

### 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  
**10**



Digital



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA







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

Grade  
**10**



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.

© Department of Basic Education, South Africa 2025

This content may not be sold or used for commercial purposes. Teachers and learners may copy and share the content for non-profit educational purposes but must acknowledge the Department of Basic Education as the source. For any other use, permission is required from the publishers. <http://creativecommons.org/licenses/by-nc-sa/4.0/>.

Contact the Department of Basic Education.

Email: [info@dbe.gov.za](mailto:info@dbe.gov.za)

Call centre: 0800 202 933

Switchboard: 012 357 3000

Private Bag X 603, Pretoria 0001

Sol Plaatjie House, 222 Struben Street, Pretoria

Teacher's Guide for *At the Crossroads* Life Orientation Textbook Grade 10 978-1-4315-4010-5 (Digital)



Foreword from the Department of Basic Education ..... 4

The Basic Education *At the Crossroads* Textbook series ..... 5

Strengthening the curriculum: The Basic Education Competency Framework ..... 6

How to use the textbook ..... 8

Life Orientation: FET Phase Curriculum Topics ..... 12

Strengthening the curriculum: Skills..... 14

Grade 10 skills overview table..... 16

Strengthening the curriculum: Multilingualism ..... 18

Strengthening the Curriculum: Multilingualism, Trans-language, Language  
Across the Curriculum, and Reading for meaning..... 24

Strengthening the curriculum: Assessment ..... 27

Grade 10: Term 3 Project Assessment Sheet ..... 32

Strengthening the curriculum: Peer assessment of groupwork..... 34

Strengthening the curriculum: Self-assessment ..... 36

Grade 10: Self-assessment: How well am I doing with the following skills?..... 37

Strengthening the curriculum: Values ..... 43

Strengthening the curriculum: Character and attitudes ..... 49

Strengthening the curriculum: Cross-cutting priorities ..... 51

Create a safe enough space for conversation ..... 54

Physical activity & Physical education ..... 56

Creative Arts as Method ..... 58

Overview of the lesson set notes for each term ..... 59

Teacher’s lesson set notes for Term 1 ..... 60

Teacher’s lesson set notes for Term 2 ..... 72

Teacher’s lesson set notes for Term 3 ..... 80

Teacher’s lesson set notes for Term 4 ..... 90

References ..... 98

Acknowledgements ..... 100



## 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 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.





# Strengthening the curriculum: The Basic Education Competency Framework



“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.”

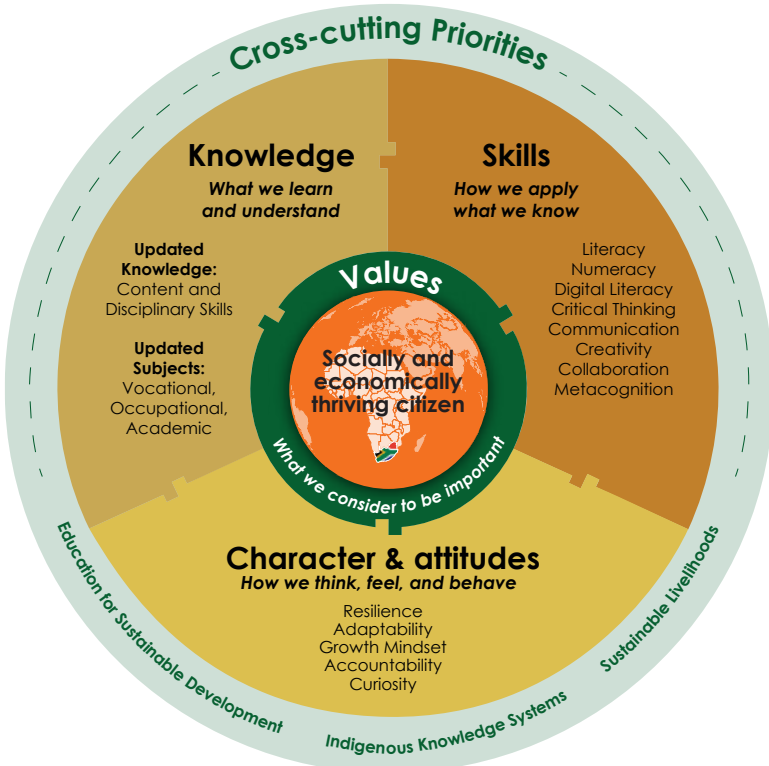
Opening Address by Minister Gwarube, MP, Basic Education, at the Association for Education Assessment in Africa (AEAA) International Conference 19 August 2024.

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 43 to 48 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 51 to 53 of your Teacher’s Guide.



# How to use the textbook



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 double-page 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.

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

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.

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

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



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 10 textbook pages 138 – 139, and page 60 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 pages 138 to 139 in the textbook.

### 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:* Sport, recreation, fitness.

### The activities in lesson 7.4 Sport, recreation, fitness

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:* Two.
4. Give the names of the two activities. *Answer:* Kickoff; Project: Careers in sport, recreation and fitness.

Look at the first activity on page 138: Kickoff.

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

Now look at the activity on page 139: Project: Careers in sport, recreation and fitness.

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

Turn to the next page, pages 140 to 141.

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:* Orienteering.
10. What is the main difference between this page and the previous one? *Answer:* It contains instructions for physical education activities.

### The skills in lesson 7.4 Sport, recreation, fitness

Turn back to pages 138 to 139.

12. How many skills do you see in the lesson? *Answer:* Two skills.
13. What are the names of the skills? *Answer:* Make an informed choice with an awareness of consequences (English) Beplan en implementer 'n strategie (Afrikaans); Do your research and present your ideas or hypothesis (English) Doen jou navorsing en presenteer jou hipotese (Afrikaans).

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

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

Show the learners the journal icon on page 139.

14. 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?

15. Which of these features and how many do you see in the lesson?

*Answer:* 4 Info boxes and 3 photographs.

\*You can get this information and read more about how Social and Emotional Learning and Journalling strengthen the curriculum on pages 49 to 50 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 page 138.

16. What information do they see? *Answer:* Grade 10 Term 3: Careers and career choices, which is the topic.

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

17. What information do they see? *Answer:* the lesson number, 7.4 and the name of the lesson set, Diverse jobs and work opportunities.

## Stickers at the end of a lesson set

Ask learners to find the "Baie Mooi" sticker on page 139. Tell learners that stickers like these show that you are at the end of a lesson set.

18. Let learners locate the sticker at the end of Lesson set 8. What does it say? *Answer:* Sharp, sharp.

## Colour code at the top right-hand corner of pages

19. Point out the coloured quarter circle at the top right of page 139. 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 141. The colour code there shows the start of the Physical Education lessons for Term 3.

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.


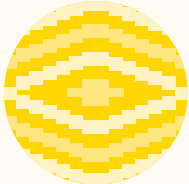
The **bookmarks in the ten of the official languages** can be found on pages 19 to 23 of your Teacher's Guide.





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.

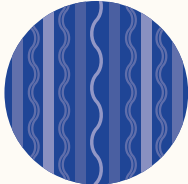
Physical Education



Physical education

focuses on improving your health and fitness.

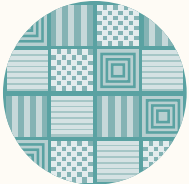
Careers and career choices



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 10

Topic & Lesson set	
Term 1	
Development of self in society	Self-awareness and self-esteem; power relations; gender inequality
Careers and career choices	Subjects, career fields and study choices
Democracy and human rights	Diversity, discrimination and human rights
Physical education	Generic stretches; Activities that promote physical fitness
Term 2	
Social and environmental responsibility	Contemporary social issues and civic responsibility
Study skills	Study skills and time management
Physical education	Movement activities that promote skills
Term 3	
Development of the self in society	Roles and responsibilities; adolescence to adulthood
Careers and career choices	Diversity in jobs; safety and wellbeing in the workplace
Physical education	Activities that promote recreation and relaxation
Term 4	
Careers and career choices	Awareness of trends and demands in the job market
Development of self in society	Ethics and religion; coverage of sport
Physical education	Activities that promote skills in sports





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 10. This table shows the distribution of all the skills covered by all the activities across all lesson sets for Grade 10.

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 10 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 Self-awareness and self-esteem; power relations; gender inequality	Page 3 Page 8	Page 4			Page 2		Page 13		Page 5	Page 9	Page 11	Page 3	Page 7	Page 13	Page 6	Page 11
Lesson set 2 Subjects, career fields and study choices	Page 20		Page 14		Page 19	Page 18 Page 25	Page 26			Page 20		Page 14		Page 27		Page 24
Lesson 3 Diversity, discrimination and human rights	Page 37	Page 37	Page 43	Page 30	Page 38				Page 36		Page 35		Page 39	Page 38	Page 31	Page 34
TERM 2																
Lesson set 4 Contemporary social issues and civic responsibility	Page 64 Page 66		Page 63	Page 57 Page 73		Page 69	Page 65		Page 70	Page 71	Page 56	Page 63 Page 68	Page 57		Page 70	
Lesson set 5 Study skills and time management		Page 80 Page 82		Page 77	Page 89	Page 74 Page 84	Page 75		Page 83	Page 75	Page 85	Page 80 Page 86		Page 89	Page 87	Page 76
TERM 3																
Lesson set 6 Roles and responsibilities; adolescence to adulthood	Page 120	Page 100	Page 121	Page 100	Page 98	Page 115 Page 117	Page 111 Page 129		Page 113	Page 106	Page 127	Page 99	Page 101 Page 107	Page 106 Page 116 Page 124	Page 111 Page 125	Page 127
Lesson set 7 Diversity in jobs; safety and wellbeing in the workplace		Page 136	Page 137 Page 139		Page 128	Page 138				Page 135						
TERM 4																
Lesson set 8 Awareness of trends and demands in the job market		Page 154	Page 157	Page 159	Page 149		Page 153 Page 155			Page 153		Page 151		Page 148		
Lesson set 9 Ethics and religion; coverage of sport	Page 169			Page 168	Page 165 Page 171	Page 170			Page 163		Page 162		Page 169		Page 167	Page 167
Number of times skill is covered over the year	8	7	7	7	9	9	8		6	7	6	8	6	8	7	6



# Strengthening the curriculum: Multilingualism

The purpose of the multi-language skills bookmarks in the *At the Crossroads* Grade 10 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

