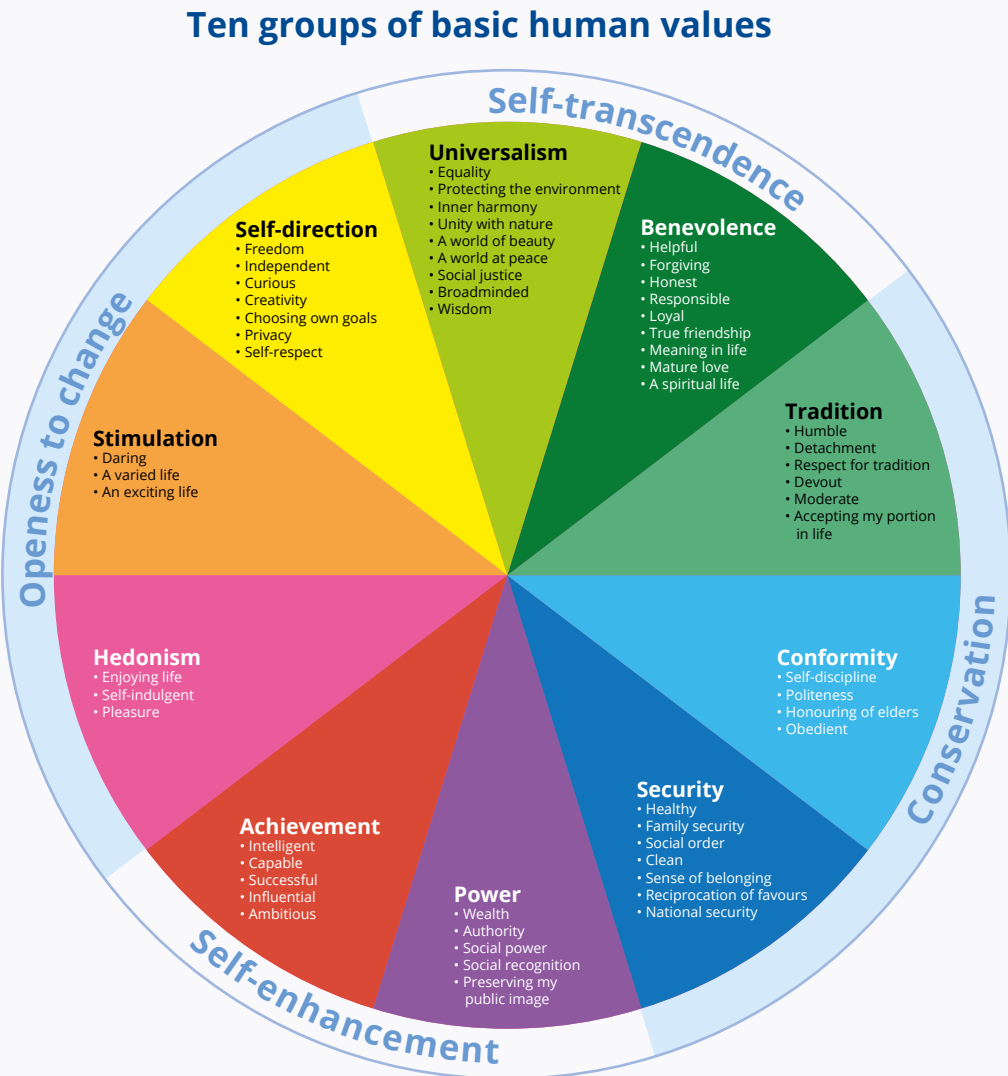


Below the surface of the values iceberg are the common values held by all human beings. The identification of all of these values, shared by communities all over the world is based on international research by Shalom Schwartz, with the addition of values. This has been explicitly linked to *Ubuntu* by Dr Patricia Watson and André Croucamp.



The **Schwartz Theory of Basic Values** (based on findings in over 80 countries, refined over many years, and tested in numerous independent studies), identifies **ten basic groups of values**. These are represented in the circular diagram below. As you move around the diagram you will notice that the values groups that are near each other are relatively compatible with each other and a person is likely to prioritise them to a similar extent. Values groups that are directly opposite each other in the diagram tend to exist in tension with each other.

No one value is better than any other. These values help us to fulfil each aspect of life.



The Circumplex illustrating the 10 value sets common to all cultures, as well as the grouping and connectedness of values (Schwartz 1994, 2012).

Adapted from The Common Cause Handbook 2011, published by the Public Interest Research Centre, UK (available from the Common Cause Foundation: <http://valuesandframes.org/>) Based on the Schwartz model. For further information on the original framework see Schwartz, S. H. (2012). An Overview of the Schwartz Theory of Basic Values. Online Readings in Psychology and Culture, 2(1).<sup>5</sup>

**Universalism**

I care about all people and about our natural environment. I want to make sure that all rights are protected (e.g. social justice, a world of beauty)

**Benevolence**

I am helpful and responsible and I like to take care of others and help them to have a better life (e.g. forgiving, responsible)

**Tradition**

It makes sense to me when people have faith in and honour the customs and traditions of their culture and religion (e.g. humble, accepting my portion in life)

**Conformity**

I am polite, I try to behave myself at all times and I don't like to upset others. I think it is important to honour my elders (e.g. self-discipline, honouring of elders)

**Security**

I like being part of my family and community. I like to feel safe and I get uncomfortable when things around me don't work well (e.g. family security, social order)

**Power**

I want others to look up to me and I want to be respected. I like to take control of people and things (e.g. wealth, authority)

**Achievement**

I am good at the things I do, I like to show other people what I'm capable of and I like to be recognised for what I have done (e.g. influential, successful)

**Hedonism**

I like to enjoy life, do things and go places that give me pleasure (e.g. enjoying life, self-indulgent)

**Stimulation**

I like each day to be different from the day before. I look for excitement and adventure in the things that I do and I really enjoy a challenge (e.g. daring, a varied life)

**Self-direction**

I like to think about how things work. I don't mind if others don't see things the way I do and I love finding new ways of thinking about things (e.g. creative, independent)

5. <http://dx.doi.org/10.9707/2307-0919.1116>



**We all use values from each of these groups to guide our behaviour** – whether consciously or unconsciously. **Values are not fixed**, they tend to work in a dynamic interrelated system, and the choices we make, or the values we prioritise at any given time, are influenced by our life experience and a variety of contextual factors – including the dynamics of power relations in society.

For example, a woman may be a mother who prioritises different values when caring for her child at home than when she is in her office as head of a multi-national company and has to cut the company wage bill. Another example may be a learner who has to study for an exam, but who is also passionate about environmental issues and decides to help out with a local river clean-up rather than study. These examples show how sometimes we experience conflicting values, and that our value priorities can change, not only at different stages in our lives, but also from day-to-day.

Values that are in tension with each other can cause **cognitive dissonance**. Highlighting this inner conflict is one way of facilitating social change (in one direction or another).

This framework suggests, firstly, that **we all share similar values** – for example, we all need a sense of belonging, to be successful enough to earn a living, to have some enjoyment in life, to support our friends and family. Secondly, that there are certain groups of values that, when strengthened through the language we use and experiences we provide the learners, can motivate them to become active citizens.

Some types of values, like universalism and self-direction, can inspire us to be self-driven and take civic action and give us internal rewards (like the satisfaction of having volunteered to help out at a local soup kitchen). Other groups of values, such as those relating to personal power and achievement, depend on acknowledgements and rewards from others (like marks and awards at school).

This framework can help us all engage with the values that inform the **Bill of Rights**. Some values can strengthen certain rights and other values can lead to violations of certain rights. In the textbooks, we encourage learners and teachers to consider what influences their values as well as the ways in which their values may change as a result of their lived experiences. Teachers can also reinforce the values within their school culture that help to promote and protect the core values of the Constitution – especially human rights applied in the best interests of the child and specifically to support the needs of vulnerable children.

Over the nine years of schooling that the *At the Crossroads* textbook series covers, we support learners on a journey of Social and Emotional Learning.

Social and Emotional Learning

Social and Emotional Learning is a journey that provides opportunities for the learners to develop **character** and **attitudes** as well as the **knowledge, skills** and **values** that will enable them to become critical consumers, innovative problem solvers, active citizens and emotionally literate human beings capable of fulfilling relationships. In our rapidly changing world, **resilience** and the **ability to adapt** are vital qualities. To flourish beyond their school years, a **curiosity** that encourages **lifelong learning** for learners is invaluable.

Social and Emotional Learning often involves learning at a deeply personal level and learners will be more comfortable to engage this process if they are able to use their **mother-tongue** or their first language, the language in their hearts. Support learners in their use of different languages to unpack their emotions, values, experiences, and cultural practices in the process of growing their identities and social-emotional quotients. Encourage classroom conversations to be **multilingual**.

Journalling

The **reflective practice** of writing or drawing in a journal has been shown to help relieve stress, improve mental health, boost self-confidence, grow emotional intelligence, and aid memory. As well as encouraging learners to practise journal writing or drawing as a tool for self-reflection, teachers can also use this technique for their own professional development. For example, they can record the highs and lows of their classroom experiences, track their personal goals and inspire their creativity.

It is important that each person's journal is respected as a **safe place**. Journals provide a space for learners to say exactly what's going through their hearts and minds in a place that is **free of censorship**. Learners can draw pictures, write in any language and use any lingo as they themselves are their only audience. In the process of strengthening the curriculum, the term **mother-tongue bilingual proficiency** is encouraged and journalling is one way this proficiency is given space.

Journals are **NOT to be shared** with anyone else without the expressed permission of the journal keeper. Facilitate a class discussion to encourage respect for journal privacy. This can be part of a process in which you agree on all the **ground rules for respectful communication** within the classroom.

Some guiding questions may be:

- What is a journal?
- When do I use my journal?
- What kinds of things go into my journal?
- What language do I use?
- How do I keep my journal private and safe?

Help build **Social and Emotional Learning** by encouraging learners to write/draw in their journals regularly – in class time, in their own time and for any reason. Journal prompts are included in the textbook in the following places for Grade 11 as a reminder to keep developing this practise. These prompts are not prescriptive.

Topic	Activity	In your journal...	Page no.
<b>Development of the self in society</b> Lesson 1.5 Detrimental relationships	Relationships that harm	Think about the qualities you want in your future, healthy relationships. Journal about these qualities and explain why they are important to you. Consider what qualities you will bring to your relationships.	Page 15
<b>Careers and career choices</b> Lesson 2.6 Don't give up on your dreams	Facing challenges head on	Reflect and journal about a current challenge you are facing. Think about how you can build resilience by considering what actions you can take, what lessons you can learn and who can support you as you move forward.	Page 35
<b>Democracy and human rights</b> Lesson 3.2 Another country	Giving meaning to democracy	Journal about your thoughts on democracy. Reflect on what democracy means to you and how far South Africa has come. What do you think are the greatest threats to democracy and how can you contribute to strengthening it?	Page 40
<b>Development of the self in society</b> Lesson 4.1 When power is unequal	Who has the power?	<ul style="list-style-type: none"><li>• In what situations/relationships do you feel powerless?</li><li>• What can you do to stand up for yourself?</li><li>• In what situations/relationships do you feel powerful?</li><li>• How can you exercise your power responsibly?</li></ul>	Page 64
<b>Social and environmental responsibility</b> Lesson 5.1 Emotions: understanding a range of emotions	How the environment impacts our health	Read the poem by Ken Saro-Wiwa on the impact of environmental degradation on the Ogoni land and its people. Journal about your own relationship with the land of your country, and say how you can protect and care for it.	Page 79
<b>Development of the self in society</b> Lesson 6.9 Positive influences on lifestyle choices	Positive lifestyle choices	Journal about the positive choices you could make in your life.Consider your health and wellbeing, education, relationships and impact on the environment and community.	Page 133
<b>Careers and career choices</b> Lesson 7.1 Preparing for a 21st century career	Are you ready?	Journal about what more you can do to prepare for the future. How do you plan to grow and adapt to change?	Page 135
<b>Democracy and human rights</b> Lesson 8.2 What matters to me now?	My beliefs and values	Journal about how you have changed since the beginning of the year when you learned about values. Reflect on how your values have changed and explore what may have influenced these changes.	Page 164
<b>Study skills</b> Lesson 9.5 It's exam time!	Why these goals?	Reflect on how your goals align with what you want to achieve in Grade 12. Journal about how you are feeling as you approach your final year of school. Identify one action you can take now to move closer to those goals.	Page 183
<b>It's a wrap!</b>	Reflecting on your year in Grade 11	Imagine yourself at the start of Grade 12. What kind of person do you want to be? How can the lessons you have learned this year help you grow into that person? Write about your hopes and dreams for the year ahead, and how you plan to use what you have learned to make them a reality.	Page 193

The cross-cutting priorities as listed in the Competencies framework, namely Education for Sustainable Development, Indigenous Knowledge Systems and Sustainable Livelihoods. They are concepts and ways of thinking that should be embedded across subjects, fields, and phases, through the teaching and learning processes and in assessment practices. These are covered by the content and activities in the lesson sets and are also embedded in the Info pages.

Info Pages

Info pages provide additional information for some CAPS topics. They are referred to in specific activities, but teachers may also use them to create extension activities and discussions. Some may also serve as posters for display in the classroom and reference for discussion in other lessons.

The table below lists the Info Pages included in the Grade 11 textbook.

Topic & lesson set	Info Page	Page numbers	Strengthening the curriculum: Cross-cutting priorities
<b>Term 1: Development of the self in society</b> Lesson set 1	<b>A</b> What we learn when we set goals <b>B</b> Learning from someone who never gave up <b>C</b> From healthy to abusive	Pages 4–5 Pages 10–11 Pages 16–17	Character and attitudes – goal setting Character and attitudes – persistence and perseverance Psychological abuse
<b>Term 1: Careers and career choices</b> Lesson set 2	<b>D</b> Admission requirements <b>E</b> Your funding options	Pages 22–23 Pages 28–29	Education for sustainability Education for sustainability
<b>Term 1: Democracy and human rights</b> Lesson set 3	<b>F</b> Democracy's principles and structures <b>G</b> A summary of the Bill of Rights	Pages 38–39 Pages 42–43	Values and citizenship Values and citizenship
<b>Term 2: Development of the self in society</b> Lesson set 4	<b>H</b> Acting against GBV	Pages 66–67	Psychological abuse
<b>Term 2: Social and environmental responsibility</b> Lesson set 5	<b>I</b> Attitudes and Actions: Coping with climate change and natural disasters <b>J</b> Mitigating and adapting to global warming	Pages 86–87 Pages 94–95	Sustainable livelihoods Sustainable livelihoods
<b>Term 3: Development of the self in society</b> Lesson set 6	<b>K</b> Be aware! Be alert! Be careful! <b>L</b> The Road Accident Fund (RAF) <b>M</b> Railway Safety Regulator (RSR) – Putting safety first <b>N</b> Using electricity safely <b>O</b> Be safe around electricity <b>P</b> Coping with life's challenges	Pages 110–111 Pages 116–117 Pages 118–119 Pages 120–121 Pages 122–123 Pages 126–127	Education for sustainability Education for sustainability Education for sustainability Education for sustainability Education for sustainability Education for sustainability
<b>Term 3: Careers and career choices</b> Lesson set 7	<b>Q</b> The future of the world of work	Pages 152–153	Sustainable livelihoods
<b>Term 4: Democracy and human rights</b> Lesson set 8	<b>R</b> Your right to choose	Pages 170–171	Human reproduction
<b>Term 4: Study Skills</b> Lesson set 9	<b>S</b> Work smarter!	Pages 178–179	Education for sustainability





Education for Sustainable Development (ESD)

Refers to the knowledge, skills, values and attitudes needed to make informed decisions and take responsible actions for environmental integrity, economic viability, and a just society (UNESCO, 2023).