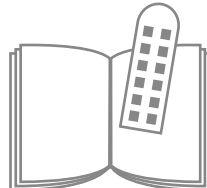















You can find these bookmarks for photocopying on the following website:

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

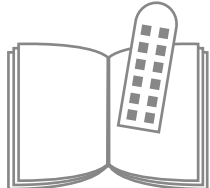
















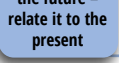
		Take better care of yourself Zithhogomele ngconywa
		Ask questions that guide, probe and produce useful information Buza imibuzo ezokuhlala, ukufunisisa begodu izeze ilwazi elinesizo Make an informed choice with an awareness of consequences Khetha ngendlela etjengisa ilwazi nokuba nelemuko ngemiphumela
		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 Be willing to challenge your thinking habits 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



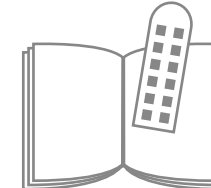
















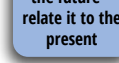
## Skills in Sepedi

		Take better care of yourself Itlhokomele kaone
		Ask questions that guide, probe and produce useful information Botšiša dipotšišo tšeo di tla hlahlago, nyakišišago le go tšweletša tshedimošo ya go ba le mohola
		Structure your argument Beakanya kgopolo tša gago tša ngangišano
		Represent your idea or data in an image, story or model Tšweletša kgopolo ya gago goba tshedimošo ka seswantšho goba tiragalo goba mohlala
		Do your research and present your ideas or hypothesis Dira di-nyakišišo tša gago o be o tšweletše tše o naganago gore di tla direga
		Try to acknowledge your emotions, learn from them – without becoming them Hlokomela maikutlo a gago, o ithute gotswa go wona, o se fetoge seo o se kwago
		Use empathy to perceive emotions and explore perspectives Šomiša kwelobohloko go kwešiša maikutlo le kgopolo tša bona
		Find, examine and weigh up the evidence Hlaloša o be o kale bohlatshe
		Investigate the past, predict the future – relate it to the present Nyakišiša tša nako ye e fetilego – bolela se o se bonago nako ye e tlagilego – di amanye le tšeo di diregago gona bjale

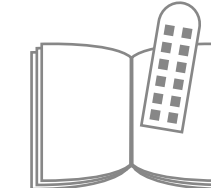
















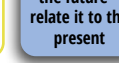
## Skills in Sesotho

		Take better care of yourself Itlhokomele hantle
		Ask questions that guide, probe and produce useful information Botsa dipotso tse tataisang, batlisa hape o fane ka tlhahisoleding ye bohlokwa
		Structure your argument Rala ntlha ya hao
		Represent your idea or data in an image, story or model Hlahisa mohopolo wa hao kapa dintlha ka setshwantsho kapa boemo kapa mmotlolo
		Do your research and present your ideas or hypothesis Etsa dipatlisiso tsa hao mme o hlahise kgopolotaba ya hao e hlokanang ho netefatswa
		Try to acknowledge your emotions, learn from them – without becoming them Eiellwa maikutlo a hao, ithute ho tswang ho ona, ntle le hore o be wona
		Use empathy to perceive emotions and explore perspectives Sebedisa kutwelobohloko ho lemoha maikutlo a bona mme o utlwisise mehopolotaba ya bona
		Find, examine and weigh up the evidence Hlahloba le ho lekola bopaki
		Investigate the past, predict the future – relate it to the present Fuputsa tse etsahetseng nakong e fetileng – noha bokamoso – bapisa le tsa kajeno

## Skills in Setswana

		Take better care of yourself Itlhokomele ka tsela e e botoka
		Ask questions that guide, probe and produce useful information Botsa dipotso tse di kaelang, tse di batlisang le tse di ntshang tshedimotso e e mosola
		Structure your argument Bopa ka thulaganyo dintlha tsa ngangisano ya gago
		Represent your idea or data in an image, story or model Tlhagisa mogopolo wa gago kgotsa tshedimotso ka setshwantsho kgotsa popego kgotsa sekao
		Do your research and present your ideas or hypothesis Dira dipatlisiso tsa gago mme o tlhagise hipotesisi (kakanyo) ya gago
		Try to acknowledge your emotions, learn from them – without becoming them O tlhokomele maikutlo, ithute sengwe mo go one, ntle le go fetoga go nna one
		Use empathy to perceive emotions and explore perspectives Dirisa kutlwelo -bothoko go thaloganya maikutlo a yo mongwe le go thaloganya ka fa ba lebang dilo ka teng
		Find, examine and weigh up the evidence Tlathloba o bo o lekanye bosupi
		Investigate the past, predict the future – relate it to the present Batlisa tse di fetileng – o bolelele pele isago – e amanye le tsa gompiano

## Skills in siSwati

		Take better care of yourself Tinakekele kahle
		Ask questions that guide, probe and produce useful information Buta imibuto leholako, lephenyako nalekicita lwati lolubalulekile
		Structure your argument Hlela inkhuluma yakho
		Represent your idea or data in an image, story or model Khombisa umbono wakho nobe idatha ngesitfombe nobe simo nobe umfanekiso
		Do your research and present your ideas or hypothesis Enta lucwaningo lwakho bese wetfula imibono yakho lenga-kacinisekiswa (hypothesis)
		Try to acknowledge your emotions, learn from them – without becoming them Yati imivo, funda kuyo, ngaphandle kwekutsi ube ngiyo
		Use empathy to perceive emotions and explore perspectives Sebentisa luvelo kute ubone imiva yabo nekutsi uvise imicondvo yabo
		Find, examine and weigh up the evidence Hlola uphindze ulinganise lobufakazi
		Investigate the past, predict the future – relate it to the present Phenya lokundlulile – cagela likusasa – lihlobanise nanyalo

## Skills in Tshivenda

		Take better care of yourself Dithogomeleni khwiye
		Vhudzisani mbudzo dzine dza sumbedza ngila, u vhudzisana na u bvedza mafungo a ndeme Nangani ni na ngivho na tsivhudzo nga masiandaitwa
		Vhekanyani khani yagu zwavhudi Imani, gisedzuluse ni sedzuluse zwipfi na mihumbulo yagu
		Sumbedzani mihumbulo kana data yagu nga tshingepe kana tshifanyiso kana modele Be willing to challenge your thinking habits Diiimiseleni u itela khaedu ngila ye na dlowela u humbula ngayo
		Itani tzedzuloso yagu ni tshise mahumbulelwa agu Dzenelani nga u diimisela kha nyambedzano i vhuvedzaho
		Ni thogomele zwipfi, ni gude khazwo, ni songo vha zwipfi Persevere and work it out Kongelelani ni shume phindulo
		Shumisani u pfela vhahe u humbulela na u pfa vhuqipfi havho ni pfesese he vha ima hone Divhudziseni nga ha ngila ine na dzila maga o teaho
		Tolani nga vhuwonwane 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
		Buza imibuzo ekhokelayo, ephanda nzulu kwakhona uvelise isiphumo esiziinkukacha eziluncedo Khetha okusekelwe kulwazi, ngokuqonda futhi iziphumo zako
		Qingqa ingxoxo yakho Yithi xha, cinga uvandlakanye uvakalelo lwakho neengcinga zakho
		Bonakalisa uluvo okanye iinkukacha zakho ngomfanekiso okanye ngemeko okanye ngomzekelo Zimisele ekuhlabeni amadlala kwindlela ocinga ngayo
		Yenza uphando lwakho, wenze intethokozo ngeembono ofikelele kuzo ezingekaqinisekiswa (hypothesis) Thatha inxaxheba ebonakalayo kwingxoxo eneziphumo ezilulutho
		Lugqale uvakalelo lwakho, funda kulo, kodwa ungalawulwa lulo Zingisa uzisombululele ngokwakho
		Sebenzisa ulwazelelwano ekuqondeni uvakalelo lwakhe nasekuyibambeni indlela azibona ngayo izinto Zibuze ngedlela ozithatha ngayo izigqibo ezinentu-lungeko
		Fumana ubungqina, ubuhlala-hlole ubuhlalutye Investigate the past, predict the future – relate it to the present Phengulula okudluleleyo – qikelela okuzayo – kunxulumanise nokwangoku

## Skills in Xitsonga

		Take better care of yourself Ti hlalise kahle
		Vutisa swivutiso leswi letelaka, swi xopaxopaku na ku humesa vutivi lebyi pfunaka Langa hi ndlela leyi seketeriweke hi vutivi na ku lemuka vuyelo
		Lulamisa kahle mavonelo ya wena Yimanyana, ehleketsisa no kambela hi tintwa ta wena na mianakanyo ya wena
		Kombisa mianakanyo ya wena kumbe vutivi bya wena hi xifaniso kumbe xiringanyeto kumbe modlele Ti yimisele ku endla nthontho eka mikhuya ya maehleketelo ya wena
		Endla ndzavisiso wa wena kutani u humesa xi-pimanyeto xa muanakanyo lowu wa ha fanelaka ku seketeriwa hi vumbhoni (hypohthesis) Nghenelela hi ngingiriko eka mbulavurisano wa vuyelo
		Xiyaxiya matitwelo, dyondzo eka wona handle ko va wena u va matitwelo lawa Tiyisela kutani u ti tirhela swona
		Tirhisa ntswelo wa van'wana ku twisisa matitwelo ya vona no twisisa mavonelo ya vona Tivutise ndlela leyi u ahlulaka hi yona leswi nga lulama na leswi nga lulamanguku
		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 Zinakekele kangcono
		Buza imibuzo ezoba umkhomandlela, ephenyisisayo kanye nokugqamuka nolwazi oluwusizo Khetha ngokusekelwe kulwazi ngokuqondisa imiphumela
		Hlela kahle ngononina ingqikithi yephuzu lakho Yima kancane, buyekeza kanye nokuhlola imizwa kanye nemicabango yakho
		Khombisa umbono wakho noma ulwazi ngomfanekiso noma isilinganiso, noma imodeli Zimisele ukufaka inselele kwimikhuba yakho yokucabanga
		Yenza ucwaningo lwakho ebese wethula isiphakamiso sombono osafuna ukufakazelwa kabanzi (hypohthesis) Bamba iqhaza ngomdlandla kwingxoxo enomphumela
		Qaphela imizwa, funda kuyo, ngaphandle kokuthi iphenduke ibe nguwe Qiniselela ebese uzitholela khona
		Zwelana nomunye umuntu ukuze uqondise ngemizwa yabo kanye nokuqondisa imibono yabo Zibuze indlela owehlulela ngayo okuhle nokubi
		Hlola/ Vivinya kanye nokukala ubufakazi Investigate the past, predict the future – relate it to the present Phenyisisa ngokwendlele – 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