We live in an **interconnected world** where people are part of, and depend on, the environment and one another to survive. Many of the challenges we face at present are as a result of an imbalance of these relationships which has led to the degradation of land, polluted air and water, a changing climate and other environmental and social injustices.

In order to address these challenges, we need to develop values that promote respect and care for the broader community of life (people and non-human life). In addition, we need to cultivate the ability to:

- consider the impact of our actions, and
- make choices that reduce harm and are kinder to our own well-being, other people and the natural world.

Life Skills and Life Orientation provide the learners with the opportunity to have meaningful conversations about complex, interrelated issues and grapple with the challenges they face in a world characterised by over-consumption on the one hand and gross inequality on the other. A **focus on local, individual actions** that can make a tangible difference is key. This will help learners to develop a sense of agency, encourage hope and grow the creativity needed to change the world for the better, one step at a time.

Sustainable Livelihoods (SL)

Refers to an awareness and understanding of how educational content relates to the world of work, as well as an entrepreneurial mindset, and how one might use the knowledge and skills gained through education to choose and build a sustainable career path.

**Sustainable livelihoods** refer to the strategies and means by which individuals, households, or communities secure the resources necessary to meet their basic needs in a way that is environmentally, economically, and socially sustainable. The concept encompasses the idea of balancing the use of resources so that they do not deplete over time, ensuring long-term viability for future generations.

Lesson sets based on the CAPS topic World of Work focus on **career education**, exposing the learners to the many different career options from all the career fields and encouraging the learners to get to know themselves better through an exploration of their own values, interests and strengths. These lessons, through the tasks set, examples used and stories told, encourage an **entrepreneurial mindset**. We cannot know what the world of work will hold for future generations, nevertheless, the process of supporting learners to find their way to create work and multiple-income streams for themselves can only be of benefit to them.

Indigenous Knowledge Systems (IKS)

Refers to the understandings, skills and philosophies developed by indigenous Southern African societies. This knowledge is part of cultural systems that also encompasses language, systems of classification, resource use practices, social interactions, ritual, and spirituality (UNESCO, 2021).

An important part of **strengthening the curriculum** is ensuring that learners see themselves in what they are learning. By integrating indigenous knowledge systems (IKS), we reinforce the fact that there are many 'ways of knowing' and respectfully resonate with the connections that learners have to their own traditional knowledge systems.

When learners silently carry contradictions (often perceived rather than real) between what they experience as valued at home and what is valued at school, their ability to perform in both contexts is seriously compromised. This cognitive dissonance needs to be given a voice, as well as a space to be heard, in order for **meaningful integration** to occur.

Explicitly affirming what is valuable in tradition can have a **healing and empowering** effect. An example is identifying the traditional practices that ensure participation in decision-making processes – often more immediate and intimate than the more abstract bureaucratic processes of democracy.

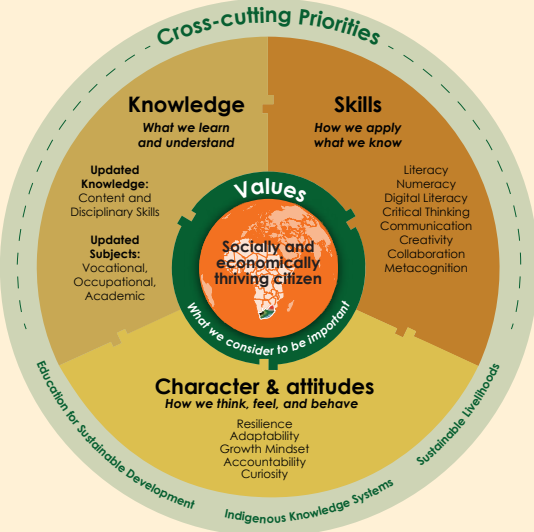
IKS offers alternative ways of **thinking, being and belonging**. Indigenous knowledge affects us in many ways, from the way we take care of ourselves and the natural world, to the way we communicate and express our creativity. It may be reflected in, for example, food production, medicine, technology, education and governance. IKS can be used to imagine the world differently and to find indigenous solutions to contemporary problems.

Lesson set notes

The "lesson set notes" function as a pedagogic bridge between curriculum policy and classroom practice. They give practical expression to the **competency framework** by mapping curriculum content to concrete classroom activities that explicitly cultivate the desired **knowledge, skills, values, character, and attitudes**. Each lesson set is framed not merely as content delivery, but as an opportunity to develop **transversal skills** (e.g. communication, metacognition), foster **character traits** (e.g. accountability, curiosity, resilience), and explore core **democratic values** (e.g. equity, justice). The notes guide teachers in aligning each activity with a **key skill**, reinforcing the framework's emphasis on **application, reflection, and social and emotional learning**.

Additionally, through structured assessments and time allocations, the lesson sets ensure that learning remains **intentional and measurable**, supporting the framework's call for alignment between curriculum, assessment, and teaching practice. The inclusion of **indigenous knowledge systems, education for sustainable development, and sustainable livelihoods** further demonstrates how the lesson sets activate the **cross-cutting priorities** of the strengthened curriculum. They also help learners see themselves and their communities reflected in the curriculum, building cognitive resonance and cultural relevance.

Thus, the lesson set notes operationalise the framework's holistic intent, offering teachers a coherent, values-driven, and skills-rich roadmap to develop learners who are not only knowledgeable, but also **ethical, reflective, self-directed and future-ready citizens**.





**Creating opportunities for learners to openly discuss their feelings, struggles and strategies is extremely important in every grade. When lesson topics and activities stimulate these kinds of conversations, they will ensure learner interest in, and ownership of, the material.**

Our values inform how we think, feel and behave. Some activities encourage learners to explore their values with the values expressed in the Constitution and the Bill of Rights. Creating a safe enough space as well as an atmosphere of respect for these kinds of discussions is vital.

We need safe enough spaces in which to share openly, be vulnerable to difference, and be unafraid of failure. We talk about “safe enough” spaces rather than “safe” spaces, as learning can cause discomfort, and that is OK. Developing resilience and perseverance does not happen if we disengage when discomforted. The inability to distinguish discomfort from harm and genuine trauma, allows disagreement to trigger resistance rather than invite reflective, critical and creative engagement. When people experience questions or alternative points of view as threats and attacks on identity, and we stop the dialogue as a result, we are encouraging frailty not resilience. Sharing is about the dynamics of trust, and trust can only be nurtured if participants are genuinely interested in each other’s experience. It is important to teach learners how to retain respect for other people in the face of serious disagreement, rather than to protect learners from disagreement. Focus on the idea, not the person. Play the ball, not the player.

To create this safe enough space, **establish group agreement** about what will help the learners to feel comfortable and safe enough. Involve them in the decision-making process, rather than giving them a set of rules to follow. Ask learners to think of ways they would like others to behave. For example, *it is common for people to laugh or giggle when they talk about sexuality topics. This uncomfortable feeling is normal and natural. However, there is an important difference between laughing **with** someone and laughing **at** someone.* Exploring the meaning of **trust and confidentiality** is also an important part of creating a safe enough space.

## Questions play an important role in all learning processes

Teachers ask questions to actively involve learners and guide them towards the learning outcomes. Learners also need to feel free to ask their own questions. Their questions can give insight into their concerns, misconceptions or knowledge gaps. By allowing learners to ask their own questions (especially before exploring a topic as a way of priming learning) and to explore core concepts of a lesson by sharing the meaning of the words they would use in their own home language; we already give learners agency in dialogue.

To help learners to ask questions that may be embarrassing or that they feel unsafe to ask openly in a classroom, get them to write them down on pieces of paper and place them anonymously in a ‘question box’. Take time to read and prepare your responses to sensitive questions. This is particularly true of sensitive topics such as abuse, religion or sexuality.

Note that there are **different kinds of questions** that can be asked:

- “Can you explain how...?” information questions
- “Am I normal if...?” affirmation questions
- “Is it ok if I...?” permission seeking questions
- “Do you think it’s wrong if...?” values-based questions

Some questions may be deliberately intended to shock you. If so, it is important not to be shocked!

Ensure that your **responses to questions** are **clear, to the point** and **age appropriate**. If you are not sure of the answer to a question, be honest and tell learners that you will find out and get back to them. You could bring in an expert to discuss a particular issue with them or direct them to other sources of information, reminding them of the importance of using reliable resources and having evidence for their opinions.

## Dynamic collaboration

Encourage dynamic collaboration in the classroom, as opposed to reluctant cooperation or subservient assimilation. Dynamic collaboration is what takes place when creative conflict allows knowledge to grow, democracy to develop and multiple subjective experiences of possibility to thrive.

In order for learners to participate in dynamic collaboration, they need to become curious about how a person who is very different from them senses, perceives, feels and thinks – and how, even when situations are uncomfortable, they can allow us all to hold the discomfort and respectfully explore new possibilities.

Given the diversity among learners, and even within any individual learner, we cannot avoid sensitive and controversial issues that some learners may feel uncomfortable with. **Learners need to be encouraged to find ways to be OK with their feelings of discomfort** and honestly think about the source of their discomfort – to deliberately look beneath the surface of the status quo and to engage with their emotional responses (like frustration, anger, confusion, fear, shame, embarrassment and disappointment) to what they uncover. This often-disturbing process can reveal blind spots in how we read what is going on around us. For example, some cultural groups may find any discussion of sexuality or religion to be taboo. You should check this first and mitigate or pre-empt parental objections before engaging in the topic.

## Working with feelings

No feeling is inherently wrong. It is what you do with a feeling that can be harmful or useful. Learning how to identify feelings, listening to what they are communicating concerning self-knowledge, and then choosing how to respond, is the key to emotional growth.

## Exploring boundaries

The textbooks provide **opportunities for rich open-ended discussions**, asking questions that help learners to reflect on scenarios that are emotionally and intellectually challenging. These opportunities will, at times, examine the boundaries that individuals and communities create to distance self from other, us from them, insiders from outsiders, etc. This is always made easier if there is some empathy for those who are different from you.

**When learners experience uncomfortable feelings, urge them to find the source of this discomfort and work through it.** Resisting potentially empathic experiences, is based on a very fragile sense of self and identity that can become overly defensive. If both sides of the discussion are operating from “the need to be right” perspective, there cannot be a discussion that is open and a learning experience for everyone involved.

There will be times when some issues just cannot be resolved. At these times, it will be best for both sides to gracefully agree to disagree, and not with a sense of disdain. Learning how to bear witness to each other’s lives, being able to be fully present in our curious and empathic listening, relaxes boundaries. This is not an intellectual exercise in understanding social justice as an abstract concept. **This is rather about creating real opportunities for experiencing the other in a way that mutually reinforces self-worth.**

## Encourage talking about the learning process

**One of the most important stories learners need to tell is the story of their own learning path.** Working together as a class to reflect on and summarise what insights have been uncovered and what principles have been learnt is a vital part of developing the skills of dialogue. More importantly we need to create space in the curriculum for learners to talk about how they feel about what they are learning and what they believe about their ability to learn it. By allowing learners to reflect on some content before attending class (with some guiding reflective questions) they are given an opportunity to bring questions and ideas, in their own words, to the discussion that follows in class.





## Physical activity

Physical activity adds variety to a lesson, improves concentration, diffuses frustration and boredom, creates opportunities for sharing information through peer-to-peer learning, promotes teamwork and cooperation, as well as physical wellbeing, so **include physical activities as often possible in your lessons**.

On the simplest level learners need to move (every fifteen minutes), for example to stretch, breathe deeply, shake their bodies and hum so that their whole body vibrates to allow oxygen to flow and the brain to re-engage. There is a range of techniques (like drawing big figures of eight in the air, crossing arms over the body) that have been designed to stimulate the whole brain and can be found if you do a Google search for kinaesthetic education.

The experience of fun and meaningful physical activities actually increases a positive experience of the body – making other health choices, like avoiding smoking, more likely. A learner's belief that greater personal satisfaction and pleasure is possible, and that they have the agency to assert themselves through choice, is necessary before messages about health and safety can be experienced meaningfully.

**Physical activity also reduces risk of disease**, such as cancer, osteoporosis, cardiovascular disease and depression. It also reduces tendencies towards 'delinquent' behaviours such as gang participation, graffiti, truancy, etc.<sup>6</sup>

## Physical Education

The difference that increased physical exercise makes to a nation's health and economy is so disproportionate to the effort involved that UNESCO has made Quality Physical Education a **global priority**.

*"Physical education is the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society."*

(The Declaration of Berlin 2013, UNESCO's World Sports Ministers Conference (MINEPS V))

Rising levels of physical inactivity, along with the substantial associated disease risk have been described as a pandemic by the World Health Organisation. The World Health Organisation predicted that by 2020 depression would be the second most common cause of disability. The number of people who take their own lives is about three times the number of people that die in armed conflicts around the world. The role that physical exercise can play in alleviating depression and restoring a greater sense of human dignity is significant.

There is growing global concern about **low levels of physical activity**, lack of physical fitness and obesity among children and adolescents. Learners spend a lot of their time sitting at desks at school and engaging with technology and social media in their leisure time. Research also shows that many South African children do not have access to safe physical activities. This makes Physical Education in schools an important priority.

**Participation in team sports** also has the potential to improve a learner's cognitive skills with regard to teamwork, collaboration and productivity. We must bear in mind that all learners need access to physical activities and permission to play with their friends on the school fields, not only those who make the team.

Physical Education (PE) encourages learners to have an active, healthy lifestyle. It also aims to develop physical wellbeing together with knowledge of movement and safety. PE is part of the **holistic development of learners**, affecting their cognitive, social, personal and emotional development.

One of the most important aims of PE is to build a **positive attitude towards physical exercise**.

In addition, it is important to:

- Encourage and affirm **all** learners to participate in physical activity in a way that they find **challenging** and **experience satisfaction** in what they achieve.
- Involve learners in **setting goals** that are appropriate to their fitness levels.
- Listen to their concerns and be flexible in looking for **solutions together**. Do not single out learners who are physically challenged, asthmatic, introverted, etc. and try force them to do more activity than they are willing to. Rather encourage and explain the reasons for it, aside.
- Help learners to also **support each other**, build acceptance and trust, and acknowledge each other's achievements.
- Promote **gender equality** with responsibility being shared equally between male and female participants.
- **Be aware of conditions** such as heart disorders, asthma, epilepsy, diabetes and severe allergies.
- Use the warm-up and cool-down routines, as described in the textbooks, to **prevent injury** and maximise performance.
- Urge learners to keep **hydrated** during exercise
- Find a place on the school grounds suitable for PE activities, store all equipment needed in a safe place and offer clear instructions to learners on how to use the equipment.

## For each Physical Education lesson:

- **Familiarise** yourself with the learner activities **beforehand**.
- Give **clear instructions** at the start of an activity and check that learners understand the safety factors and potential risks before they begin.
- Ensure they understand the **rules of specific activities** beforehand and enforce these rules during play.
- **Observe** and **supervise** learners when they take part in activities to create an ordered environment as well as for assessment purposes.
- It's a good idea to establish a **stop signal** so that learners know when they must immediately stop play or participation.

6. Piggott, Spray, Mason & Rhind (2024).

Even though the Arts are not explicitly referenced in Senior Phase and Further Education and Training Phase, the method has many benefits.

**Through art we express what cannot be easily put into words.** The resulting juxtaposition of mediums, movements, materials, colours, sounds, textures, shapes, shadows, spaces, symbols and ideas offers an open-ended exploration of concepts, inviting learners to respond freely, both emotionally and intellectually. Not only can they explore their **capacity for aesthetic pleasure**, they also experience their **capacity for meaning-making, innovation and knowledge creation** through making associations (symbol, metaphor, analogy, allegory and narrative threads).

**The ability to make new associations lies at the heart of creativity**, and can be practised in the process of experiencing and making art. Associations can be purely aesthetic, but they can also be symbolic.

**Symbolic thinking** is the ability to use the experience of one thing to represent the experience of something else by drawing attention to some shared characteristic in both experiences. It is interesting to note that the word symbol derives from the Greek verb, symballein, 'to throw together'.

**Associative thinking** includes the ability to transfer a pattern or a skill from one context or knowledge system to another. The ability to recognise patterns that something unfamiliar shares with something more familiar is not just a source for poetry or art, but a source for the unusual associations that make breakthroughs in knowledge and innovation possible.

**Insight is the experience of finding a spontaneous and unexpected solution to a problem.** It usually occurs when the learner is faced with complex information and instead of using rules to solve a problem in a predictable way, they are able to step back, see the big picture (all the variables and the patterns of the relationships between them) and make unusual associations. This analogical skill requires a loosening of existing associations, curiosity, playfulness and a sense of humour, which all help to create a psychological distance between the learners and the challenge. This psychological distance facilitates reflection and improves cognitive performance, from actual problem solving to the ability to exercise self-control.

**Art facilitates dialogue** in a subtle, sensual, sensational and dynamic way in which text cannot – especially when dealing with sensitive and controversial subject matter, where it is more important to have the dialogue than it is to provide final and resolved content. This process also stimulates the learner's mind to consider possibilities of deliberate design, not just in art or technology but in society and environments. Through deliberate design we manipulate energy, matter and information in the world to our advantage. **We apply knowledge and imagination to transform the present into possible futures.** This process can also include technology. Through art, design and technology we extend our bodies, our reach and our influence into space and time. Through technology we also outsource our labour to tools and machines.


This next section of the textbook will support your process of planning all the lessons for each term. By scanning the lesson sets, you can see what lies ahead and where there are opportunities to include more relevant local content.

You can also decide which lessons to prioritise. Don't work through the textbook merely in order to complete every activity, but rather decide which activities to complete in each section.

**Slow down the conversations so that learners feel heard, seen, appreciated and not judged.**

Each lesson set begins with the CAPS topic requirements.

The Overview table is set up as follows:

- The first column includes the CAPS topic, the title of each lesson (one double-page spread (DPS) of the textbook) and the suggested time it will take to cover the DPS.
- The second column gives a summary of the core knowledge and key messages that the lesson explores (see skills descriptions on pages viii – xi of the textbook).
- The third column provides a brief description of the activities in the lesson and the key skills practised in the activity. These descriptions will alert you to any resources needed or other preparation such as needed, for example, arranging the class into groups.
- The fourth column shows a thumbnail of each DPS in the textbook, for ease of reference. Turn the page 

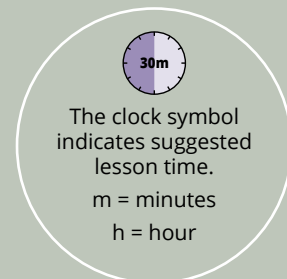



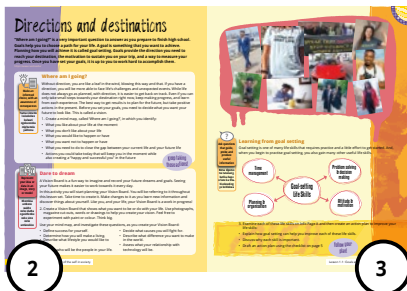
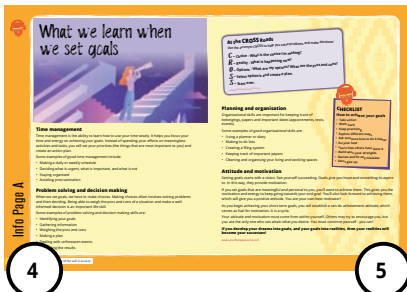
**Lesson set 1: Goals and goal setting; relationships****Time: 4.5 hours****CAPS****Goals and goal-setting**

- Plan and achieve life goals
- Define goals and goal setting
- Identify the types of goals (short-, medium-, long-term)
- Steps in planning and goal setting, problem-solving skills, perseverance and persistence
- Evaluate the importance of prioritising life goals




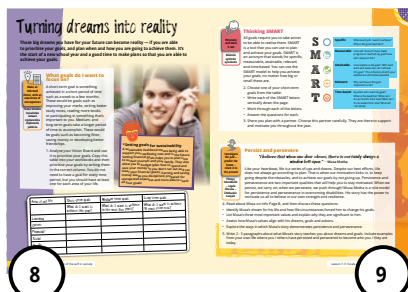

**Relationships**


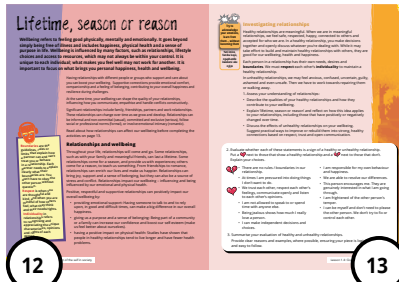

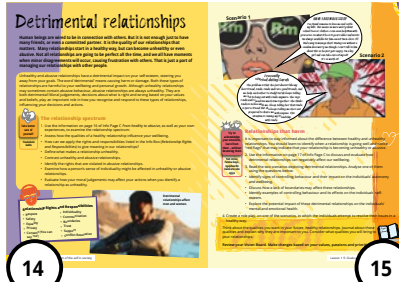
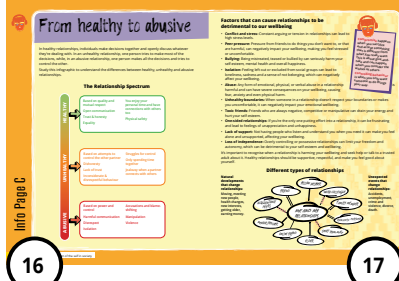

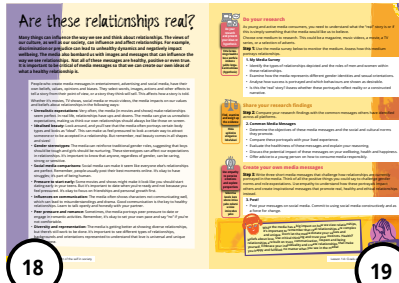
- Analyse the relationship between personal values, choices and goal setting
- Relationships and their influence on own wellbeing:
  - Explain how relationships can influence and are influenced by on own wellbeing
  - Discuss the different types of relationships with different people/groups and their changing nature
- Identify the factors that contribute to relationships that are detrimental to wellbeing:
  - Rights and responsibilities in relationships
  - Societal and cultural views that influence and/or affect relationships
  - Qualities required in different relationships
  - Individuality in relationships
- Critically analyse the impact of the media on values and beliefs about relationships



Development of self in society	Core knowledge and key messages	Activity and Key skills	Pages 2 – 19
<b>Lesson 1.1</b> <b>Directions and destinations</b> 	A goal is something that you want to achieve. Planning how you will achieve it is called goal setting. When we set goals, we learn many valuable life skills.	Create a mind map called 'Where am I going?'. <b>Key skill: Make an informed choice, with an awareness of consequences</b> Create a Vision Board. <b>Key skill: Represent your idea or data in an image, story or model</b> Reflect on the life skills you gain when you learn to set goals. Draft an action plan to work on a skill. <b>Key skill: Ask questions that guide, probe and produce useful information</b>	
<b>Info Page A</b>	<b>What we learn when we set goals</b> Support for Lesson set Read about the life skills gained when we set goals.		

Assessment for Term 1 consists of Written Tasks for 80 marks and a Physical Education Task (PET) for 20 marks, making a total of 100 marks. Check the tables for the lesson sets in Term 1 to see which activities have been selected for the written tasks this term. Make the learners aware of the mark allocation for each activity so as to guide them in the length of the written answers they should submit.

Development of self in society	Core knowledge and key messages	Activity and Key skills	Pages 2 – 13
<b>Lesson 1.2</b> <b>What matters to me?</b> 	When we place things in order from most important to least important, we are prioritising them. Your values determine your priorities.	Examine your personal stories and passions to determine your values. <b>Key skill: Investigate the past – predict the future – relate it to the present</b> Determine your priorities. <b>Key skill: Take better care of yourself</b>	
<b>Lesson 1.3</b> <b>Turning dreams into reality</b> 	If you are able to prioritise your goals, and plan when and how you are going to achieve them, you can make your dreams become reality. When we persist, we carry on; when we persevere, we push through.	Analyse your vision board to determine short-, medium- and long-term goals. <b>Key skill: Persevere and work it out</b> Formulate a SMART goal. <b>Key skill: Persevere and work it out</b> Examine persistence and perseverance in the context of a source-based task (interview) and reflect on own experiences. <b>Key skill: Investigate the past – predict the future – relate it to the present</b>	
<b>Formal assessment</b> <b>Term 1:</b> assignment, written task (40 marks) Suggested activities and mark allocation	<b>Lesson 1.3 Turning dreams into reality</b> <b>Persist and persevere</b> 4. Read about Musa on Info Page B, and then discuss these questions: • Identify Musa's dream for his life and how life circumstances forced him to change his goals. (5 marks) • List Musa's three most important values and explain why they are significant to him. (5 marks) • Assess how Musa's values align with his dreams, goals and actions. (10 marks) • Explore the ways in which Musa's story demonstrates persistence and perseverance. (10 marks) 5. Create a piece (written, visual or digital) that shows what Musa's story teaches you about dreams and goals. Use examples from your own life or others to illustrate how persistence and perseverance can lead to success. (10 marks)		
<b>Info Page B</b>	<b>Learning from someone who never gave up</b> Support for Lesson set Read an interview with Musa Motha who persisted and persevered to achieve his goals.		

Development of self in society	Core knowledge and key messages	Activity and Key skills	Pages 2 – 19
<div>Lesson 1.4</div> <div>Lifetime, season or reason</div> <div></div>	<p>Having relationships with different people or groups who support and care about you can boost your wellbeing.</p>	<p>Analyse relationships and how they change over time.</p> <p>Evaluate healthy and unhealthy relationships.</p> <p><b>Key skill: Try to acknowledge your emotions; learn from them, without becoming them</b></p>	<div></div> <div>12</div> <div>13</div>
<div>Lesson 1.5</div> <div>Detrimental relationships</div> <div></div>	<p>Unhealthy and abusive relationships have a detrimental impact on self-esteem. 'Detrimental' means causing harm or damage.</p> <p>Although unhealthy relationships may sometimes contain abusive behaviour, abusive relationships are always unhealthy. They are both detrimental!</p>	<p>Examine healthy, unhealthy and abusive relationships.</p> <p><b>Key skill: Take better care of yourself</b></p> <p>Discuss how we can improve communication, set boundaries and rebuild trust in relationships.</p> <p><b>Key skill: Try to acknowledge your emotions; learn from them, without becoming them</b></p>	<div></div> <div>14</div> <div>15</div>
<div>Info Page C</div>	<p><b>From healthy to abusive</b></p> <p>Support for Lesson set</p> <p>Examine the relationship spectrum and the factors that can cause relationships to have a negative influence on our wellbeing.</p>		<div></div> <div>16</div> <div>17</div>
<div>Lesson 1.6</div> <div>Are these relationships real?</div> <div></div>	<p>It is important to be critical of media messages so that we can create our own ideas of what a healthy relationship is.</p>	<p>Conduct a media survey to monitor how the media portray relationships.</p> <p><b>Key skill: Do your research and present your ideas or hypothesis</b></p> <p>Compare research findings.</p> <p><b>Key skill: Find, examine and weigh up the evidence</b></p> <p>Create your own media messages.</p> <p><b>Key skill: Use empathy to perceive emotions and explore perspectives</b></p>	<div></div> <div>18</div> <div>19</div>



## Lesson set 2: Post-school admission requirements and financial assistance

Time: 4.5 hours


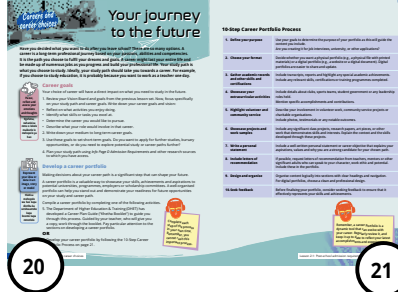
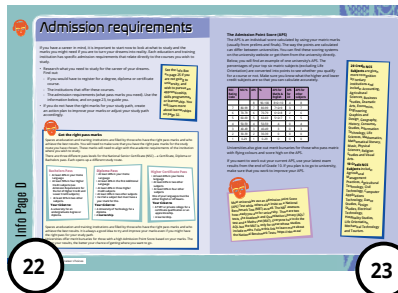
### CAPS


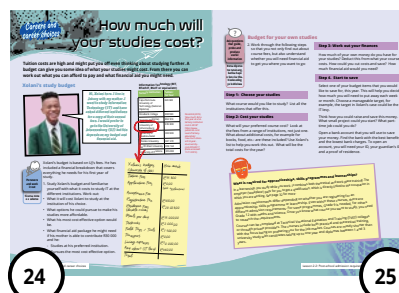

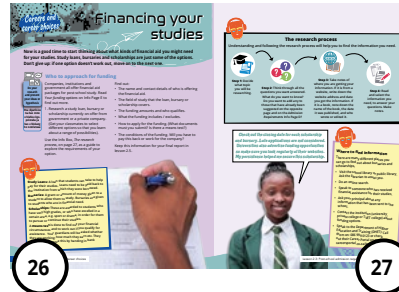


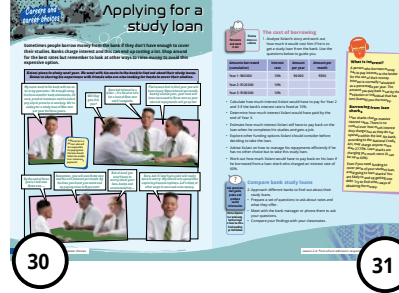
#### Admission requirements


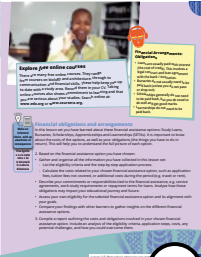


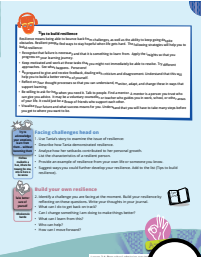

- Research the requirements for admission to additional and higher education courses that you may be interested in: National Senior Certificate (NSC) requirements for Certificate, Diploma, Degree
- Research additional and higher education options: Admission point scores for institutions of higher learning; Admission requirements for specific programmes or courses
- Calculate Admission Point Score (APS) for the specific programmes/courses based on Grade 10 results
- Develop a career portfolio; Use the Khetha Booklet to complete the relevant activities
- Explore requirements for admission to additional and higher education courses at Universities of Technology, Technical and Vocational Education and Training (TVET) colleges
- Explain the purpose of the National Benchmark Tests (NBTs)

#### Financial assistance

- Explore options for financial assistance: Bursaries (NSFAS, Funza Lushaka); Study loans; Scholarships; Learnerships (SETAs)
- Outline obligations in terms of financial arrangements

Careers and career choices	Core knowledge and key messages	Activity and Key skills	Pages 20 - 35
Lesson 2.1 <b>Your journey to the future</b> 	A career is the path you choose to fulfil your dreams and goals Your study path is what you choose to study. Ideally, your study path should take you towards a career.	Explore your career goals and vision <b>Key skill: Pause, reflect and assess your emotions and thoughts</b> Develop a career portfolio <b>Key skill: Represent your idea or data in an image, story or model</b>	
Info Page D	<b>Admission requirements</b> Support for Lesson set Each education and training institution has specific admission requirements that relate directly to the courses one wishes to study. For universities, this includes the National Benchmark Tests (NBTs) and the Admissions Point Score (APS). Apprenticeships, skills programmes and learnerships each have their own requirements.		