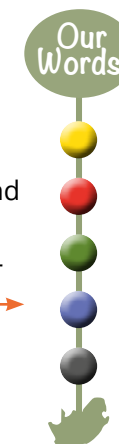
- Tools like Venn diagrams, T-charts, or flowcharts can help learners organise what they are reading and see relationships between ideas in the text.
- Encourage learners to take notes while they are reading using different graphic formats to find what works best for them. This will aid with comprehension 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 10. 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: Reflect on your traits, describe their impact and imagine advice from your future self.	<b>Lesson set 1: Self-awareness and self-esteem; power relations; gender inequality</b> <b>Lesson 1.2: Enhancing your SELF!</b> <b>Know yourself – page 4</b> 1. Reflect on yourself in relation to the Traits Wheel. <ul style="list-style-type: none"><li>Choose two archetypes from the Traits Wheel that you connect with the most and explain why. (5)</li><li>Choose two archetypes from the Traits Wheel that you connect with the least and explain why. (5)</li><li>Describe specific situations where your traits have helped you overcome challenges or achieve success. (4)</li><li>Identify one trait you would like to improve or develop further. Plan and describe the actions you will take to improve this trait. (5)</li></ul> 2. Imagine a conversation with your future self. <ul style="list-style-type: none"><li>Describe how your future self reflects on the positive changes you have made in relation to your traits. (3)</li><li>Share the advice your future self gives you for continuing to develop self-awareness and grow as a person. (3)</li></ul>	<b>25 marks</b>
<b>Topic 2: Careers and career choices</b>  Written task: Define sustainable livelihoods, explain influencing factors, suggest improvement and discuss the role of taxes in supporting them.	<b>Lesson Set 3: Peer pressure</b> <b>Lesson set 2: Subjects, career fields and study choices</b> <b>Lesson 2.5: Sustainable jobs; happy futures</b> <b>Sustainable work and income – page 26</b> 1. Define what a sustainable livelihood is. Explain its purpose and importance in society. (5) 2. Explain how socioeconomic factors (education, income, access to resources, community needs) affect people's ability to achieve sustainable livelihoods. Provide examples. (6) 3. Suggest ways to improve sustainable livelihoods. <ul style="list-style-type: none"><li>Propose strategies for individuals and communities to create sustainable jobs and income. (4)</li><li>Recommend actions that governments and businesses can take to support and develop communities. (4)</li></ul> 4. Explain how paying tax helps support sustainable livelihoods. <ul style="list-style-type: none"><li>Describe how taxes fund jobs, public services and infrastructure. (3)</li><li>Provide examples of how taxes contribute to societal development and sustainability. (3)</li></ul>	<b>25 marks</b>

Study Area and main formal assessment requirements	Suggested focus for formal assessment tasks	Mark allocation
<b>Topic 3: Democracy and human rights</b>  Written task: Analyse a campaign, reflect on its impact and suggest ways to promote positive change.	<b>Lesson set 3: Diversity, discrimination and human rights</b> <b>Lesson 3.5: Can you change the world?</b> <b>Campaigning for change – page 43</b> 1. Analyse a South African initiative or campaign that addresses discrimination and human rights violations. Examples include initiatives promoting gender diversity and inclusivity; antixenophobia campaigns; disability rights awareness events. <ul style="list-style-type: none"><li>Describe your initial impressions of the campaign's goals and methods. (5)</li><li>Identify the campaign's strengths and areas that could be improved to increase its effectiveness in addressing discrimination. (5)</li><li>Evaluate which aspects of the campaign are most effective in achieving its goals. (5)</li></ul> 2. Reflect on the campaign's impact on your values and understanding of discrimination. <ul style="list-style-type: none"><li>Discuss how the campaign aligns with your personal values and experiences. (5)</li><li>Explain how evaluating the campaign deepened your understanding of discrimination and human rights. (5)</li></ul> 3. Identify ways to promote positive change based on insights from the campaign. <ul style="list-style-type: none"><li>Suggest actions you can take in your community to combat discrimination and promote inclusivity. (3)</li><li>Describe how these actions are inspired by the strengths and learnings from the campaign. (2)</li></ul>	<b>30 marks</b>
<b>Physical Education</b>  <i>Activities that promote physical fitness</i>  Physical Education Task (PET): Participation and movement performance in programmes that improve current personal level of fitness and health	<b>Partner activities – pages 52 – 53</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> <i>Movement activities that promote skills</i> Physical Education Task (PET): Participation and movement performance in traditional activities that promote coordination, depth perception, spatial awareness, rhythm and timing.	Games and races – pages 96 – 97	(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 that they will be exploring careers in Lesson set 7. Lesson 7.3 and 7.4 each contain a project task. Tell learners that they may choose one of these tasks for their term’s project assessment, which should be completed in pair by the end of Term 3.

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
Topic 4: Careers and career choices Project	<b>Lesson set 7: Diverse jobs and work opportunities</b> Lesson 7.3: Design, assemble, grow <b>or</b> Lesson 7.4: Sports, recreation, fitness <b>Project Steps</b> <ul style="list-style-type: none"><li>Choose your job type</li><li>Research the career</li><li>Plan and develop your activity</li><li>Create a presentation</li></ul> <b>Mark Allocation (80 marks):</b> <ul style="list-style-type: none"><li><b>Content (40 marks):</b> Introduction (10), Career details (10), Relevance to sustainability / health &amp; wellbeing (10), Practical component (10)</li><li><b>Effort and research (20 marks):</b> Depth of research (10), Creativity (10)</li><li><b>Presentation (20 marks):</b> Visual aids (10), Communication (10)</li></ul> <b>Note</b> <ul style="list-style-type: none"><li>See the specific steps for each project on the Project Assessment Sheet. Ensure each learner has a copy.</li></ul>	<b>80 marks</b>
<b>Physical Education</b> <i>Activities that promote recreation and relaxation</i> Physical Education Task (PET): Participation and movement performance in programmes that demonstrate coordination and control.	<b>Gymnastics for fun! – pages 146 – 147</b>	(Participation: 10 marks; movement performance: 10 marks) <b>20 marks</b>
<b>Total: 100 marks</b>		

Term 4:		
Study Area and main formal assessment requirements	Suggested focus for formal assessment tasks	Mark allocation
<b>End-of-year Exam (90 minutes)</b> 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>
<b>Physical Education</b> <i>Activities that promote skills in sports</i> Physical Education Task (PET): Participation and movement performance in programmes that promote own adjudicating (umpiring / refereeing), administrative, organisational and leadership skills in various sports.	<b>Any choice of sport, pages 172 – 179</b>	(Participation: 10 marks; movement performance: 10 marks) <b>20 marks</b>
<b>Total: 100 marks</b>		
<b>Total marks for the year: 400 marks</b>		



Lesson set 7: Diverse jobs and work opportunities

You may choose the activity in Lesson 7.3 or Lesson set 7.4 for your project.

Lesson 7.3: Design, assemble, grow

Project: Careers in designing, assembling and growing

**Task:** Create a project based on a career in the green industry by researching and developing a practical demonstration of its applications. This project will explore the role of green careers in addressing environmental sustainability.

Project Steps

1. Choose your job type

- Think about what interests you in the green industry such as designing, assembling or growing.
- Select a specific career to research and develop further.

2. Research the career

Gather information on:

- **Job description:** What does someone in this career do daily?
- **Qualifications:** What education, degrees or certifications are required?
- **Skills and training:** What specific skills or vocational training are needed?
- **Work environments:** Compare indoor and outdoor applications of the job.

**Tip:** Use books, reliable websites or interviews with professionals in the field.

3. Plan and develop your activity

- **Design a product or system:** Create a design that addresses an environmental issue.
- **Assemble green technology:** Build a model of green technology such as a solar panel.
- **Grow a sustainable garden:** Plan and grow a garden that promotes sustainability and explain its benefits.

4. Create a presentation

Mark allocation

**Content (40 marks):** Introduction (10); Career details (10); Relevance to sustainability (10); Practical component (10)

**Effort and research (20 marks):** Depth of research (10); Creativity in addressing the task (10)

**Presentation (20 marks):** Visual aids (10); Communication (10)

**Total: 80 marks**

Lesson set 7: Diverse jobs and work opportunities

You may choose the activity in Lesson 7.3 or Lesson set 7.4 for your project.

Lesson 7.4: Sports, recreation, fitness

Project: Careers in sports, recreation and fitness

**Task:** Create a project based on a career in the sports industry by researching and developing a practical demonstration of its applications. This project will explore the role of sports careers in promoting health and well-being.

Project Steps

1. Choose your job type

- Think about what interests you in the sports industry such as recreation, fitness or sport.
- Select a specific career to research and develop further.

2. Research the career

Gather information on:

- **Job description:** What does someone in this career do daily?
- **Qualifications:** What education, degrees or certifications are required?
- **Skills and training:** What specific skills or vocational training are needed?
- **Work environments:** Compare indoor and outdoor applications of the job.

**Tip:** Use books, reliable websites or interviews with professionals in the field.

3. Plan and develop your activity

- **Plan an awareness campaign:** Create a campaign promoting health or fitness.
- **Design a recreation programme:** Develop a programme for a specific group (e.g. youth or seniors).
- **Create a fitness regimen:** Design and explain a fitness routine and its impact on health.

4. Create a presentation

Mark allocation

**Content (40 marks):** Introduction (10); Career details (10); Relevance to health and wellbeing (10); Practical component (10)

**Effort and research (20 marks):** Depth of research (10); Creativity in addressing the task (10)

**Presentation (20 marks):** Visual aids (10); Communication (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 10: 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 10: 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 10: 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 10: 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 10: 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.



GRADE 10: Self-assessment: How well am I doing with the following skills?

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.

GRADE 10: Self-assessment: How well am I doing with the following skills?

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, “*Motho ke motho 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.”

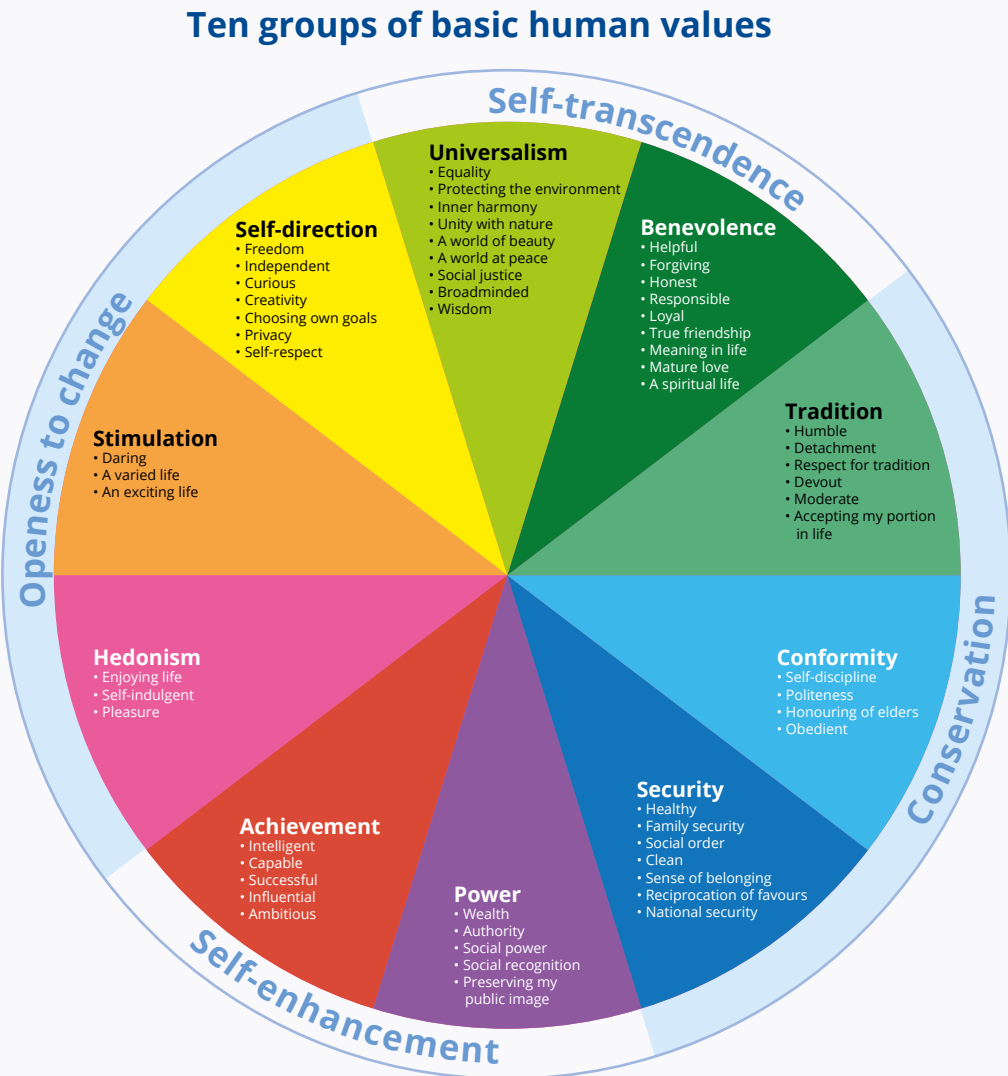


Below the surface of the values iceberg are the common values held by all human beings. The identification of all of these values, shared by communities all over the world is based on international research by Shalom Schwartz, with the addition of values. This has been explicitly linked to *Ubuntu* by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



**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)

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>

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 10 as a reminder to keep developing this practise. These prompts are not prescriptive.

Strengthening the curriculum: Character and attitudes

Topic	Activity	In your journal...	Page no.
Development of the self in society Lesson 1.2 Enhancing your SELF!	Five ways to build confidence	Identify ways to express your authentic self in your style, communication and relationships. Write about how you can bring more authenticity into your daily life.	Page 5
Development of the self in society Lesson 1.5 Gender inequality	Shift the power	Write about a time when you used your inner strength or confidence to speak up or take action. What small step can you take today to use your voice or stand up for yourself or others in a way that feels manageable and meaningful?	Page 11
Careers and career choices Lesson 2.3 Doorways to the future	Which doors can you open?	What doors are opening for you now or in the future? How can you prepare yourself to step through the doorways?	Page 21
Democracy and human rights Lesson 3.1 Inequality still exists No to discrimination	Recognising privilege and oppression	Journal about how the activities on privilege and oppression have changed the way you see these issues. Reflect on your experiences and observations.	Page 31
Democracy and human rights Lesson 3.3 Challenging your prejudices	The impact of discrimination	What violations are you willing to stand up for? What will you do? Journal about how you will change your behaviour based on what you have learned about prejudice and discrimination.	Page 37
Social and environmental responsibility Lesson 4.1 Seeking justice	Exploring justice	Reflect on how you perceive or experience justice and injustice in your daily life. What can you do to address experiences of injustice?	Page 56
Social and environmental responsibility Lesson 4.7 Serving and volunteering	Community connections	Reflect on your own cultural or spiritual practices. How could these practices guide you to contribute positively to civic life and community wellbeing?	Page 73
Study skills Lesson 5.1 Your amazing brain	Assess your study strategies	How can you use positive self-talk to influence the way you approach learning and problem solving? Reflect on how changing the messages you give yourself could change the way you use your brain's full potential.	Page 75
Study skills Lesson 5.6 Think out of the box	Creative problem solving	Think of a personal challenge. Write down some creative ways you could approach it. Let your mind go beyond the obvious. Journal about how you can use these ideas to move forward.	Page 87
Development of the self in society Lesson 6.1 Roles and responsibilities	Shifting roles	How can you make the roles you play more balanced, fulfilling and true to yourself? Journal about how you want your roles to feel and how to make that happen.	Page 98
Development of the self in society Lesson 6.6 The right to consent	How do you recognise consent?	What does owning the right to consent mean to you? Journal about how you can respect others' boundaries and ensure your own boundaries are always respected.	Page 115
Careers and career choices Lesson 7.4 Sports, recreation, fitness	Lesson set as a whole	Reflect on the careers you explored. How do they support sustainability or wellbeing? How will this guide your future career choices?	Page 139
Careers and career choices Lesson 8.4 Skills for the future	How do the four C's help us?	Imagine the kind of world you want to help create – how does it look and feel; how do people live together? Journal about what you can start doing now to bring that future closer to reality.	Page 155
Development of the self in society Lesson 9.3 Learning to live together	Finding common ground	Think about a time when understanding someone else's perspective changed how you saw things. How can you do this more often? Journal about what you learned and how it could help you.	Page 167
Grade 10: it's a wrap!	Reflecting on your year in Grade 10	Write something about the highs and lows of Grade 10.	Page 181

Strengthening the curriculum: Cross-cutting priorities

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 10 textbook.

Topic & lesson set	Info Page	Page numbers	Strengthening the curriculum: Cross-cutting priorities
Term 1: Careers and career choices Lesson set 2	<b>A</b> Interests and career fields <b>B</b> Education and career pathways <b>C</b> Managing your money	Pages 16–17 Pages 22–23 Pages 28–29	Education for sustainability Education for sustainability Sustainable livelihoods
Term 1: Democracy and human rights Lesson set 3	<b>D</b> A summary of the Bill of Rights <b>E</b> Ordinary people doing extraordinary things	Pages 32–33 Pages 40–41	Values and citizenship Values and citizenship
Term 2: Social and environmental responsibility Lesson set 4	<b>F</b> Traditional Justice past and present <b>G</b> Schools moot court	Pages 58–59 Pages 60–61	Values and citizenship Values and citizenship
Term 2: Study skills Lesson set 5	<b>H</b> Another language	Pages 78–79	Language across the curriculum
Term 3: Development of the self in society Lesson set 6	<b>I</b> Families and fluidity <b>J</b> Terminology for respecting diversity <b>K</b> Development is different for everyone <b>L</b> Making responsible decisions about consent <b>M</b> Sexually transmitted Infections	Pages 102–103 Pages 104–105 Pages 108–109 Pages 118–119 Pages 122–123	Human reproduction Human reproduction Human reproduction Human reproduction Human reproduction
Term 3: Careers and career choices Lesson set 7	<b>N</b> Green jobs <b>O</b> Wind energy	Pages 130–131 Pages 132–133	Sustainable livelihoods Sustainable livelihoods
Term 4: Careers and career choices Lesson set 8	<b>P</b> South Africa needs entrepreneurs	Pages 160–161	Sustainable livelihoods





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.

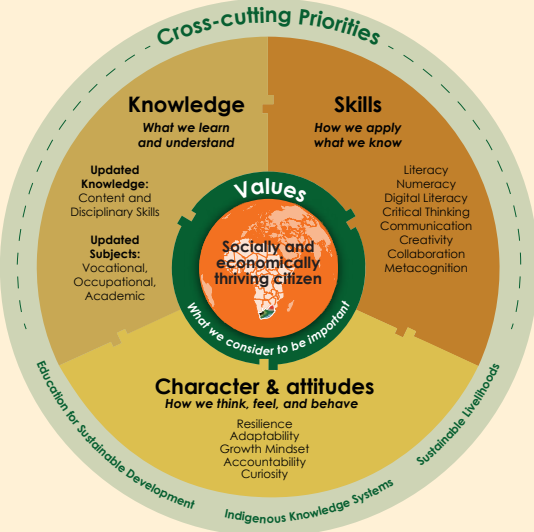
IKS offers alternative ways of **thinking, being and belonging**. Indigenous knowledge affects us in many ways, from the way we take care of ourselves and the natural world, to the way we communicate and express our creativity. It may be reflected in, for example, food production, medicine, technology, 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: Self-awareness and self-esteem; power relations; gender inequality

Time: 4.5 hours

CAPS

Self-awareness and self-esteem

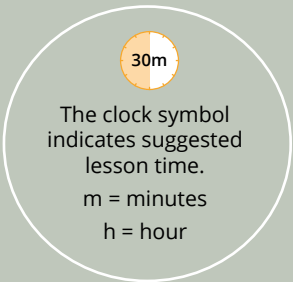
- Identify factors that may influence self-awareness and self-esteem, including the media
- Strategies to enhance self-awareness, self-esteem and self-development
- Develop strategies to build confidence in self and others
- Acknowledge and respect the uniqueness of self and others and respect differences regarding race, gender, individual abilities, personal preferences etc.