Careers and career choices	Core knowledge and key messages	Activity and Key skills	Pages 14 - 33
Lesson 2.2 <b>How much will your studies cost?</b> 	A budget can give you an idea of what your studies might cost. Your budget will help you work out what you can afford to pay and what financial aid you might need.	Study a student's budget and discuss options to make their studies affordable. <b>Key skill: Persevere and work it out</b> Prepare a budget for post-school studies. Consider how much financial aid may be needed. Think of ways to save money for your studies. <b>Key skill: Ask questions that guide, probe and produce useful information</b>	
Lesson 2.3 <b>Financing your studies</b> 	Bursaries and scholarships are just some of the ways to finance your studies. Public and private companies can also offer financial aid packages. Each has its own application requirements.	Research requirements for financial assistance options. <b>Key skill: Do your research and present your ideas or hypothesis</b> * Learners will use the information from their research in their final report in lesson 2.5.	
Info Page E	<b>Your funding options</b> Support for Lesson set Bursaries, scholarships, NSFAS & Funza Lushaka.		
Lesson 2.4 <b>Applying for a study loan</b> 	Banks offer study loans but charge interest, and this can end up costing a lot. Shop around for the best rates but also look at other ways to raise money.	Calculate the interest costs on a study loan, and explore various loan scenarios. <b>Key skill: Persevere and work it out</b> Research and compare bank study loans. <b>Key skill: Ask questions that guide, probe and produce useful information</b>	

Careers and career choices	Core knowledge and key messages	Activity and Key skills	Pages 14 – 33
<div>Lesson 2.5</div> <div>What if you can't access funding?</div> <div></div>	<p>It is important to know about the costs, arrangements and obligations of each financial assistance option (Study Loans, Bursaries, Scholarships, Apprenticeships and Learnerships/SETAs).</p>	<p>Role-play an interview with a SETA.</p> <p><b>Key skill: Ask questions that guide, probe and produce useful information.</b></p> <p>Compile a report outlining the costs and obligations involved in chosen financial assistance option.</p> <p><b>Key skill: Make an informed choice with an awareness of consequences</b></p>	<div></div>
<div>Formal assessment</div> <div>Term 1: assignment, written task (20 marks)</div> <div>Suggested activities and mark allocation</div>	<div>Lesson 2.5 What if you can't access funding?</div> <div>Financial obligations and arrangements</div> <p>3. Compile a report outlining the costs and obligations involved in your chosen financial assistance option. Include an analysis of the eligibility criteria, application steps, costs, any potential challenges and how you could overcome them. (20 marks)</p>		
<div>Lesson 2.6</div> <div>Don't give up on your dreams</div> <div></div>	<p>With resilience and determination you can achieve your career and study goals.</p> <p>Resilience is the ability to bounce back from challenges, as well as the ability to keep going despite obstacles.</p>	<p>Examine resilience in the context of a case study.</p> <p><b>Key skill: Try to acknowledge your emotions; learn from them, without becoming them</b></p>	<div></div>



### Lesson set 3: Democratic participation in society; sports and nation-building

Time: 6 hours

#### CAPS

##### Principles, processes and procedures for democratic participation







- Investigate the principles, processes and procedures for democratic participation: Public participation in democratic structures and petition processes; Governance; Law-making process; Rule of Law; Transparency; Representation; Accountability
- Research the democratic structures: National; Provincial; Local government
- Explain principles and functions of structures in addressing the interests of civil society: Constitutions ; Elections; Representation of constituencies; Mandates; Lobbying; Advocacy

##### Role of sport in nation-building

- Role of sport in nation-building
- How sport can support or detract from nation-building
- Participant and spectator behaviour in sport: incidences that may trigger certain behaviour
- The impact of particular behaviours on participants, spectators, teams, opposition, the referee, community, society and nation at large
- Exposure to positive behaviour programmes, e.g. respect for authority, opponents and spectators
- Critically debate how sport can support or detract from nation-building

Democracy and human rights	Core knowledge and key messages	Activity and Key skills	Pages 36 – 51
<p>Lesson 3.1</p> <p><b>What is democracy?</b></p> <div>1h</div>	<p>Democracy is about people's power: people's right to choose who leads them and people's right to participate in decision making processes.</p> <p>Important democratic values include respect for human rights, tolerance of others' views, equality, fairness, rule of law, transparency, responsiveness and participation by all.</p>	<p>Examine and reflect on the principles of democracy.</p> <p><b>Key skill: Participate actively in productive dialogue</b></p> <p>Explore the role and functions of government branches &amp; spheres.</p> <p><b>Key skill: Find, examine and weigh up the evidence</b></p> <p>Assess whether South Africa's democratic institutions achieve their objectives and ways to deepen democracy.</p> <p><b>Key skill: Be willing to challenge your thinking habitst</b></p>	<div>36</div> <div>37</div>
<p>Info Page F</p>	<p><b>Democracy's principles and structures</b></p> <p>Support for Lesson set</p> <p>All democratic countries follow basic principles.</p> <p>The Constitution of South Africa sets the rules for how our government works and explains the roles and functions of the different branches (the legislature, the executive and judiciary), spheres (national, provincial and local), traditional leaders and the public service.</p>	<div>38</div> <div>39</div>	

Democracy and human rights	Core knowledge and key messages	Activity and Key skills	Pages 34 – 51
<p>Lesson 3.2</p> <p><b>Another country</b></p> <div>30m</div>	<p>South Africa has been a democracy since 1994.</p> <p>The right to vote, and to give meaning to democracy through active participation, should never be taken for granted!</p>	<p>Analyse artistic representations and texts (the Constitution's Preamble and Bill of Rights Summary) to explore and discuss the meaning, progress and principles of democracy in South Africa.</p> <p><b>Key skill: Pause, reflect and assess your emotions and thoughts</b></p>	<div>40</div> <div>41</div>
<p>Info Page G</p>	<p><b>A summary of the Bill of Rights</b></p> <p>Support for Lesson set</p> <p>A Bill of Rights is a list of rights and freedoms guaranteed to all people in a country.</p>		<div>42</div> <div>43</div>
<p>Lesson 3.3</p> <p><b>Democracy in action</b></p> <div>30m</div>	<p>Because South Africa is a participatory democracy, people's power is not limited to the use of formal institutions and channels of power created by the Constitution.</p>	<p>Discuss and debate the role of civil society in a democracy.</p> <p><b>Key skill: Question the way you make moral judgements</b></p> <p>Draft a petition.</p> <p><b>Key skill: Structure your argument</b></p>	<div>44</div> <div>45</div>
<p>Lesson 3.4</p> <p><b>Vuk'uzenzele</b></p> <div>30m</div>	<p>An organisation's success depends on how well it is run and whether it can get enough people to support it. A Representative Council of learners (RCL) allows learners to practise democracy in school. An organisation's constitution sets out its agreed rules for effective and democratic functioning.</p>	<p>Draw up a constitution, or improve on the existing constitution, of your school's Representative Council of Learners (RCL).</p> <p><b>Key skill: Represent your idea or data in an image, story or model</b></p> <p>Plan how to organise and run a meeting to introduce the RCL to learners.</p> <p><b>Key skill: Make an informed choice with awareness of consequences</b></p> <p>Role-play a meeting.</p> <p><b>Key skill: Participate actively in productive dialogue.</b></p>	<div>46</div> <div>47</div>

Democracy and human rights	Core knowledge and key messages	Activity and Key skills	Pages 34 – 51
<div>Lesson 3.5</div> <div>Sports support nation-building</div> <div></div>	<p>Sports, and the values we learn from participating, can play an important role in nation-building.</p>	<p>Reflect on the role of sport in nation building, and how the values of sport can develop ethical behaviour.</p> <p><b>Key skill: Investigate the past – predict the future – relate it to the present</b></p> <p>Discuss the role sport can play at school and in the community to promote nation building.</p> <p>Plan and evaluate the success of a diverse sporting event.</p> <p><b>Key skill: Be willing to challenge your thinking habits</b></p>	<div><div>48</div></div> <div><div>49</div></div>
<div>Lesson 3.6</div> <div>Bad behaviour detracts from nation-building</div> <div></div>	<p>Sport can support nation building but can just as easily weaken nation building as a result of participants’ and spectators’ bad behaviour.</p> <p>Positive behaviour programmes in sports emphasise respect for authority, opponents and spectators and foster a healthy sporting culture based on fair play values.</p>	<p>Examine how sport can detract from nation-building.</p> <p><b>Key skill: Question the way you make moral judgements</b></p> <p>Write a policy, code of conduct or rules to encourage ethical behaviour in sport.</p> <p><b>Key skill: Structure your argument</b></p>	<div><div>50</div></div> <div><div>51</div></div>
<div>Formal assessment</div> <div>Term 1: assignment, written task (20 marks)</div> <div>Suggested activities and mark allocation</div>	<div>Lesson 3.6: Bad behaviour detracts from nation-building</div> <div>Positive behaviour</div> <div>3. Create a positive behaviour policy or code of conduct (including rules) that you think would help encourage more ethical behaviour among sports fans and promote democracy and a positive attitude in South Africa. (20 marks)</div>		
End-of-Term check-in	Learners choose their two favourite activities from the term together with the skill that they learned from each activity.		

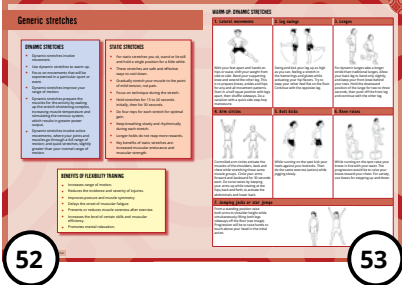
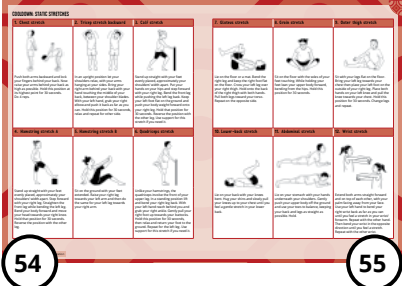
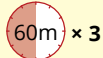
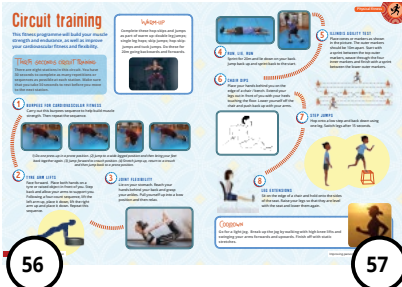


Improving personal fitness and health levels


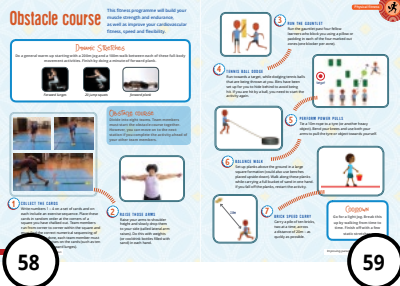
Time: 10 hours

CAPS

- Participation in programmes that improve current personal level of physical fitness and health
- Participation and movement performance in programmes that improve current personal level of fitness and health
- Safety issues relating to participation in physical fitness activities

Physical education	Core knowledge/key messages	Activities/Key skills	Pages
<b>Dynamic stretches (Warm-ups)</b>	Dynamic stretches involve movement. Use dynamic stretches to warm up at the beginning of the lesson. Choose appropriate stretches for the activity in the lesson.	1. Lateral movements 2. Leg swings 3. Lunges 4. Arm circles 5. Butt kicks 6. Knee raises 7. Jumping jacks or star jumps	 5253
<b>Static stretches (Cool down)</b>	For static stretches one sits, stands or lies still. Static stretching is normally done at the end of a lesson as part of a cool-down activity.	1. Chest stretch 2. Tricep stretch backward 3. Calf stretch 4. Hamstring stretch A 5. Hamstring stretch B 6. Quadriceps stretch 7. Gluteus stretch 8. Groin stretch 9. Outer thigh stretch 10. Lower back stretch 11. Abdominal stretch 12. Wrist stretch	 5455
<b>Circuit training</b> 	Circuit training to develop the five components of health-related physical fitness: <ul style="list-style-type: none"><li>• Body composition</li><li>• Cardiovascular fitness</li><li>• Muscular strength</li><li>• Muscular endurance</li><li>• Joint flexibility</li></ul>	1. <b>Burpees</b> 2. <b>Tyre arm lifts</b> 3. <b>Joint flexibility</b> 4. <b>Run. Lie. Run</b> 5. <b>Illinois agility test</b> 6. <b>Chair dips</b> 7. <b>Step jumps</b> 8. <b>Leg extensions</b>	 5657

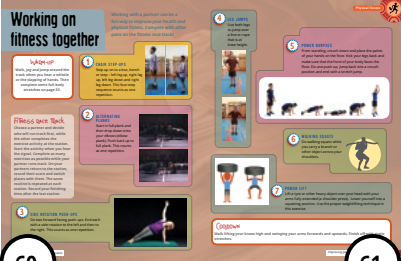
Learners will do the circuit twice, time permitting. Time can be increased to 60 sec, depending on their fitness levels.  
Focus on having fun and enjoyment in order to develop the motivation and perseverance for life-long participation in regular physical activity.  
Emphasise good body posture and form when performing the exercises.  
Tyre arm lifts: This activity develops core and muscular strength of the arms. The size of the tyre can be changed depending on the strength of the learners.

Physical education	Core knowledge/key messages	Activities/Key skills	Pages
<b>Obstacle course</b> 	Obstacle course to develop the five components of health-related physical fitness: <ul style="list-style-type: none"><li>• Body composition</li><li>• Cardiovascular fitness</li><li>• Muscular strength</li><li>• Muscular endurance</li><li>• Joint flexibility</li></ul>	1. <b>Collect cards</b> 2. <b>Lateral arm raises</b> 3. <b>Run the gauntlet</b> 4. <b>Tennis ball dodge</b> 5. <b>Power pulls</b> 6. <b>Balance walk</b> 7. <b>Brick speed carry</b>	 5859

Ask the learners for ideas on challenging obstacles to include in the course.  
Look for suitable facilities in the community, such as a trim park or the surrounding landscape that can be used for ideas to include in the obstacle course.

- Groups of 4-6 learners at each station.
- Stations are numbered from 1 to 7.
- All seven stations start together.
- Once you have completed a station, move onto the next one without waiting for the rest of your group.
- Perform the obstacle course twice, time permitting.

Collect the cards: Add more cards to increase the difficulty.

Physical education	Core knowledge/key messages	Activities/Key skills	Pages
<div>Working on fitness together</div> <div>60m × 2</div>	Use partner activities to develop the five components of health-related physical fitness: <ul style="list-style-type: none"><li>• Body composition</li><li>• Cardiovascular fitness</li><li>• Muscular strength</li><li>• Muscular endurance</li><li>• Joint flexibility</li></ul>	<div>1. <b>Chair step-ups:</b> cardiovascular activity</div> <div>2. <b>Alternating planks:</b> muscular strength (arms)</div> <div>3. <b>Side rotation push-ups:</b> muscular endurance (arms)</div> <div>4. <b>Leg jumps:</b> muscular endurance (legs)</div> <div>5. <b>Power burpees:</b> explosive power</div> <div>6. <b>Walking squats:</b> muscular strength (legs)</div> <div>7. <b>Power lift:</b> muscular strength</div>	<div></div> <div>60</div> <div>61</div>
<div>Formal assessment</div> <div>Term 1: Physical Education Task (PET)</div> <div>Suggested activities for movement performance (20 marks)</div>	Participation and movement performance in programmes that improve current personal level of fitness and health. Working on fitness together		

Focus on fun and enjoyment in order to instil motivation for life-long participation in regular physical activity.

Focus on understanding the science behind physical fitness training when performing the activities.

Five minutes full body movement: On command of whistle or hand clap, learners alternate between walking, jogging and sprinting. Repeat the warm-up activities more often (extended time) in colder weather, and less often in warmer weather.

Blow a whistle or clap to start/stop activities. Each activity is performed for 30 seconds with 30-second rest intervals for learners to move to the next station. They complete as many repetitions as possible in 30 seconds. Learners can do the circuit twice, time permitting.

**Full body movement and stretching**

- Jogging with high knees
- Tuck jumps
- Butt kicks
- Walking with external hip rotation
- Walking with internal hip rotation
- Handstanding/headstanding (with or without support)

Learners perform partner activities at seven stations on a fitness track.


- Position in groups of 4-6 learners at each station.
- Stations are numbered from 1 to 7.
- All stations start together.
- Once a station is completed, move onto the next one without waiting for the rest of your group.
- Perform the obstacle course twice, time permitting.

A fitness track is marked out on the training area and should be about 200 – 300 m. The 7 stations are positioned every 20 - 30m on the inside of the track. Each station has a flag stuck in the ground with a fitness exercise on the flag.

Instructions: with your partner, go to one of the stations, where the exercises are listed. (If possible, try to spread the pairs evenly across all the stations.) The learners decide who will run and who will exercise. The teacher has a stopwatch to start off all the groups simultaneously, and calls out the finishing time for each pair, when they complete all the stations.

Safety tip: when including resistance (strength) training, such as the power lifts, the weight used must not exceed one-third of the learner’s body weight. The weight should allow the learner to perform at least 6-10 repetitions.

**Power lift safety:** The lower back (lumbar spine) should be kept in a neutral position (pull the stomach in, to flatten the lower back), and the knees should be bent slightly, when the weight is fully extended above the head.

Physical education	Core knowledge/key messages	Activities/Key skills	Pages
<div>Group physical fitness activities</div> <div>60m × 2</div>	Use team games to develop the five components of health-related physical fitness: <ul style="list-style-type: none"><li>• Body composition</li><li>• Cardiovascular fitness</li><li>• Muscular strength</li><li>• Muscular endurance</li><li>• Joint flexibility</li></ul>	<b>Team games</b> – Play two to three team games, such as gladiators, tenpin bowling and modified golf.	<div></div> <div>62</div> <div>63</div>
<p>The team activities are designed to be physically challenging in order to improve health related physical fitness, but also to be fun and exciting in order to instil motivation and perseverance.</p> <p>Team size, and number of balls in use, depends on the number of learners and the size of the playing space.</p> <p><b>Gladiators</b></p> <p>The barriers can be anything that students can safely hide behind such as mats set up on sides, boxes, chairs, refuse bins, etc. The teacher may set a time limit of 5-10 minutes for each team or change when each player in a team has had a turn running.</p> <p><b>Safety:</b> use a light ball, such as a volleyball or a partially deflated soccer ball to avoid injury when throwing. If a tennis ball is used, then only the underarm throw can be used for throwing.</p> <p><b>Tenpin bowling</b></p> <p>Team size: usually 4-6 players.</p> <p>A game of tenpin bowling is divided into ten rounds called frames. This can be adapted to suit the time available in the lesson. The final or tenth frame of a game may involve three rolls of the ball.</p>			

## Lesson set 4: Unequal power relations

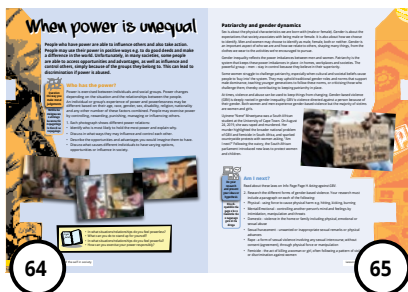
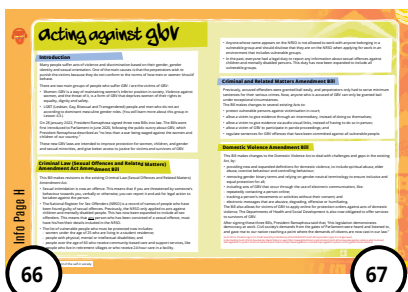
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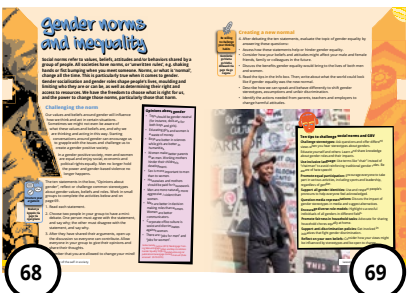
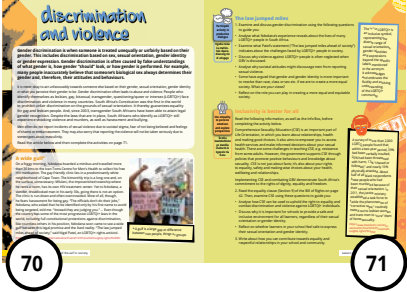
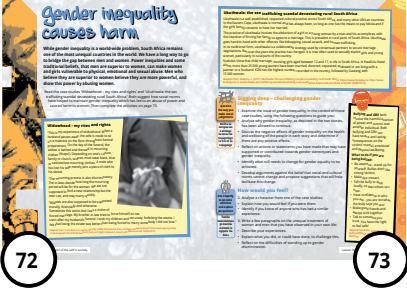

## CAPS

## Unequal power relations



- Research incidences of gender-based violence (GBV) in SA and the world
- Differentiate between the forms of violence e.g. Domestic; Sexual; Rape; Physical; Emotional; Mental; Femicide; Sexual harassment
- Critically discuss how the following factors contribute towards GBV: Unequal power relations; Power balance and power struggles between genders; Abuse of power; Social norms about the roles and responsibilities of each gender; Patriarchy; Sexist views; Gender stereotypes; Prejudice; Bigotry; Race; Sexual orientation (LGBTQI+)
- Discuss the negative effects of GBV on the health and well-being of the individual, family and society. Refer specifically to physical, psychological and emotional trauma
- Explore how GBV contributes towards: Broken family structures; Increased social ills; Inability to build trusting social relationships; Burden on health and judicial systems
- Explore strategies to address unequal power relations and power inequality between genders
- Evaluate the efforts of the following campaigns to reduce and prevent gender-based violence: Awareness campaigns, e.g. 16 Days of Activism against Violence Against Women and Child Abuse; Educational programmes such as CSE, free social and legal support

Assessment for Term 2 consists of a Mid-Year Exam for 80 marks and a Physical Education Task (PET) for 20 marks, making a total of 100 marks. Activities and skills from Term 1 and Term 2 will be included in the exam.

Development of self in society	Core knowledge and key messages	Activity and Key skills	Pages 64 – 77
Lesson 4.1 <b>When power is unequal</b>  1h	Gender inequality reflects the power imbalances between men and women. Patriarchy keeps gender inequality in place.  In 2022, the South African parliament introduced 3 new laws to protect women and children.	Examine a set of photos to identify who has the dominant power and how each person might be affected by gender inequality.  <b>Key skill: Question the way you make moral judgements</b>  Research the different forms of gender-based violence.  <b>Key skill: Do your research and present your ideas or hypothesis</b>	
Info Page H	<b>Acting against GBV</b> Support for Lesson set Read about the three GBV laws intended to improve protection for women, children, and gender and sexual minorities, and give better access to justice for victims and survivors of GBV.		

Development of self in society	Core knowledge and key messages	Activity and Key skills	Pages 64 – 77
Lesson 4.2 <b>Gender norms and inequality</b>  1h	Gender socialisation and gender roles shape people's lives, affecting who they are or can be and their access to resources.  We have the power to change those norms, particularly those that harm.	Argue for and against whether each of a set of statements reflects or challenges gender stereotypes.  <b>Key skill: Structure your argument</b>  Discuss a set of questions that reflect on the benefits of gender equality and how to get there.  <b>Key skill: Be willing to challenge your thinking habits</b>	
Lesson 4.3 <b>Discrimination and violence</b>  1h	Gender discrimination is when someone is treated unequally or unfairly based on their gender.  Gender discrimination often leads to abuse and violence.  Comprehensive Sexuality Education (CSE) is an important part of Life Orientation, in which you learn about relationships, health and making good choices.	Examine and discuss a case study of gender discrimination.  <b>Key skill: Participate actively in productive dialogue</b>  Examine CSE, inclusivity and equality in the context of your school environment.  <b>Key skill: Use empathy to perceive emotions and explore perspectives</b>	
Lesson 4.4 <b>Gender inequality causes harm</b>  1h	Power inequities and traditional beliefs that men are superior to and have a right to control women can make women and girls vulnerable to physical, emotional and sexual violence by men.	Examine gender inequality in the context of two case studies.  <b>Key skill: Question the way you make moral judgements</b>  Reflect on the difficulties of standing up to gender discrimination.  <b>Key skill: Use empathy to perceive emotions and explore perspectives</b>	
Lesson 4.5 <b>Men are affected too</b>  1h	Men who follow the patriarchal "norm" find themselves under pressure to be strong, competitive, unemotional, confident and dominant. This can affect their relationships, their own feelings of self-worth and their mental health.	Read a poem. Brainstorm the qualities that make the best kind of man.  <b>Key skill: Try to acknowledge your emotions; learn from them, without becoming them</b>  Analyse how social expectations pressure boys to behave in specific ways. Suggest ways to resolve this pressure.  <b>Key skill: Pause, reflect and assess your emotions and thoughts</b>	



Development of self in society	Core knowledge and key messages	Activity and Key skills	Pages 64 – 77
<div>Lesson 4.6</div> <div>Ending violence; promoting equality</div> <div><div>1h</div></div>	<p>Gender equality is vital if we are to build a society where the health, education, protection and the wellbeing of girls and boys is promoted.</p> <p>There are many organisations that are involved in gender justice issues.</p>	<p>Review the #saferide campaign and work out ways to use your different powers (power over, power with, and power from within) to make a difference.</p> <p><b>Key skill: Persevere and work it out</b></p> <p>Research organisations that promote gender justice and write an essay.</p> <p><b>Key skill: Do your research and present your ideas or hypothesis</b></p>	<div><div><div>76</div></div><div><div>77</div></div></div>

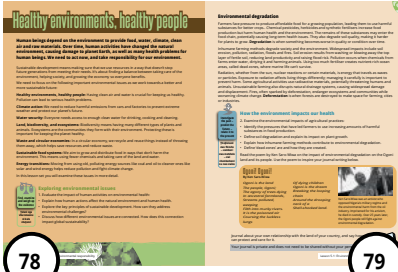
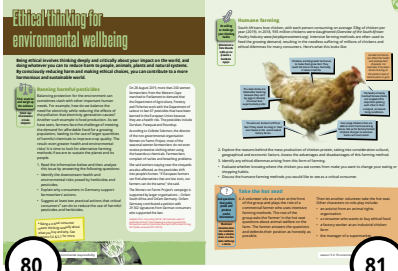
## Lesson set 5: Environmental issues that cause ill-health


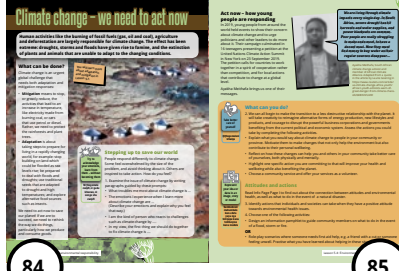
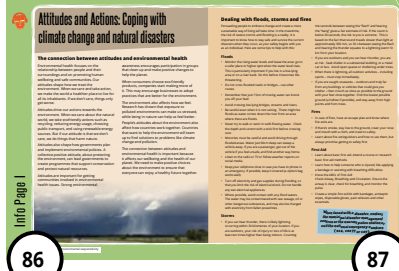
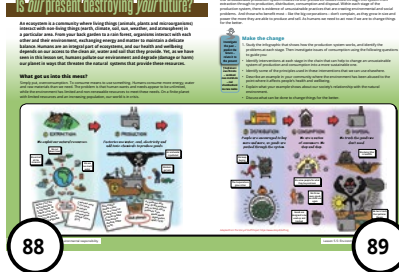
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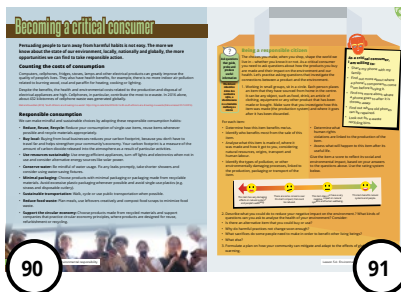

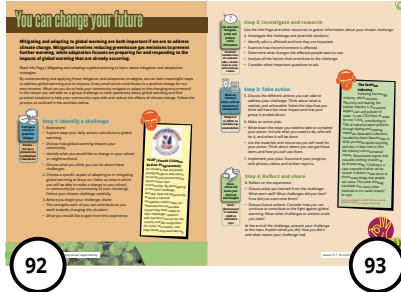

CAPS

## Environmental issues that cause ill-health

- The use of harmful substances in food production
- Inhumane farming methods: Impact of degradation on society and the environment
- Environmental hazards such as: Soil erosion; Pollution; Radiation; Floods; Fires
- Impact of depletion of resources such as: Fishing stocks; Firewood; Land
- Dealing with environmental factors that cause ill-health on a personal level: Attitudes; Safety; First aid skills; Coping with disasters
- Climate change: Causes, Impact on development, Mitigation and Adaptation
- Human activities that contribute to global warming
- Effect on: Ecosystems; Oceans; Humans; Weather patterns
- Ways to reduce/mitigate adapt to global warming: Responsible consumption habits; Recycling; Sustainable use of natural resources; Sustainable transportation
- Responsible citizenship: Identify and participate in a community service that addresses a contemporary environmental issue

Social and environmental responsibility	Core knowledge and key messages	Activity and Key skills	Pages 78 – 95
Lesson 5.1 <b>Healthy environments, healthy people</b>  1h	Human beings depend on the environment to provide food, water, climate, clean air and raw materials. Over time, human activities have changed the natural environment, causing damage to planet Earth, as well as many health problems for human beings.	Evaluate the impact of human activities on environmental health. <b>Key skill: Find, examine and weigh up the evidence</b> Examine the environmental impacts of agricultural practices. <b>Key skill: Investigate the past, predict the future – relate it to the present</b>	 78 79
Lesson 5.2 <b>Ethical thinking for environmental wellbeing</b>  1h	Being ethical involves thinking deeply and critically about your impact on the world, and doing whatever you can to reduce harm to people, animals, plants and natural systems.	Analyse the use of harmful substances in food production. <b>Key skill: Find, examine and weigh up the evidence</b> Read and answer questions related to intensive chicken farming methods. <b>Key skill: Be willing to challenge your thinking habits</b> Role-play a scenario where a 'farmer' takes the 'hot seat' and must answer questions about their intensive farming methods. <b>Key skill: Ask questions that guide, probe and produce useful information</b>	 80 81

Social and environmental responsibility	Core knowledge and key messages	Activity and Key skills	Pages 78 – 95
Lesson 5.3 <b>The climate is changing. Why aren't we?</b>  1h	Human activities have affected the earth's climate in many negative ways, resulting in climate change. Climate change influences human health and disease in numerous ways.	Read about human activities that contribute to global warming. Use a mind map or other tool to make connections between floods, the environment and people's health and wellbeing. <b>Key skill: Structure your argument</b>	 82 83
Lesson 5.4 <b>Climate change – we need to act now</b>  30m	Human activities like the burning of fossil fuels (gas, oil and coal), agriculture and deforestation are largely responsible for climate change. The effect has been extreme: droughts, storms, floods, famine and the extinction of plants and animals that are unable to adapt to the changing conditions.	Examine the issue of climate change and how we should start to take action. <b>Key skill: Try to acknowledge your emotions – learn from them – without becoming them</b> Motivate others to make changes that care for both the environment and personal and community wellbeing.. <b>Key skill: Take better care of yourself</b> Design an emergency response pamphlet or practise first aid through role-play. <b>Key skill: Represent your idea or data in an image, story or model</b>	 84 85
Info Page I	<b>Attitudes and Actions: Coping with climate change and natural disasters</b> Support for Lesson set Examine the connection between attitudes and environmental health. Find out what to do in event of a flood, storm or fire. Understand basic first aid.		 86 87
Lesson 5.5 <b>Is our present destroying your future?</b>  1h	Many of us consume more energy, water and raw materials than we need, and our unsustainable production system creates further pressures on our planet, causing environmental and social problems. We need to act now, if we are to change things for the better.	Read an infographic and identify actions that can change the current production and consumption system from an unsustainable to a sustainable one. <b>Key skill: Investigate the past, predict the future – relate it to the present</b>	 88 89