Power and power relations

- Demonstrate an understanding of the concepts: power, power relations, masculinity, femininity and gender
- Differences between a man and a woman: reproduction and roles in the community; stereotypical views of gender roles and responsibilities; gender differences in participation in physical activities

Gender inequality

- Analyse and evaluate the influence of gender inequality on relationships and general wellbeing with reference to sexual abuse, teenage pregnancy, violence, sexually transmitted infections (STIs) including HIV and AIDS
- Value of participation in exercise programmes that promote fitness: cardiovascular fitness; muscular strength; endurance; flexibility
- Relationship between physical and mental health



**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 the self in society	Core knowledge and key messages	Activities and key skills	Pages 2 – 5
Lesson 1.1 Self-awareness and self-esteem  1h	Self-awareness, self-esteem, self-confidence and self-image are important for personal growth.  The media represent beauty, wealth and success in ways that can harm self-image and self-esteem.	Examine factors that influence your self-development and sense of self.  Key skill: Investigate the past – predict the future – relate it to the present  Create a collage expressing your past, present and future selves. Key skill: Represent your idea or data in an image, story or model  Analyse how media representations affect self-image and self-esteem. Key skill: Ask questions that guide, probe and produce useful information	
Lesson 1.2 Enhancing your SELF!  1h	Understanding personal traits helps in identifying strengths and areas for improvement. Authenticity and confidence are important for building meaningful relationships and self-empowerment.	Reflect on personal traits using the Traits Wheel and plan for self-development. Key skill: Be willing to challenge your thinking habits  Explore ways to express authenticity in daily life and build confidence in relationships. Key skill: Pause, reflect and assess your emotions and thoughts	

Development of the self in society	Core knowledge and key messages	Activities and key skills	Pages 6 – 13
Formal assessment Term 1: assignment, written task (25 marks) Suggested activities and mark allocation	<b>Lesson 1.2: Enhancing your SELF!</b> <b>Know yourself</b>  1. Reflect on yourself in relation to the Traits Wheel • Choose two archetypes from the Traits Wheel that you connect with the most and explain why (5) • Choose two archetypes from the Traits Wheel that you connect with the least and explain why (5) • Describe specific situations where your traits have helped you overcome challenges or achieve success (4) • Identify one trait you would like to improve or develop further. Plan and describe the actions you will take to improve this trait (5)  2. Imagine a conversation with your future self • Describe how your future self reflects on the positive changes you have made in relation to your traits (3) • Share the advice your future self gives you for continuing to develop self-awareness and grow as a person (3)		
Lesson 1.3 Unique and inclusive  30m	Diversity celebrates differences, equity ensures justice and inclusivity supports belonging.  Equality and equity are not the same; we need to ask different questions to solve problems of inequality and injustice.	Investigate uniqueness and inclusivity. Key skill: Try to acknowledge your emotions  Interpret and ask different questions about the images to challenge notions of equity, equality etc. Key skill: Structure your argument Re-imagine your community as supportive of diverse needs Key skill: Use empathy to perceive emotions and explore perspectives	
<b>Note:</b> Equality means ensuring everyone has the same rights, opportunities or resources, while equity focuses on fairness by addressing individual needs or circumstances to achieve similar outcomes. For example, equality gives all learners the same textbook, while equity may provide additional support, such as tutoring, for those who need it.			
Lesson 1.4 Power relations  30m	Power dynamics influence relationships and can impact individual and collective wellbeing.  Power and gender inequalities play out in many spheres of society, including sport.	Examine power dynamics in various settings and discuss their effects on relationships. Key skill: Ask questions that guide, probe and produce useful information  Reflect on personal experiences with sport, gender and power. Key skill: Persevere and work it out	
Lesson 1.5 Gender inequality  30m	Power dynamics in personal and intimate relationships can be complicated, and how we choose to use power is our responsibility.  Gender inequality often results in one gender feeling entitled to dominate the other, leading to an imbalance.	Investigate how power is used (and abused) in an intimate relationship and practise empathy. Key skill: Use empathy to perceive emotions and explore perspectives Analyse how power can be shifted and how power relations can be challenged. Key skill: Question the way you make moral judgements	
Lesson 1.6 Strong body; strong mind  1h	Physical and mental wellbeing are interconnected, with each influencing the other.  Maintaining a healthy lifestyle involves balancing physical activity (cardiovascular fitness, muscular strength and flexibility), nutrition and mental health practices.	Explore the different types of physical activity that promote cardiovascular fitness. Key skill: Participate actively in productive dialogue Organise a 4 week fitness challenge. Key skill: Take better care of yourself	

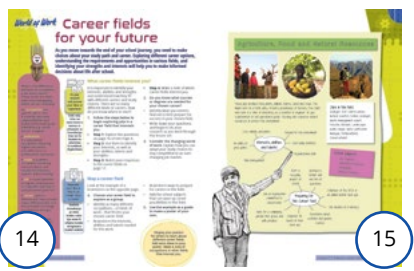
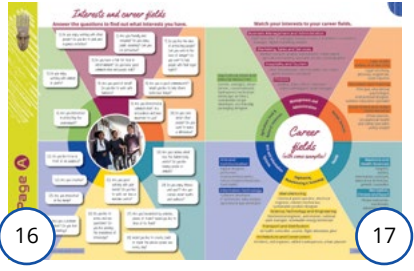

Lesson set 2: Subjects, career fields and study choices


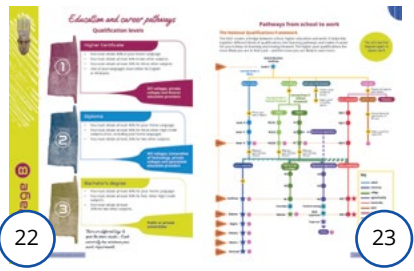

Time: 4.5 hours

CAPS


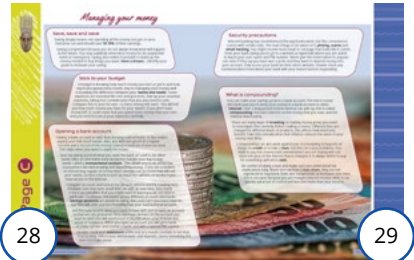
Career decision-making

- Demonstrate knowledge about self in relation to own subjects, career fields and study choices
- Identify own interests, abilities, talents and strengths
- Differentiate between a career field, occupation, career and job
- Develop a career portfolio; use the Khetha Booklet to complete the relevant activities
- Research requirements for National Senior Certificate (NSC): various subjects and career options
- Steps in choosing subjects and the career decision-making process
- Socioeconomic factors to consider when making career and/or study choices: community needs; availability of finances; affordability; stereotyping; accessibility

Careers and career choices	Core knowledge and key messages	Activities and key skills	Pages 14 – 19
Lesson 2.1 Career fields for your future <div>1h</div>	Self-awareness of interests, abilities, talents and strengths helps in making informed decisions about future studies and careers.  Adapting study choices to the changing job market is important for long-term career success.	Identify your interests, abilities, talents and strengths and explore related career fields.  <i>Key skill: Do your research and present your ideas or hypothesis</i>  Map a career field  <i>Key skill: Represent your idea or data in an image, story or model</i>	
Info Page A Interests and career fields	Support for Lesson set  Learners answer questions to find out what interests they have and match their interests to career fields.		
Lesson 2.2 Your career portfolio <div>1h</div>	Creating a well-organised career portfolio is vital for displaying skills, achievements and goals to future employers and institutions.  The Department of Higher Education & Training provides resources (e.g. the Khetha Booklet) to guide career planning.	Begin building your career portfolio by documenting your strengths, interests and goals.  <i>Key skill: Make an informed choice with an awareness of consequences</i>  Plan a career path and timeline that aligns with your long-term goals.  <i>Key skill: Investigate the past – predict the future – relate it to the present</i>	
<b>Note:</b> Provide learners with a copy of the Khetha Booklet: <a href="https://www.careerhelp.org.za/">https://www.careerhelp.org.za/</a>			

Careers and career choices	Core knowledge and key messages	Activities and key skills	Pages 20 – 25
Lesson 2.3 Doorways to the future <div>1h</div>	The National Senior Certificate (NSC) opens doors to higher education, employment and bursary opportunities.  Understanding the different types of qualifications (Higher Certificate, Diploma, Degree) is important for making informed educational choices.  Exploring alternative pathways and qualifications can help in achieving career goals, even if the NSC is not attained.	Reflect on the importance of the NSC and its role in your future opportunities.  <i>Key skill: Ask questions that guide, probe and produce useful information</i>  Discuss and identify the benefits of various educational qualifications and pathways.  <i>Key skill: Persevere and work it out</i>	
Info Page B Education and Career Pathways	Support for Lesson set  Read about different qualification levels and pathways from school to work based on the NQF.		
<b>Note:</b> Learners will refer to the NQF again in Term 4 (Lesson set 8).			
Lesson 2.4 Navigating career dreams and reality <div>1h</div>	Career decision-making involves balancing personal goals with socioeconomic factors such as affordability, accessibility and community needs.  Understanding and addressing career stereotypes and biases is important for making informed and fair career choices.	Reflect on socioeconomic factors and how they influence your career decisions.  <i>Key skill: Make an informed choice with an awareness of consequences</i>  Analyse how stereotypes and biases impact career paths and self-confidence.  <i>Key skill: Use empathy to perceive emotions and explore perspectives</i>  Investigate and challenge common stereotypes about certain careers.  <i>Key skill: Be willing to challenge your thinking habits</i>	