Social and environmental responsibility	Core knowledge and key messages	Activity and Key skills	Pages 78 – 95
<div>Lesson 5.6</div> <div>Becoming a critical consumer</div> <div></div>	As critical consumers, we can learn to question the costs of consumption. We can choose to reuse, repair, refurbish and upcycle.	Ask questions that investigate the connections between a product and the environment.  Formulate a plan on how communities can mitigate and adapt to the effects of global warming.  <b>Key skill: Ask questions that guide, probe and produce useful information</b>	<div></div>
<div>Lesson 5.7</div> <div>You can change your future</div> <div></div>	Mitigating and adapting to global warming are both crucial aspects of addressing climate change. Mitigation involves reducing greenhouse gas emissions to prevent further warming, while adaptation focuses on preparing for and responding to the impacts of global warming that are already occurring.	Brainstorm and identify a specific challenge related to global warming in your community.  <b>Key skill: Participate actively in productive dialogue</b>  Investigate and research the chosen challenge to gather relevant information and potential solutions.  <b>Key skill: Ask questions that guide, probe and produce useful information</b>  Create and implement an action plan to address the identified challenge.  <b>Key skill: Make an informed choice with an awareness of consequences</b>  Reflect on the experience and share the outcomes of your challenge with the class.  <b>Key skill: Pause, reflect and assess your emotions and thoughts</b>	<div></div>
Info Page J	<b>Mitigating and adapting to global warming</b> Support for Lesson set Strategies for mitigating (reducing) the effects of greenhouse gas emissions and adapting to the effects of climate change by preparing and responding appropriately.		<div></div>
<p>Notes: There are five key principles to draw out that will be explored throughout the lessons (and are related to systems thinking). These are:</p> <ol style="list-style-type: none"><li>1 Cause and effect – what you do now determines the future.</li><li>2 Everything is connected – what you do to one thing can have an impact on lots of other things.</li><li>3 Natural resources are not infinite.</li><li>4 We have to manage our consumption ethically and strategically.</li><li>5 This means rethinking what we value.</li></ol>			
End-of-Term check-in	Learners choose their two favourite activities from the term together with the skill that they learned from each activity.		











Applying umpiring and leadership skills in games

Time: 7 hours

CAPS

- Participation in programmes that promote own umpiring, administrative, organisational and leadership skills in self-designed and structured community and/or playground and/or indigenous games that promote physical activity
- Participation and movement performance in programmes that promote own umpiring, administrative, organisational and leadership skills in self-designed games that promote physical activity
- Safety issues relating to participation in self-designed and structured community and/or playground and/or indigenous games that promote physical activity

Physical education	Core knowledge/key messages	Activities/Key skills	Pages
<b>Castle ball, jumpsies and yogi</b>  	Develop leadership and organisational skills, as well as skills in blocking, target accuracy and jumping.	<ol style="list-style-type: none"><li>1. Castle ball: invasion game – running, dodging and side-stepping skills.</li><li>2. Yogi and 3. Jumpsies: jumping community games – elastics jumping with foot-hooking and twists, over increasing heights, and different patterns.</li></ol>	 9697
<b>Circle dynamic stretches</b> The dynamic stretches can be: Thigh skips with exaggerated arm wings, walk and touch toes with every step, jog and swing arms in circles, lunge and stretch to the side with one arm up, with every step. <b>Castle ball drills:</b> In groups of six, all do the same activities. Station 3 is the same as 2 but use two castles per group. <b>Castle ball game</b> - See TG for background on these games. <b>Apparatus tips:</b> <ul style="list-style-type: none"><li>• If no hoops or blocks are available, use paper or plastic cups / rocks / paper plates to build castles with. If not enough balls are available, use rolled-up socks or crumpled paper.</li><li>• If no long elastic rope is available, cut through and tie a series of ordinary elastics together to form a long elastic.</li></ul>			
<b>Beanbag bocci, golden ball and kabaddi</b>  	Develop umpiring and leadership skills, as well as skills in underarm, overarm and shoulder throws, running, and sidestepping.	<ol style="list-style-type: none"><li>1. Beanbag Bocci: throwing skills</li><li>2. Golden ball: side-stepping and overarm passing.</li><li>3. Kabaddi: community game – running and sidestepping.</li></ol>	 9899
<b>Safety tip:</b> <ul style="list-style-type: none"><li>• For the sake of safety, the raider in modified Kabaddi is not tackled, but tagged instead.</li><li>• See TG for background on these games / sports.</li></ul> <b>Assessment:</b> Assess the learners’ knowledge of invasion games, as well as their organisational and leadership skills in the group work in castle ball, their self-designed jumping pattern in jumpsies, and their umpiring and leadership skills in beanbag bocce, golden ball and kabaddi.			

Physical education	Core knowledge/key messages	Activities/Key skills	Pages
<b>Four squares and frisbee golf</b>  	Develop organisational, umpiring and leadership skills, as well as: <ul style="list-style-type: none"><li>• Accuracy</li><li>• Hand-eye coordination</li><li>• Balance</li><li>• Spatial awareness</li></ul>	Traditional sports redesigned into fun new games: <ol style="list-style-type: none"><li>1. Four squares (hand tennis).</li><li>2. Frisbee golf.</li></ol>	 100101
<b>Drie stokkies and arigogo</b>  	Develop organisational, umpiring and leadership skills, as well as: <ul style="list-style-type: none"><li>• Accuracy</li><li>• Balance</li><li>• Spatial awareness</li><li>• Kicking</li></ul>	Indigenous games: <ol style="list-style-type: none"><li>1. Drie stokkies - running and jumping.</li><li>2. Arigogo (‘I am going’): similar to rounders or baseball - batting, fielding and throwing.</li></ol>	 102103
<b>Formal assessment</b> <b>Term 2:</b> Physical Education Task (PET) Suggested activities for movement performance (20 marks)	Applying umpiring and leadership skills in games Four squares and frisbee golf or Drie stokkies and arigogo		

## Lesson set 6: Healthy &amp; balanced lifestyle choices; risky behaviour &amp; situations

Time: 9 hours

CAPS

## Healthy and balanced lifestyle choices

- Maintaining physical, psychological, social, emotional and spiritual health
- Healthy nutrition and being physically active
- Factors that impact negatively on lifestyle choices: Lack of knowledge; Poor decision-making skills; Unsafe attitudes and behaviours; Unsafe environments; Emotional factors; Peer pressure; Socio-economic aspects: poor literacy, low income, poverty, and unfavourable social environments

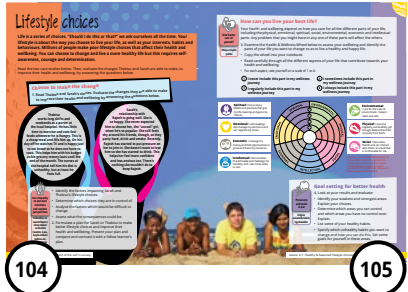
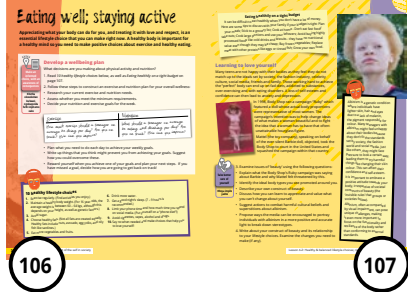
## Risky behaviour and situations

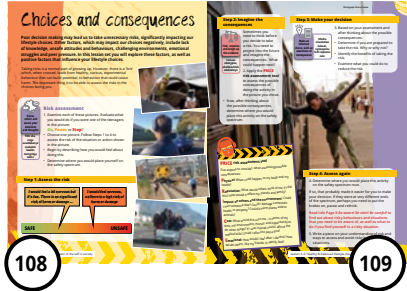



- Substance use and abuse; Unsafe sexual behaviour; Risk of pregnancy; Teenage suicides; Poor hygiene and dietary habits; Unsafe road use
- Physical, emotional, spiritual and social impact of unsafe practices on self and others
- Individual responsibility for making informed decisions and choices: Prioritising personal safety, seeking support and advice to change risky behaviour

## Factors that impact positively on lifestyle choices

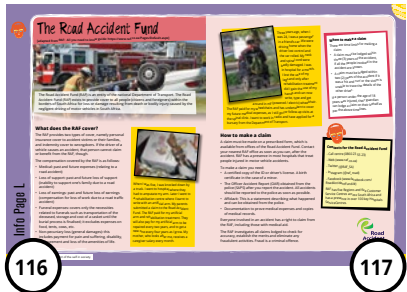
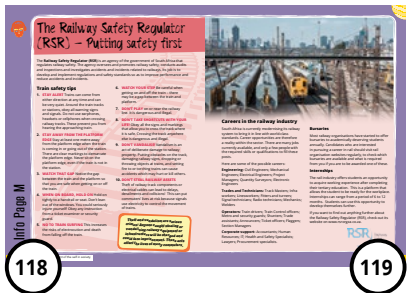
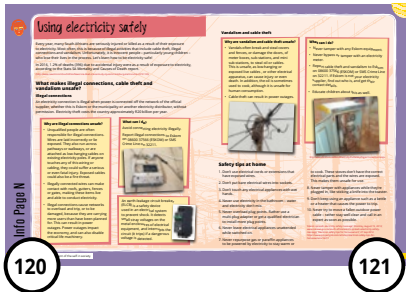


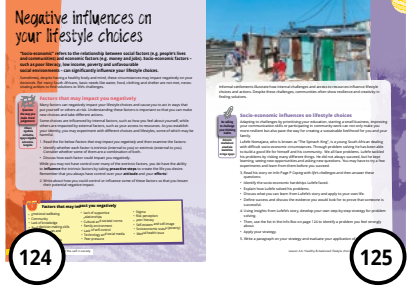
- Positive role models; Personal values; Belief system; Religion; Social skills; Positive cultural influences; Economic conditions



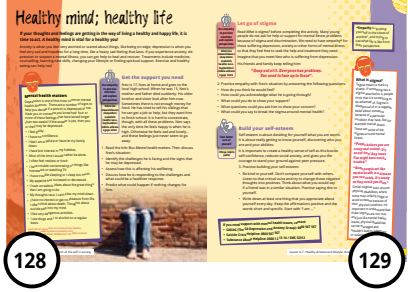

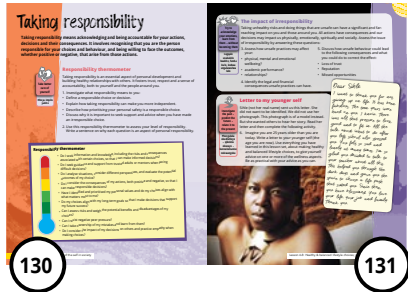

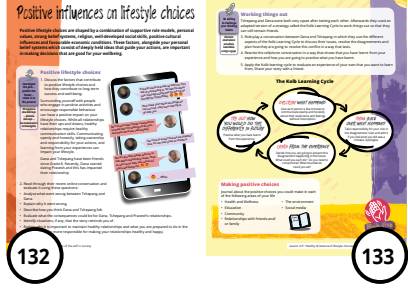
Assessment for Term 3 consists of a Project for 80 marks and a Physical Education Task (PET) for 20 marks, making a total of 100 marks. Check the table for Lesson set 7, lesson 7.9, What do I expect from work?, to see the mark allocation for this project.

Development of self in society	Core knowledge and key messages	Activity and Key skills	Pages 104 – 131
Lesson 6.1 <b>Lifestyle choices</b>  1h	Your lifestyle is about the way you choose to live your life, as well as your interests, habits and behaviours. Many people make poor lifestyle choices that affect their health and wellbeing.	Consider factors that might impact lifestyle choices and formulate a plan based on case studies.  <b>Key skill: Use empathy to perceive emotions and explore perspectives</b> Complete a Health & Wellness Wheel to assess health and wellbeing and identify where change may be needed. <b>Key skill: Take better care of yourself</b> Set goals for better health. <b>Key skill: Persevere and work it out</b>	 104 105
Lesson 6.2 <b>Eating well; staying active</b>  1h	A healthy lifestyle is about having a positive body image and making the right choices about exercise, getting enough sleep and healthy eating. Many young people have a poor body image based on an ideal set by society.	Develop a wellbeing plan that focuses on nutrition and exercise needs. <b>Key skill: Make an informed choice, with an awareness of consequences</b> Examine constructs of beauty generally and personally <b>Key skill: Take better care of yourself</b>	 106 107

Development of self in society	Core knowledge and key messages	Activity and Key skills	Pages 104 – 131
Lesson 6.3 <b>Choices and consequences</b>  1h	Although taking risks is a normal part of growing up, there is a fine line between behaviour that is healthily experimental and behaviour that could cause harm. By considering the consequences of our choices – physical, reputational, impact (on both environment and people), cost and emotional (the “PRICE”) – we gain the confidence to protect ourselves and reduce our risks.	Determine how you would feel about taking one of the risks as shown in a series of photos. <b>Key skill: Pause, reflect and assess your emotions and thoughts</b> Use the PRICE risk assessment tool to consider the consequences of taking the risk. <b>Key skill: Find, examine and weigh up the evidence</b> Determine whether or not to take the risk. <b>Key skill: Make an informed choice with an awareness of consequences</b>	 108 109
Info Page K	<b>Be aware! Be alert! Be careful!</b> Support for Lesson set Read about risky behaviours and situations that you need to be aware of, as well as what to do if you find yourself in a risky situation.		 110 111
Lesson 6.4 <b>Accidents can happen</b>  1h	Accidents happen at home, school, on the sports fields, at work and on the roads. Some of these are preventable and under our control and others less so. There are safety rules to follow, to reduce your risk on the road. You have the right to put your safety first when faced with an unsafe situation.	Examine personal experiences with road traffic accidents to identify causes, propose preventive measures and develop convincing arguments for adhering to enhanced road safety rules. <b>Key skill: Structure your argument</b> Role-play how to ensure personal safety when placed in an unsafe situation. <b>Key skill: Represent your idea or data in an image, story or model</b>	 112 113
Lesson 6.5 <b>Facing the consequences</b>  1h	Actions have consequences and can cause damage. Where possible, make choices that will lead to better outcomes and experiences for all. Specific processes and procedures must be followed at the scene of an accident.	Write a news report on an accident, using the PRICE risk assessment tool to work out the consequences of the accident. <b>Key skill: Represent your idea or data in an image, story or model</b> Prioritise the steps to take at the scene of an accident. Consider three key actions that a witness to an accident could take. <b>Key skill: Persevere and work it out</b>	 114 115



Development of self in society	Core knowledge and key messages	Activity and Key skills	Pages 104 – 131
Info Page L	<b>The Road Accident Fund (RAF)</b> The RAF provides cover for accident victims or their families. The Info Page provides information about what is covered and how to claim from the fund.		
Info Page M	<b>The Railway Safety Regulator (RSR) – Putting safety first</b> What the RSR is. Train safety tips. Careers in the railway industry.		
Info Page N	<b>Using electricity safely</b> Every year, many South Africans are seriously injured or killed as a result of their exposure to electricity. Most often, this is because of illegal activities that include cable theft, illegal connections and vandalism. This Info Page looks at what makes these unsafe, as well as safety tips at home.		
Info Page O	<b>Be safe around electricity</b> Information from Eskom on the steps to take when dealing with electrical shocks. Information from Eskom on best practices for using extension cords in the home.		
Lesson 6.6 <b>Negative influences on your lifestyle choices</b> 	Many things influence your lifestyle choices. Some may influence you positively, others negatively. Some choices are influenced by factors that are internal to you, such as how you feel about yourself; others are impacted by external factors, such as your access to resources.	Examine the factors that may impact you negatively. <b>Key skill: Question the way you make moral judgements</b> Examine socio-economic influences on lifestyle choices. Construct a personal problem-solving strategy and apply it to a selected issue. <b>Key skill: Be willing to challenge your thinking habits</b>	

Development of self in society	Core knowledge and key messages	Activity and Key skills	Pages 104 – 131
Info Page P	<b>Coping with life's challenges</b> Support for Lesson set Read about Lufefe Nomajana, a young South African dealing with difficult socio-economic circumstances, who, through problem solving, has been able to build a good life for himself and his community.		
Lesson 6.7 <b>Healthy mind; healthy life</b> 	Depression is one of the most common mental health illness. There are signs to look out for, to determine if a person is depressed or not. Young people often do not ask for support for mental illness problems because of stigma. Anyone with mental illness can get help from a professional and can recover.	Assess how a young person is facing mental health challenges and consider a healthier response. <b>Key skill: Use empathy to perceive emotions and explore perspectives</b> Empathise with a person facing mental health challenges and suggest ways to support them to break the stigma of mental health. <b>Key skill: Use empathy to perceive emotions and explore perspectives</b> Practise building self-esteem, including writing down what you appreciate about yourself. <b>Key skill: Take better care of yourself</b>	
Lesson 6.8 <b>Taking responsibility</b> 	Taking responsibility means acknowledging and being accountable for your actions, decisions, and their consequences.	Reflect on what responsibility means to you and assess your own levels of responsibility <b>Key skill: Take better care of yourself</b> Assess the consequences of unsafe and irresponsible practices. <b>Key skill: Try to acknowledge your emotions – learn from them – without becoming them</b> Write a letter from your older self to your younger self (the age you are now) congratulating yourself on taking control of your wellbeing. <b>Key skill: Investigate the past – predict the future – relate it to the present</b>	
Lesson 6.9 <b>Positive influences on lifestyle choices</b> 	Positive lifestyle choices are shaped by a combination of supportive role models, personal values, strong belief systems, religion, well-developed social skills, positive cultural influences and favourable economic conditions. These factors, alongside your personal belief systems, are important in making decisions that are good for your wellbeing.	Discuss the factors that contribute to positive lifestyle choices and examine healthy relationships as a positive lifestyle choice. <b>Key skill: Investigate the past – predict the future – relate it to the present</b> Use the Kolb Learning Cycle to help the friends to resolve their disagreement, and also to reflect on own experience. <b>Key skill: Be willing to challenge your thinking habits</b>	




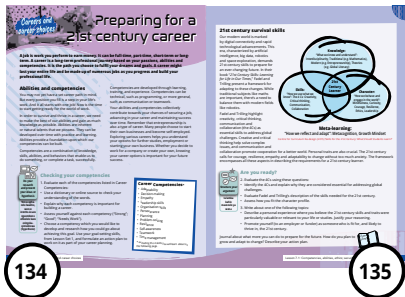

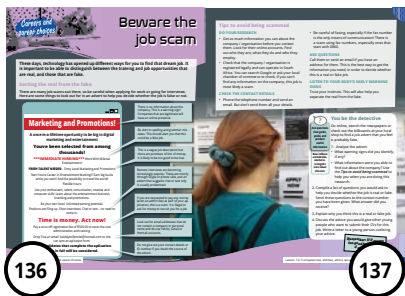
## Lesson set 7: Competencies, abilities, ethics; securing a job; developing a career


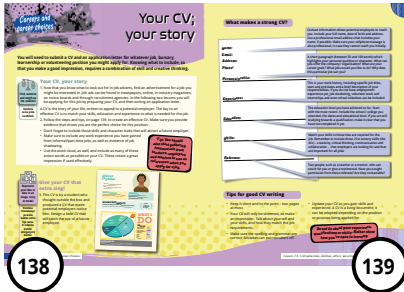



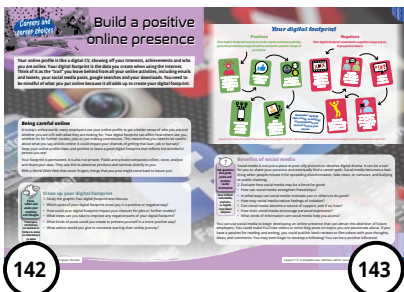


Time: 7.5 hours


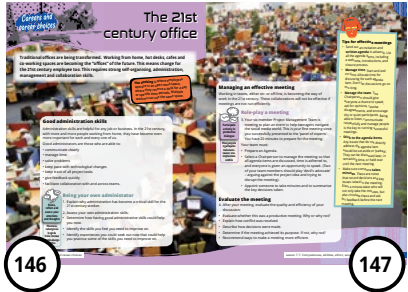

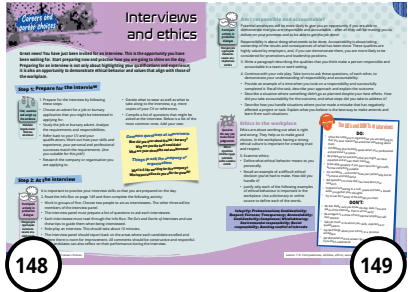

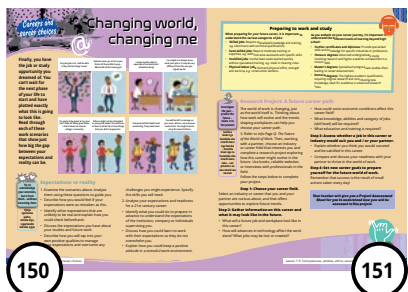
### CAPS

Competencies, abilities and ethics that will assist in securing a job and developing a career

- Studying advertisements
- Writing an application letter
- Completing application forms (hard copies and online)
- Writing and building a curriculum vitae (CV): All forms of experience gained; Obtain testimonials; Evidence of job shadowing; Informal and/or part-time jobs; Managing projects; Administration skills
- Interview skills: Personal appearance, conduct and preparation for typical questions
- Work ethics: Responsibility and accountability
- Personal expectations and knowledge about self in relation to the demands of the world of work and socio-economic conditions
- Acquire knowledge about jobs that require skilled, semi-skilled, unskilled and physical labour
- Education studies required for different careers: Further certificates and diplomas; Honours degrees; Masters degrees; Doctoral degrees

Careers and career choices	Core knowledge and key messages	Activity and Key skills	Pages 134 – 153
Lesson 7.1 <b>Preparing for a 21st century career</b> 	Your abilities and competencies collectively contribute towards your chances of securing a job, advancing in your career, and maintaining success over time.  The 21st century requires you to develop 21st century skills, including the “4Cs” of creativity, critical thinking, communication and collaboration.	Evaluate and research a career competency. <b>Key skill: Do your research and present your ideas or hypothesis</b> Assess career readiness in respect of the 21st century skills. <b>Key skill: Structure your argument</b>	
Lesson 7.2 <b>Beware the job scam</b> 	Technology has opened up new ways to find jobs. It is important to be careful when applying for work or going for interviews.  Learn how to distinguish between the training / job opportunities that are real, and those that are fake.	Review elements of a fake job advert and prepare questions to help work out whether a job / opportunity is a scam or not. <b>Key skill: Ask questions that guide, probe and produce useful information</b>	


Careers and career choices	Core knowledge and key messages	Activity and Key skills	Pages 134 – 153
Lesson 7.3 <b>Your CV; your story</b> 	A Curriculum Vitae (CV) is required when applying for jobs, bursaries, learnerships or volunteer positions.	Prepare a standard CV based on a template. <b>Key skill: Find, examine and weigh up the evidence</b>  Apply creative strategies to make your CV stand out. <b>Key skill: Represent your idea or data in an image, story or model</b>	
Lesson 7.4 <b>Time to apply</b> 	An application letter accompanies your CV when applying for jobs, bursaries, learnerships or volunteer positions.	Produce a “trailer” relating to a job you are applying for, and / or write an application letter based on a template. <b>Key skill: Structure your argument</b>	
Lesson 7.5 <b>Build a positive online presence</b> 	In today's online world, employers use your online profile to assess who you are and whether you fit their requirements. This means cleaning up your digital footprint and making sure that you create and maintain a positive online profile.	Assess your digital footprint and determine how to create a positive online presence. <b>Key skill: Pause, reflect and assess your emotions and thoughts</b>  Evaluate and discuss the benefits of social media. <b>Key skill: Ask questions that guide, probe and produce useful information</b>	
Lesson 7.6 <b>Managing projects</b> 	Projects are a big part of our lives, helping us develop planning, problem solving and teamwork skills. In the workplace, you may do research projects, action projects or creative projects.	Create a plan for a business or project, using defined steps. <b>Key skill: Do your research and present your ideas or hypothesis</b>  Present project ideas to a panel and receive feedback. <b>Key skill: Be willing to challenge your thinking habits</b>	



Careers and career choices	Core knowledge and key messages	Activity and Key skills	Pages 134 – 153
Lesson 7.7 <b>The 21st century office</b> 	<p>Working from home, hot desks, and co-working spaces are becoming the “offices” of the future. The 21st century employee needs skills in administration, self-organising, management and collaboration.</p> <p>Working in teams, either on- or off-line, is becoming the norm in the 21st century. Meetings must be well managed, to ensure that teams function effectively.</p>	<p>Assess your administration skills.</p> <p><b>Key skill: Pause, reflect and assess your emotions and thoughts</b></p> <p>Role-play and evaluate an effective meeting.</p> <p><b>Key skill: Participate actively in productive dialogue</b></p>	
Lesson 7.8 <b>Interviews and ethics</b> 	<p>Preparing for and practising what to say at an interview is important if you want to walk away as the winning candidate.</p> <p>Responsibility is about doing what needs to be done. Accountability is about taking ownership of the results and consequences of what has been done.</p> <p>Ethics are about working out what is right and wrong.</p>	<p>Prepare for an interview.</p> <p><b>Key skill: Find, examine and weigh up the evidence</b></p> <p>Role-play an interview, assess performance and provide constructive feedback.</p> <p><b>Key skill: Participate actively in productive dialogue</b></p> <p>Continue with role play to demonstrate an understanding of responsibility and accountability.</p> <p><b>Key skill: Participate actively in productive dialogue</b></p> <p>Explore examples of ethical behaviour in the workplace.</p> <p><b>Key skill: Pause, reflect and assess your emotions and thoughts</b></p>	
Lesson 7.9 <b>Changing world, changing me</b> 	<p>At times there might be a gap between what you expect and the reality of what a job or study opportunity is.</p> <p>Learning to manage your expectations is important.</p> <p>Looking ahead at how work will shift, along with trends affecting the workforce and workplaces, can help you when choosing your career path.</p>	<p>Analyse your expectations and readiness for a 21st century career:</p> <p><b>Key skill: Try to acknowledge your emotions – learn from them – without becoming them</b></p> <p>Project: Research a career of the future. Develop an action plan for a career path.</p> <p><b>Key skill: Investigate the past – predict the future – relate it to the present</b></p>	

Careers and career choices	Core knowledge and key messages	Activity and Key skills	Pages 134 – 153
<b>Formal assessment</b> <b>Term 3:</b> project (80 marks)  Suggested activities and mark allocation	<b>Lesson 7.9: Changing world, changing me</b> <b>Research Project: A future career path</b> <b>Project Steps</b> Choose your career path Research the career Evaluate suitability Set career goals <b>Mark allocation (80 marks)</b> <b>Content (40 marks):</b> Future trends and factors affecting the career (10); Analysis of workforce, education and socio-economic conditions (10); Knowledge, skills and abilities required (10); Evaluation of suitability and career goals (10) <b>Effort and research (20 marks):</b> Depth of research and variety of sources (10); Thoughtfulness and clarity of findings (10) <b>Presentation (10 marks):</b> Organisation and clarity (5); Use of visuals and delivery (5) <b>Collaboration (10 marks):</b> Quality of discussions and teamwork (10) <b>Note</b> See the specific steps for each project on the Project Assessment Sheet. Ensure each learner has a copy.		
<b>Info Page Q</b>   			

Personal fitness; leadership in a recreational activity; safety  
Time: 10 hours  
CAPS

- Participation in programmes that promote various leadership roles in a self-designed or structured recreational and relaxation group activity
- Participation and movement performance in programmes that promote various leadership roles in a self-designed or structured recreational and relaxation group activity
- Safety issues relating to participation in recreation and relaxation activities

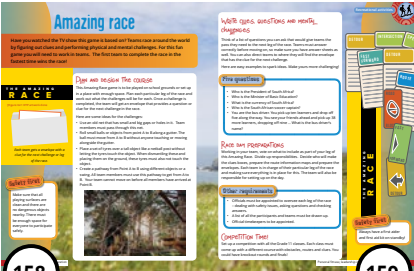
Physical education	Core knowledge/key messages	Activities/Key skills	Pages
<div>Basic Yoga 2</div> <div>60m × 2.5</div>	<div>Basic yoga poses</div> <div>Basic breathing techniques</div> <div>Some of the benefits of yoga:</div> <div><ul style="list-style-type: none"><li>• Mind and body awareness</li><li>• Improves mental state</li><li>• Assists in muscular and skeletal health</li><li>• Can be used as a meditative tool</li><li>• Connected to mood improvement</li><li>• Increases focus and concentration</li><li>• Lowers blood pressure</li><li>• Improves sleep</li><li>• Relieves stress</li><li>• Improves energy and endurance</li></ul></div>	<div>Deep Breathing (as a meditative tool)</div> <div>Basic yoga poses:</div> <div><ul style="list-style-type: none"><li>• Mountain pose</li><li>• Downward facing dog</li><li>• Plank</li><li>• Triangle</li><li>• Seated forward bend</li><li>• Bridge pose</li><li>• Cooldown: Child’s pose</li></ul></div>	<div></div> <div>154155</div>
<div><b>Breathing with intention:</b> Breathing is done with intention through your diaphragm. Teach Learners to breathe in through the nose and blow out through the mouth. The chest should not rise, so show them where the diaphragm is situated. Do this until they feel the air expand their diaphragm.</div> <div>In this section, learners will learn:</div> <div><ul style="list-style-type: none"><li>• more intricate variations of yoga poses with in-between breaks and back to starting position.</li><li>• the importance and benefits of deep and intentional breathing exercises.</li><li>• to slowly adjust their movements in order to warm their body and joints.</li><li>• how to slowly maneuver your body to improve flexibility.</li><li>• the importance and benefits of deep and intentional breathing exercises.</li><li>• how to listen to the body and its abilities.</li><li>• how to adjust the body's positions to ensure comfort.</li></ul></div> <div>Learners must stop or slow down if they feel any sharp pains while doing the yoga poses. They should carry on and breathe if what they feel is tension or if the stretch feels right.</div> <div>If a learner feels light-headed, they should sit down and allow the blood to circulate properly, and only get up once they are feeling better.</div>			

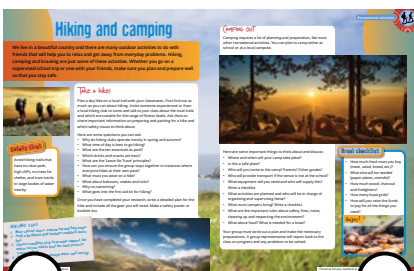
Physical education	Core knowledge/key messages	Activities/Key skills	Pages
<div>Design your own fitness and relaxation activities</div> <div> 60m × 2.5</div>	Creation of, and participation in, programmes that promote various leadership roles in a structured recreational and relaxation group activity.	Draw up a fitness programme. Draw up own relaxation programme. This can include further yoga poses: <ul style="list-style-type: none"><li>• Tree pose</li><li>• Warrior 1</li><li>• Warrior 2</li></ul>	<div></div> <div>156157</div>
<div>Formal assessment</div> <div>Term 3: Physical Education Task (PET)</div> <div>Suggested activities for movement performance (20 marks)</div>	Personal fitness; leadership in a recreational activity; safety Design your own fitness and relaxation activities		
Learners must include yoga activities, walks, runs hops, etc. with warm-ups and cooldowns in the programme that they create. Learners must use the previous lessons' skills and their own creativity to set up a relaxation programme. Teachers must guide learners with the setup of this programme.			