Careers and career choices	Core knowledge and key messages	Activities and key skills	Pages 26 – 29
<div>Lesson 2.5</div> <div>Sustainable jobs; happy futures</div> <div>30m</div>	<p>Choosing a career that aligns with your skills and interests is important for long-term job satisfaction and sustainable livelihoods.</p> <p>Taxes and government services help to create sustainable communities and support public infrastructure.</p> <p>Sustainable livelihoods depend on education, healthcare and economic stability, which contribute to overall wellbeing.</p>	<p>Discuss the role of taxes and how socioeconomic factors influence sustainable livelihoods.</p> <p><b>Key skill: Participate actively in productive dialogue</b></p> <p>Reflect on the connection between sustainable livelihoods and personal fulfilment.</p> <p><b>Key skill: Take better care of yourself</b></p>	
<div>Formal assessment</div> <div>Term 1: assignment, written task (25 marks)</div> <div>Suggested activities and mark allocation</div>	<div>Lesson 2.5: Sustainable jobs; happy futures</div> <div>Sustainable work and income</div> <div>1. Define what a sustainable livelihood is. Explain its purpose and importance in society. (5)</div> <div>2. Explain how socioeconomic factors (education, income, access to resources, community needs) affect people's ability to achieve sustainable livelihoods. Provide examples. (6)</div> <div>3. Suggest ways to improve sustainable livelihoods.</div> <div>• Propose strategies for individuals and communities to create sustainable jobs and income. (4)</div> <div>• Recommend actions that governments and businesses can take to support and develop communities. (4)</div> <div>4. Explain how paying tax helps support sustainable livelihoods.</div> <div>• Describe how taxes fund jobs, public services and infrastructure. (3)</div> <div>• Provide examples of how taxes contribute to societal development and sustainability. (3)</div>		
<div>Info Page C</div> <div>Managing your money</div>	<p>Support for Lesson set</p> <p>Read about money management and the importance of budgeting.</p>		



Lesson set 3: Diversity, discrimination and human rights





Time: 6 hours

CAPS


Discrimination and violations of human rights

- Develop an understanding of discrimination and violations of human rights
- Prohibition of discrimination based on race, religion, language, gender, sexual orientation, HIV/Aids status etc.
- Importance of the Bill of Rights; Convention on the Rights of the Child; Committee on the Elimination of Discrimination against Women (CEDAW)
- Identify types of discriminating behaviour and violations and incidences of discriminating behaviour and human rights violations in SA and globally: xenophobia; human trafficking; gender-based violence (GBV); homophobia; corrective rape (in respect of LGBTQI+ communities and other)
- Determine the nature and source of bias, prejudice, discriminating and oppressing behaviour; impact of these violations of human rights on individuals and society
- Challenging prejudice and discrimination
- Significant contributions by individuals to address human rights violations: Desmond Tutu; Sophie de Bruin; Charlotte Maxeke; Beyers Naude; Albi Sachs; Helen Suzman; Imtiaz Sooliman and others
- Contemporary events highlighting the nature of a transforming South Africa: evaluate the impact of South African initiatives and campaigns which address discrimination and human rights violations: 16 Days of activism against Women and Child abuse; 67 minutes for Mandela; other SA campaigns and initiatives that promote nation building, e.g. Heritage Day; Reconciliation Day; Brand Proudly SA and other
- One’s own position, actions and contribution to address discrimination and human rights violations: initiating own campaign to address discrimination and human rights violations

Democracy and human rights	Core knowledge and key messages	Activity and key skills	Pages 30 – 33
Lesson 3.1 Inequality still exists No to discrimination <div>1.5h</div>	Discrimination and prejudice occur when individuals or groups are treated unfairly based on characteristics such as race, gender or ability, perpetuating inequality and exclusion.  Privilege refers to unearned advantages that certain groups benefit from due to societal structures, often at the expense of others.  Oppression arises when power imbalances sustain systems of discrimination, limiting opportunities and rights for marginalised groups.	Discuss the importance of the Preamble and the Bill of Rights in promoting equality and preventing discrimination.  <b>Key skill: Find, examine and weigh up the evidence</b>  Reflect on and discuss privilege and oppression across different social categories.  <b>Key skill: Try to acknowledge your emotions, learn from them – without becoming them</b>	
<b>Note:</b> This lesson introduces the topic of social justice, which is dealt with in more detail in Lesson set 4.			
Info Page D A summary of the Bill of Rights	Support for Lesson set Read about the rights guaranteed to all individuals under the South African Constitution.		

Democracy and human rights	Core knowledge and key messages	Activity and key skills	Pages 34 – 41
Lesson 3.2 Let's ensure equality Yes to human rights <div>1.5h</div>	International agreements aim to combat discrimination and promote human rights globally.	Analyse CEDAW and human rights violations including gender discrimination and human trafficking.  <b>Key skill: Use empathy to perceive emotions and explore perspectives</b>  Analyse CRC and evaluate case studies to understand inequality in education and propose strategies to promote equal opportunities  <b>Key skill: Question the way you make moral judgements</b>	
Lesson 3.3 Challenging your prejudices <div>1h</div>	Prejudice and discrimination often come from assumptions about others, leading to unfair treatment and exclusion.  Bias can be subtle, shaping decisions and behaviours in ways we might not even notice.	Reflect on own biases by rating comfort levels in various situations and considering their influence.  <b>Key skill: Pause, reflect and assess your emotions and thoughts</b>  Share and discuss experiences of prejudice to understand and challenge biases.  <b>Key skill: Be willing to challenge your thinking habits</b>  Create thoughtful questions to explore the effects of discrimination and ways to address it.  <b>Key skill: Ask questions that guide, probe and produce useful information</b>	
Lesson 3.4 Standing up and listening to others <div>1h</div>	Throughout South Africa's history, many individuals have fought against discrimination and for the advancement of human rights.	Analyse how ordinary people made extraordinary contributions by identifying their qualities and reflecting on how their actions brought about change.  <b>Key skill: Investigate the past – predict the future – relate it to the present</b>  Develop guidelines for creating a safe space where diverse viewpoints can be shared and respected without judgment.  <b>Key skill: Take better care of yourself</b>  Evaluate examples of discrimination in schools and explore ways to find common ground through discussion and shared understanding.  <b>Key skill: Structure your argument</b>	
Info Page E Ordinary people doing extraordinary things	'Support for Lesson set Read about individuals who have made significant contributions to society by addressing inequality and promoting human rights.		



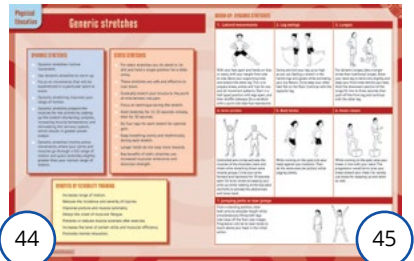








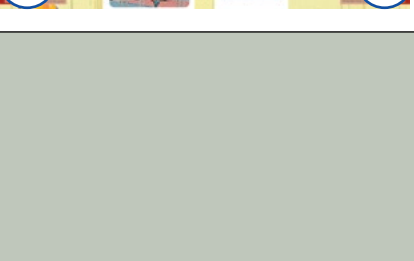
Democracy and human rights	Core knowledge and key messages	Activity and key skills	Pages 42 – 43
Lesson 3.5 Can you change the world?  1h	Small actions, such as raising awareness or sharing stories, can influence change in communities.  Campaigns, both past and present, show how people can unite to address discrimination and promote equality.	Research a South African initiative addressing discrimination and evaluate its impact and effectiveness.  Key skill: Do your research and present your ideas or hypothesis	
Formal assessment Term 1: assignment, written task (30 marks) Suggested activities and mark allocation	Lesson 3.5: Can you change the world? Campaigning for change 1. Analyse a South African initiative or campaign that addresses discrimination and human rights violations. Examples include initiatives promoting gender diversity and inclusivity; antixenophobia campaigns; disability rights awareness events. <ul style="list-style-type: none"><li>Describe your initial impressions of the campaign's goals and methods. (5)</li><li>Identify the campaign's strengths and areas that could be improved to increase its effectiveness in addressing discrimination. (5)</li><li>Evaluate which aspects of the campaign are most effective in achieving its goals. (5)</li></ul> 2. Reflect on the campaign's impact on your values and understanding of discrimination. <ul style="list-style-type: none"><li>Discuss how the campaign aligns with your personal values and experiences. (5)</li><li>Explain how evaluating the campaign deepened your understanding of discrimination and human rights. (5)</li></ul> 3. Identify ways to promote positive change based on insights from the campaign. <ul style="list-style-type: none"><li>Suggest actions you can take in your community to combat discrimination and promote inclusivity. (3)</li><li>Describe how these actions are inspired by the strengths and learnings from the campaign. (2)</li></ul>		
End-of-Term check-in	Learners choose their two favourite activities from the term together with the skill that they learned from each activity.		


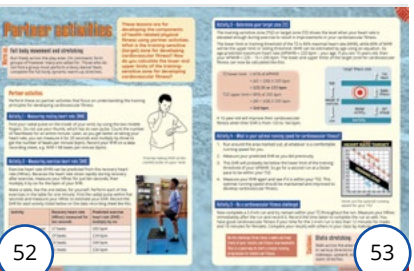
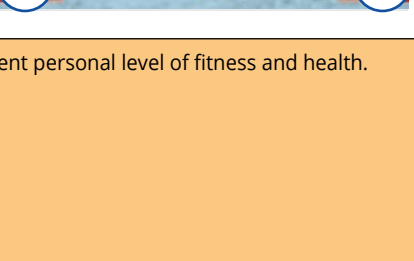


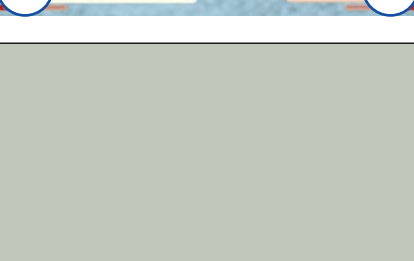
Activities that promote physical fitness

Time: 10 hours

CAPS

- Participation in activities that promote physical fitness
- Safety issues relating to participation in fitness exercises
- Participation and movement performance in physical fitness activities