Personal fitness; leadership in a recreational activity; safety

- Participation in activities that promote recreation and relaxation
- Participation and movement performance in activities that promote recreation and relaxation
- Safety issues relating to participation in recreation and relaxation activities

Physical education	Core knowledge/key messages	Activities/Key skills	Pages
<div>Amazing race</div> <div>60m × 2.5</div>	<div><b>Orienteering and team building activities – social events</b></div> <div>Understanding and applying Orienteering.</div> <div>Working together in achieving a common goal through team spirit.</div>	<div>Plan and design the course.</div> <div>Write clues, questions and mental challenges.</div> <div>Prepare for the race day.</div> <div>Run the race day.</div>	<div></div> <div>158159</div>
<div>Setting up an orienteering map as well as a course within an area that suits your space.</div> <div>Team building skills such as thinking, cooperation, leadership and management; creativity; strength.</div> <div><b>Variation</b></div> <div>Use the symbol cards (as was done in Grade 10 Orienteering) to create ‘plans’. Learners in groups can create plans that another group must move furniture to match.</div> <div><b>Race Day:</b> Create a Race Day for your class to enjoy</div> <div><a href="http://www.orienteering.co.za">www.orienteering.co.za</a></div> <div><a href="http://www.maakmyfamous.co.za">www.maakmyfamous.co.za</a></div> <div><a href="http://www.baltimorefishbowl.com">www.baltimorefishbowl.com</a></div> <div><b>Safety Tips:</b> Make sure that the playing surfaces are clean and there are no dangerous objects in the way. Make sure that there is enough space for everyone to participate in a safe environment. Always have a first aider and first aid kit on standby.</div>			

Physical education	Core knowledge/key messages	Activities/Key skills	Pages
<div>Hiking and camping</div> <div>60m × 2.5</div>	<div>Setup a hiking session</div> <div>Camp out</div>	<div>Plan and take a day hike.</div> <div>Plan and do a camp-out, either at school or at a local campsite.</div>	<div></div> <div>160161</div>
<div><b>Skills that hiking and camping develops:</b></div> <div>Endurance, strength, fitness and coordination, speed, agility, spatial awareness, self-sufficiency and cardio-vascular exercise.</div> <div><b>Resources:</b></div> <div><a href="http://www.survivallife.com">www.survivallife.com</a></div> <div><b>Safety Tips:</b> Make sure that everyone is wearing the proper attire. Make sure that all the learners have indemnity forms. Make sure to have a hat, liquid and sunscreen. Select safe hiking trails and campsites. Make sure you have a First Aid Kit.</div>			

Lesson set 8: Contribution of SA’s diverse religions and belief systems

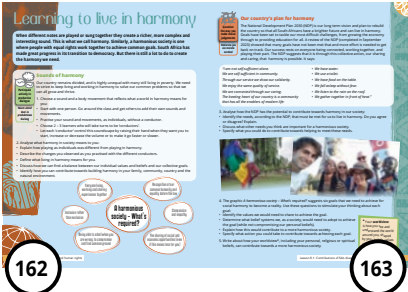
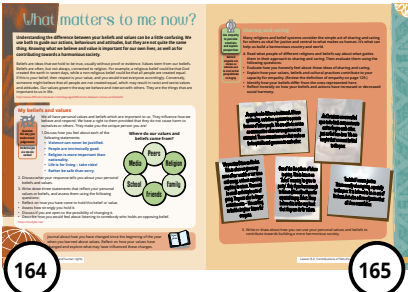
Time: 3 hours



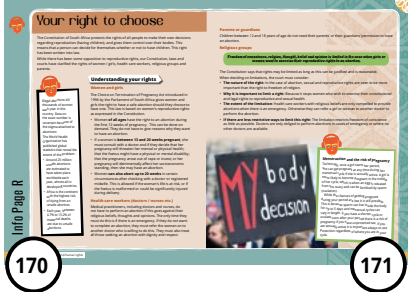
CAPS

Democracy and human rights

- Elaborate on the contributions of South Africa’s diverse religions and belief systems to a harmonious society and own belief system: Clarify own values and beliefs
- Identify and critically analyse various moral and spiritual issues and dilemmas: Right-to-life; Euthanasia; White lies etc.
- Cultural practices and traditions
- Respect differing opinions

Assessment for Term 4 consists of a an End-Year Exam for 80 marks and a Physical Education Task (PET) for 20 marks, making a total of 100 marks.

Democracy and human rights	Core knowledge and key messages	Activity and Key skills	Pages 162 – 171
Lesson 8.1 Learning to live in harmony	In our country of diverse people, we need to live and work in harmony to solve the problems we share if we are to grow and thrive.  The National Development Plan 2030 (NDP) is our long-term vision and plan to rebuild the country so all South Africans can live in harmony, through collective action, and sharing and caring.	Participate in a sound and movement activity and reflect on what harmony in society means to you.  <b>Key skill: Participate actively in productive dialogue</b>  Analyse the goals we need to achieve for social harmony to become a reality. Create a piece about how your worldview can contribute towards a more harmonious society.  <b>Key skill: Question the way you make moral judgements</b>	
Lesson 8.2 What matters to me now?	Knowing what we believe and value is important for our own lives, as well as for contributing towards a harmonious society.  Beliefs, which can be religious or secular, are ideas we accept as true without evidence. They shape our values. Values are important principles, derived from our beliefs, guiding how we treat others and conduct ourselves.	Examine personal beliefs and values.  <b>Key skill: Question the way you make moral judgements</b>  Investigate how different religions and beliefs perceive the simple acts of sharing and caring, exploring feelings about these acts and the values and belief systems that contribute to one's capacity for empathy.  <b>Key skill: Use empathy to perceive emotions and explore perspectives</b>	

Democracy and human rights	Core knowledge and key messages	Activity and Key skills	Pages 162 – 171
Lesson 8.3 Learning to disagree respectfully	Many of us have had arguments with those whose moral and religious views differ from our own.  We need to learn to disagree respectfully, to listen to different viewpoints and make arguments that everyone can understand, question and build on, for the benefit of all.	Read about and discuss euthanasia, an example of a controversial topic. Use the steps in “Holding respectful discussions” to support you through the discussion.  Develop criteria to ensure that disagreement remains respectful, and reflect on insights gained.  <b>Key skill: Take better care of yourself</b>	
Lesson 8.4 When values clash, what then?	The Bill of Rights in the Constitution allows for freedom of “conscience, religion, thought, belief and opinion” but also grants “Everyone the right [...] to make decisions concerning reproduction”.  The right to have an abortion is a women’s reproductive right. This often clashes with religious beliefs and rights. The Constitution says that rights may be limited as long as this can be justified and is reasonable. In this instance, religious rights are limited and women’s reproductive rights take precedence.	Engage with a case study on abortion, empathetically questioning the character to help them navigate the decision-making process regarding an abortion.  <b>Key skill: Ask questions that guide, probe and produce useful information</b>  Examine readings on women’s reproductive rights, critically discuss these rights and evaluate how they impact decision-making around abortion.  <b>Key skill: Pause, reflect and assess your emotions and thoughts</b>  Analyse Barack Obama’s assertion that, in a democracy, religious leaders must present inclusive arguments and formulate your stance on the matter.  <b>Key skill: Structure your argument</b>	
Info Page R	<b>Your right to choose</b> Support for Lesson set  Information is provided on women’s and girls’ reproductive rights, including the right to an abortion. The rights of healthcare workers and religious organisations in respect of reproductive rights is also explored.		

Lesson set 9: Goal-setting, studying, examination-writing and time-management skills

Time: 3 hours

CAPS

Study skills

- Revise and implement a study plan by including and applying:
  - Time management skills
  - Study skills: examine how learning takes place and reflect on effectiveness
- Study styles as preferred way of approaching tasks
- Study strategy to approach a specific task in the light of perceived demands
- Examination writing skills
- Apply goal-setting skills: Personal development goals regarding study, health and fitness
- Revision and consolidation

Study Skills	Core knowledge and key messages	Activity and Key skills	Pages 172 – 183
Lesson 9.1 Managing your time <div>30m</div>	Managing one's time wisely leads to a healthy balance between studies, exercise, sleeping, eating and having fun. Effective time management leads to less stress.	Work through steps to improve time management. Develop a weekly and monthly study plan based on these steps. <b>Key skill: Investigate the past, predict the future – relate it to the present</b>	<div>172</div> <div>173</div>
Lesson 9.2 Study skills for success <div>30m</div>	Study skills can help you achieve your goals. Learning how to recall information, improve concentration and summarise texts are all important study skills.	Create and use mnemonics to help improve memory. Assess the success of this method. <b>Key skill: Represent your idea or data in an image, story or model</b> Write a summary of a written text. <b>Key skill: Do your research and present your ideas or hypothesis</b>	<div>174</div> <div>175</div>
Lesson 9.3 Flex that brain! <div>1h</div>	Learners have preferred (dominant) learning styles. These can include sight, sound, reading, writing, movement, music, logic, individual or social styles. Using a range of learning styles will help to maximise learning potential.	Experiment with three unfamiliar learning styles and reflect on their effectiveness. Develop own list of "Study Tips". <b>Key skill: Be willing to challenge your thinking habits</b>	<div>176</div> <div>177</div>

Study Skills	Core knowledge and key messages	Activity and Key skills	Pages 172 – 183
Info Page S	<b>Work smarter!</b> Support for Lesson set Read about the mechanisms of memory and memorising information, and how understanding the way your brain works will help you work smarter.		<div>178</div> <div>179</div>
Lesson 9.4 Study smarter! <div>30m</div>	A study strategy is your plan of how and when you will study, and how you will balance studying with the other aspects of your life that keep your brain healthy	Analyse different study strategies by reading and responding to questions, making an informed choice about their effectiveness for oneself and considering alternatives. <b>Key skill: Find, examine and weigh up the evidence</b> Employ an active study strategy to understand and remember a text from a current school subject, then evaluate its usefulness in challenging your thinking habits. <b>Key skill: Be willing to challenge your thinking habits</b>	<div>180</div> <div>181</div>
Lesson 9.5 It's exam time! <div>30m</div>	Assessments are about collecting, analysing and interpreting information to help work out how far you are on your learning journey. Setting personal goals around study, health and fitness can motivate you and make it more likely that you will reach your destination.	Read exam tips, then practise writing an exam for a weaker subject using these tips. Evaluate what was helpful. <b>Key skill: Persevere and work it out</b> Use the SMART model to prepare study, health and fitness goals. <b>Key skill: Make an informed choice with an awareness of consequences</b> Share and compare goals, how to stay motivated and what to do when goals are not met. <b>Key skill: Try to acknowledge your emotions; learn from them, without becoming them</b>	<div>182</div> <div>183</div>
End-of-Term check-in	Learners choose their two favourite activities from the term together with the skill that they learned from each activity.		




Umpiring and leadership skills in sport  
Time: 6 hours  
CAPS

- Participation in programmes that promote own umpiring, administrative, organisational and leadership skills in modified traditional and/or non-traditional sports
- Participation and movement performance in programmes that promote own umpiring, administrative, organisational and leadership skills in modified traditional and/or non-traditional sports
- Safety issues relating to participation in modified traditional and/or non-traditional sports

Physical education	Core knowledge/key messages	Activities/Key skills	Pages 184 – 190
<div>Four-a-side volleyball and fast-five netball</div> <div>60m × 1.5</div>	Rules and game plan of four-a-side volleyball and fast-five netball	Four-a-side volleyball: <ul style="list-style-type: none"><li>• Setting for teammate to strike, digging and supporting</li></ul> Circle run. Fast-five netball: <ul style="list-style-type: none"><li>• Feed the feeder</li><li>• Triangle attack</li><li>• Attackers and defenders</li><li>• Pass and intercept</li></ul> Play modified volleyball and netball.	<div>184</div> <div>185</div>
<div>Apparatus tips:</div> <div>- Use a line, row of chairs or rope for a net if none is available.</div> <div>- Use a basket / hoop / chair for a netball goal net if none is available.</div> <div>- If a netball court is unavailable, mark a rectangular inner and outer goal area with cones, instead of circles.</div> <div>Fast-five netball game: You will need a modified court with an inner and outer circle.</div>			
<div>Sevens rugby and handball</div> <div>60m × 1.5</div>	Rules and game plan of sevens rugby and handball	Sevens rugby: <ul style="list-style-type: none"><li>• Two vs. two</li><li>• Three-second touch</li><li>• Faster than the runner</li><li>• Defense drill</li></ul> Handball: <ul style="list-style-type: none"><li>• Passing drill 1</li><li>• Passing drill 2</li><li>• Defence exercise</li><li>• Two vs. two</li></ul> Play modified rugby sevens or handball	<div>186</div> <div>187</div>
<div>Safety tip: Tag instead of tackling.</div> <div>Apparatus tips:</div> <div>For handball, use smaller balls or tennis balls, or if unavailable, use rolled-up socks (in which case leave out the dribbling).</div> <div>Safety tip: Instead of frontal bodily contact in handball, let learners just tag each other in defense.</div> <div>Assessment:</div> <div>Assess learners’ skills: Setting of the ball for teammates, staying in position and teamwork in modified volleyball game. Attacking (getting open in netball and handball, drawing an opponent before passing and staying with team mate with the ball in rugby). Defending (staying with opponent in netball and rugby, blocking in handball).</div>			

Physical education	Core knowledge/key messages	Activities/Key skills	Pages 184 – 190
<div>Six-a side cricket and five-a-side soccer</div> <div>60m × 1.5</div>	Rules and game plan of six-a side cricket and five-a-side soccer.	Cricket: <ul style="list-style-type: none"><li>• Bowling, batting and fielding</li></ul> Play six-a-side cricket. Soccer: <ul style="list-style-type: none"><li>• Shooting, dribbling, tackling</li></ul> Play five-a-side soccer.	<div>188</div> <div>189</div>
<div>Grand games</div> <div>60m × 1.5</div>	Plan and organise own sporting event. This promotes umpiring, organising and leadership skills. Put the entire event together in a two-hour slot	Plan and implement an event consisting of all six sports played this term. Half of the class runs the event and the other half does the administration. Skills: Sports Administration Event Coordination	<div>190</div> <div>191</div>
<div>Formal assessment Term 4: Physical Education Task (PET) Suggested activities for movement performance (20 marks)</div>	Umpiring and leadership skills in sport Grand games		

	Core knowledge and key messages	Activity and Key skills	Pages 192 – 193
It's a wrap!	Consolidate the year's work.	<p>Learners reflect on their Life Orientation journey and consider the impact of the different lessons:</p> <ul style="list-style-type: none"><li>• What was the most valuable thing you learnt?</li><li>• What did you learn about yourself?</li><li>• What did you need to 'unlearn'?</li><li>• Which new things sparked your curiosity?</li><li>• Which new skills did you pick up?</li><li>• What would you have liked to find out more about?</li></ul>	



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