Physical education	Core knowledge	Activities	Pages 44 – 51
Dynamic stretches (Warm-ups)	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	 44 
Static stretches (Cooldown)	For static stretches one sits, stands or lies still.  Static stretching is normally done at the end of a lesson as part of a cooldown 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	 46 
Circuit training 	This fitness programme is made up of circuit training that will build muscle strength and endurance, as well as improve, cardiovascular fitness, speed and flexibility.	Do each station's activity for as many repetitions as possible within 30 seconds. You will also have 30 seconds to rest and move on to the next station. Record your score for each station on a circuit training score sheet to monitor your performance overtime.  Double leg box jumps, Resistance training, Spinal column stretch, Bent over rows, Shoulder stand, Tyre Squats, Bridge standing.	 48 
Obstacle course 	This fitness programme will build muscle strength and endurance, as well as improve your cardiovascular fitness, speed and flexibility.	Do each station's activity for as many repetitions as possible within 30 seconds. You will also have 30 seconds to rest and move on to the next station. Record your score for each station on a circuit training score sheet to monitor your performance overtime.  Tyre drag, Hurdling, Box Jumps, Shot put throws, Shoulder press, bench balance, Caterpillar walks, bucket race.	 50 

Physical education	Core knowledge	Activities	Pages 52 – 55
Partner activities 	These lessons are for developing the components of health-related physical fitness using partner activities.	<ul style="list-style-type: none"><li>• Measuring resting heart rate</li><li>• Measuring exercise heart rate</li><li>• Determine your target zone</li><li>• Measuring optimal running speed</li><li>• Cardiovascular fitness challenge</li></ul>	 52 
Formal assessment Term 1: Physical Education Task (PET) Suggested activities for movement performance (20 marks)	Participation and movement performance in programmes that improve current personal level of fitness and health. Activities that promote physical fitness		
Group fitness 	Team or group activities are a fun way to develop physical fitness. These modified group games are fun and inclusive regardless of sporting ability.	For all team activities, the first team to finish and sit down, wins. <ul style="list-style-type: none"><li>• Fitness dodgeball</li><li>• Tennis Soccer</li><li>• Modified Basketball</li></ul>	 54 



## Lesson set 4: Contemporary social issues and civic responsibility

Time: 7.5 hours

**CAPS**

### Contemporary social issues that impact negatively on local and global communities

- Demonstrate an understanding of the concepts of social and environmental justice
- Research incidences of social issues that impact on local and global communities: crime; violence; poverty; safety and security; unequal access to basic resources; lack of basic services and resources (water and health services)
- Evaluate the harmful effects of the issues on personal and community health: crime; violence; poverty; safety and security; unequal access to basic resources; lack of basic services and resources (water and health services)

### Skills that are necessary to participate in civic life



- Distinguish between social thinking skills; constructive thinking skills; critical thinking skills
- Outline the knowledge and skills required to make informed decisions and take appropriate action to address social issues that impact on local and global communities
- Research youth service development within your community: youth and civic organisations; community services; projects; volunteerism
- Discuss the purpose and contribution, areas of strength, and possible improvements of the above youth services
- Report on own contribution to these services, projects, and organisations: a group or individual project to address a contemporary social issue that impacts negatively on local and/or global communities




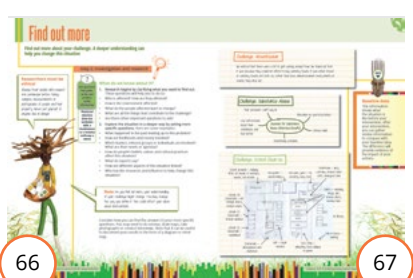

30m

The clock symbol indicates suggested lesson time.  
m = minutes  
h = hour



**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.

Social and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 56 – 59
<p>Lesson 4.1</p> <p>Seeking justice</p> <p>1h</p>	<p>Justice means treating everyone in society fairly and equally, creating equal opportunities and reducing inequalities.</p> <p>Injustice occurs when individuals or groups are treated unfairly, deprived of their rights or face discrimination.</p> <p>Social and environmental justice aims to address societal inequalities, ensuring access to resources such as clean water, education and food for everyone.</p>	<p>Discuss various definitions of justice and reflect on personal experiences of justice and injustice.</p> <p><b>Key skill: Question the way you make moral judgements</b></p> <p>Analyse traditional justice systems in South Africa and debate their relevance in a modern democracy.</p> <p><b>Key skill: Find, examine and weigh up the evidence</b></p> <p>Participate in a school moot court to explore the social justice issue of equal access to education.</p> <p><b>Key skill: Structure your argument</b></p>	
<p><b>Note:</b> The activities on page 57 require use of Info Pages F and G, respectively. Ensure that learners review them before each activity.</p>			
<p>Info Page F</p> <p>Traditional Justice: past and present</p>	<p>Support for Lesson set</p> <p>Read about the history of traditional justice in South Africa, including how justice was administered in the past and the impact of colonialism and apartheid on traditional legal systems.</p>		

Social and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 60 – 69
<p>Info Page G</p> <p>Schools moot court</p>	<p>Support for Lesson set</p> <p>Read about the Schools Moot Court competition, where learners engage with constitutional law and explore social justice issues through hypothetical court cases.</p>		
<p>Lesson 4.2</p> <p>Social issues are connected</p> <p>1h</p>	<p>Social and environmental injustices are closely linked, with problems such as pollution making poverty and inequality worse.</p> <p>Solving these problems means understanding why they happen and working towards justice and sustainability.</p>	<p>Investigate the effects of social and environmental injustices, and suggest practical steps to address them.</p> <p>Key skill: Do your research and present your ideas or hypothesis</p> <p>Explore examples of community-driven initiatives and evaluate their impact in promoting justice and improving lives.</p> <p>Key skill: Represent your idea or data in an image, story or model</p>	
<p>Lesson 4.3</p> <p>Skills for civic life</p> <p>1h</p>	<p>Being socially responsible involves understanding the impact of your actions on others and taking steps to contribute positively to your community.</p> <p>Volunteerism and community service are important ways to engage with social issues and make a difference.</p>	<p>Investigate how key skills can be used to participate in civic life and solve social issues</p> <p>Key skill: Ask questions that guide, probe and produce useful information</p> <p>Identify a challenge affecting your community, or a community of your choice, as a first step to getting involved.</p> <p>Key skill: Participate actively in productive dialogue</p>	
<p>Lesson 4.4</p> <p>Find out more</p> <p>1.5h</p>	<p>A deeper understanding of a challenge can help to change this situation</p> <p>Research begins by asking questions and clarifying what you want to find out</p>	<p>Find out more about the challenge through investigation and research</p> <p>Key skill: Ask questions that guide, probe and produce useful information</p>	
<p>Lesson 4.5</p> <p>What actions can we take?</p> <p>1h</p>	<p>Organising research findings can help to identify practical interventions</p> <p>It may be necessary to adapt plans as things change, or as new information emerges</p>	<p>Decide what you can do to help address the challenge and develop an action plan</p> <p>Draw a Thinking Tree to help understand the chains of cause and effect</p> <p>Key skill: Represent your idea or data in an image, story or model</p> <p>Make an action plan</p> <p>Key skill: Make an informed choice with an awareness of consequences</p>	

**Note:** Each group of learners will need to meet outside of class to refine and execute their action plans. Stress the importance of making adjustments or developing an alternative plan if the original one does not work out, in this way developing resilience.

Social and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 70 – 73
Lesson 4.6 Sharing for sustainability <div>1h</div>	<p>A challenge of this kind is about making a positive impact and also about developing personal potential</p> <p>Sharing an experience can inspire others and help an idea or plan to become part of a sustainable movement for change</p>	<p>Reflect on the process and identify what has been gained personally</p> <p>Key skill: Pause, reflect and assess your emotions and thoughts</p> <p>Identify and discuss what was impactful about the challenge</p> <p>Key skill: Try to acknowledge your emotions, learn from them – without becoming them</p> <p>Consider how to share this experience and make this work sustainable</p> <p>Key skill: Persevere and work it out</p>	
Lesson 4.7 Serving and volunteering <div>1h</div>	<p>Volunteering is a powerful way to contribute to your community and develop a sense of social responsibility.</p> <p>Serving others helps to build empathy, understanding and a commitment to social justice.</p>	<p>Examine a case study on how a community came together, as volunteers, to protect their cultural traditions and environmental resources</p> <p>Key skill: Find, examine and weigh up the evidence</p>	



Lesson set 5: Study skills and time management





Time: 4.5 hours\*





CAPS

Study skills

- Study skills: listening; reading; comprehension; concentration; memory; organisation; time management
- Study methods: notetaking; mind mapping; summarising; selecting important concepts
- Apply own study skills and study methods
- Define and discuss the importance of critical thinking skills; creative thinking skills; problem-solving skills.
- Analyse own performance in assessment tasks: internal and external assessment
- Develop a study plan: organisation of activities; time management, etc.

\* The curriculum allocates 2 weeks to this topic and 4 weeks for consolidation. The activities in this Lesson set are, however, sufficient for at least 3 weeks and can be used as part of the consolidation time.

Study skills	Core knowledge and key messages	Activities and key skills	Pages 74 – 81
Lesson 5.1 Your amazing brain <div>1h</div>	Study strategies involve general skills such as reading comprehension and time management, while study methods are specific techniques such as notetaking and mind mapping.  Neural plasticity allows the brain to adapt and change, making it possible to improve study habits through practice and repetition.	Explore how different study strategies can align with the way your brain processes information.  <b>Key skill: Make an informed choice with an awareness of consequences</b>  Reflect on performing a familiar task in an unfamiliar way and discuss how neural plasticity can improve study habits.  <b>Key skill: Persevere and work it out</b>  Evaluate your study strategies and methods to improve your learning effectiveness.  <b>Key skill: Participate actively in productive dialogue</b>	 <div>7475</div>
Lesson 5.2 Lalela, listen up <div>30m</div>	Active listening and concentration are important skills for understanding and retaining information as well as for effective communication in relationships.  Social media and other distractions can impact concentration, making it important to find strategies to maintain focus during study and communication.	Reflect on the impact of active listening and the challenges of remaining focused during communication.  <b>Key skill: Use empathy to perceive emotions and explore perspectives</b>  Discuss tips for improving concentration and active listening in class and in relationships.  <b>Key skill: Find, examine and weigh up the evidence</b>	 <div>7677</div>
Info Page H Another language	Support for Lesson set  Read about South African Sign Language (SASL), the 12th official language in the South African constitution.		 <div>7879</div>
Lesson 5.3 Read and remember <div>30m</div>	Effective reading comprehension strategies include techniques such as notetaking, mind mapping and summarising, which help to process and retain information.  Practising different study methods improves your ability to understand and remember complex information.	Experiment with different reading strategies to improve comprehension and memory.  <b>Key skill: Be willing to challenge your thinking habits</b>  Apply notetaking, mind mapping and summarising techniques to the content on the future of transport.  <b>Key skill: Represent your idea or data in an image, story or model</b>	 <div>8081</div>


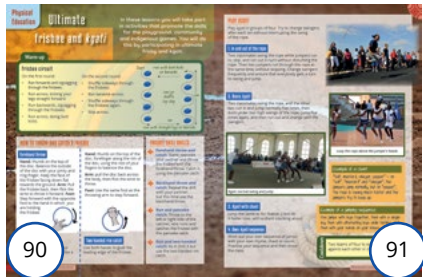


Study skills	Core knowledge and key messages	Activities and key skills	Pages 82 – 89
Lesson 5.4 Memory muscle <div>30m</div>	Memory can be strengthened through practice, organisation and the use of strategies such as flashcards, repetition and creating stories.  It is easier to remember information that is organised and summarised rather than crammed at the last minute.	Engage in memory games to explore how different strategies can enhance memory.  <b>Key skill: Be willing to challenge your thinking habits</b>  Reflect on your experience with memory games and analyse strategies that can improve your memory.  <b>Key skill: Pause, reflect and assess your emotions and thoughts</b>	 <div>8283</div>
Lesson 5.5 Give it some thought <div>30m</div>	The internet has transformed access to information but it is also open to abuse  We need to apply critical thinking skills to determine the legitimacy of information	Distinguish fun facts from fiction and reflect on this decision making process  <b>Key skill: Make an informed choice with an awareness of consequences</b>  Discuss ways assessing information on the internet.  Apply critical thinking skills to explore a contentious issue  <b>Key skill: Question the way you make moral judgements</b>	 <div>8485</div>
Lesson 5.6 Think out of the box <div>30m</div>	Creative thinking involves openness and a willingness to make a mistake  Failure can play a creative role in divergent thinking and helps to build resilience	Play games to stimulate creative thinking  <b>Key skill: Be willing to challenge your thinking habits</b>  Apply divergent thinking to a group challenge  Investigate problem solving with reference to their group's experience  <b>Key skill: Try to acknowledge your emotions, learn from them – without becoming them</b>	 <div>8687</div>
<b>Note:</b> This learning process endeavours to use neuroscience to help learners understand how their brains work so as to improve their study skills. Neuroscience is a constantly evolving area of research, encourage your learners to explore some of the very latest developments.			
Lesson 5.7 Time Management = Self-Management <div>1h</div>	Planning helps you succeed by managing your time and resources better.  Using the time quadrants helps you focus on important tasks before they become urgent, improving both your studies and wellbeing.  Study plans help you set goals, prioritise tasks and stay on track while allowing for changes when needed.	Reflect on yourself in relation to the time quadrants.  <b>Key skill: Take better care of yourself</b>  Develop a study plan that breaks down your goals into actionable steps and prioritises tasks.  <b>Key skill: Investigate the past – predict the future – relate it to the present</b>	 <div>8889</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.		

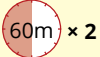

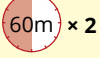
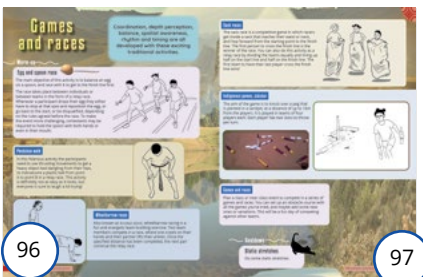
Movement activities that promote skills

Time: 8 hours

CAPS

- Participation in movement activities that promote skills in playground and/or community and/or indigenous games
- Participation and movement performance in movement activities that promote skills in playground and/or community and/or indigenous games
- Safety issues relating to participation in playground and/or community and/or indigenous games.

Physical Education	Core knowledge	Activities	Pages 90 – 93
Ultimate Frisbee and Kgati 	In these lessons you will take part in activities that promote the skills for playground, community and indigenous games	<ul style="list-style-type: none"><li>• Frisbee skills</li><li>• Forehand throw</li><li>• Backhand throw &amp; catching</li><li>• Rules of Ultimate Frisbee</li><li>• Kgati skills</li><li>• Swinging the rope</li><li>• Getting in and out</li><li>• Jumping and ducking</li><li>• Other partner rope skipping skills</li><li>• Developing own Kgati sequence</li></ul>	
Jumpsies and boeresport 	Jumpsies skills (Chinese rope skipping) Boeresport rules & skills	<ul style="list-style-type: none"><li>• Jumpsies</li><li>• Jump in different patterns</li><li>• Develop own team jumping patterns</li><li>• Alternative games</li><li>• Throwing and catching skills</li><li>• Bok-in-die-hok</li><li>• Three-legged running</li><li>• Bean bag race</li><li>• Egg throw</li><li>• Stepping stone race</li><li>• Potato race</li></ul>	

Physical Education	Core knowledge	Activities	Pages 94 – 97
Heritage games 	Heritage games and indigenous games promote team building and communication.	<ul style="list-style-type: none"><li>• Tyre race</li><li>• Bhati</li><li>• Fruit bas</li></ul>	
Games and Races 	Traditional games promote team building and communication, coordination, depth perception, balance, spatial awareness, speed, strength, rhythm and timing.	<ul style="list-style-type: none"><li>• Pendulum walk</li><li>• Wheelbarrow races</li><li>• Relay races back to back</li><li>• Sack races</li><li>• Egg and spoon</li><li>• Jukskei</li></ul>	
Formal assessment Term 2: Physical Education Task (PET) Suggested activities for movement performance (20 marks)	Participation and movement performance in traditional activities that promote coordination, depth perception, spatial awareness, rhythm and timing. Movement activities that promote skills		



Lesson set 6: Roles and responsibilities; adolescence to adulthood

Time: 10.5 hours

CAPS

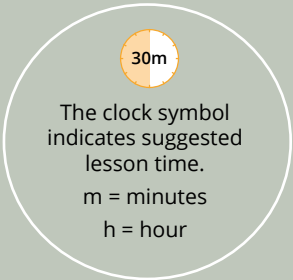
Life roles

- Identify and analyse life roles and responsibilities as: student; member of a family; friend; partner; employee; employer; leader; follower.
- Determine the changing nature of each life role and explain how role changes affect relationships.
- Examine how society and culture influence each life role.
- Respect for diversity: sex; gender; sexual orientation; LGBTQI+ (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex).
- Where to find help regarding sexuality and lifestyle choices. *(Moved from Week 7 in CAPS for better continuity.)*

Adolescence to adulthood

- Explain changes associated with development: Physical changes (hormonal changes, physical growth, secondary sex/gender characteristics, maturing of genital organs, menstruation, wet dreams, skin problems).
- Role of nutrition in health and physical activities. *(Moved from Week 7 in CAPS for better continuity.)*
- Emotional changes (maturing personality, intense emotions, mood swings, insecurity, challenging authority, changing beliefs and values).
- Social changes (changes in family and social group relationships, need for peer acceptance).
- Identify and discuss behaviour that could lead to sexual intercourse; teenage pregnancy; sexual abuse; rape.
- Formulate values and strategies to assist in making responsible decisions regarding sexuality and lifestyle: respect for self and others; abstinence; self-control; privacy; protection; right to say “No”; responsibility.
- Elaborate on skills required for sexuality and lifestyle choices: self-awareness; critical thinking; decision-making; problem-solving; assertiveness; negotiation; communication.
- Discuss strategies to make responsible decisions about sexuality and lifestyle choices.
- Identify and discuss benefits of positive coping strategies for resilience and wellbeing.
- Practice problem-solving skills for sexuality and lifestyle choices: role playing; scenarios; debates; other activities.

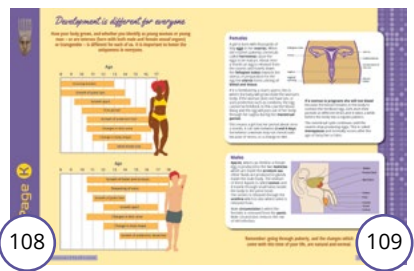
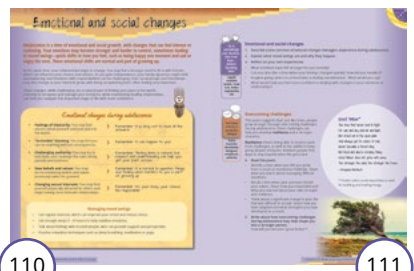

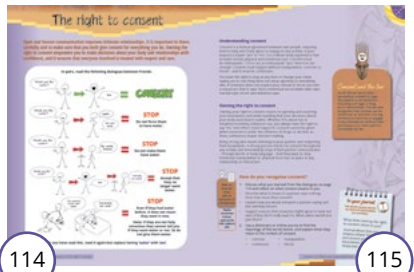
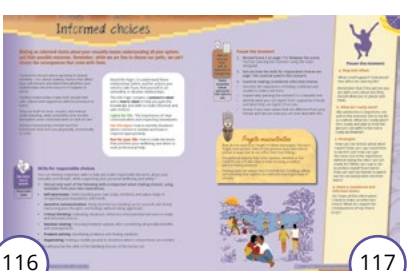


**Assessment for Term 3** consists of a Project for 80 marks and a Physical Education Task (PET) for 20 marks, making a total of 100 marks.  
Lesson 7.3 and 7.4 each contain a project task. Learners may choose one of these tasks for their term's project assessment, which should, ideally, be completed in pairs.  
Check the table for these lessons to see the mark allocation for the projects and provide learners with their Project Assessment Sheet.


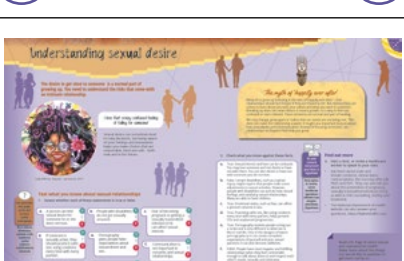




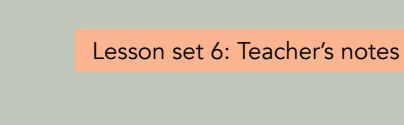


Development of the self in society	Core knowledge and key messages	Activities and key skills	Pages 98 – 99
Lesson 6.1 Roles and responsibilities  1.5h	Roles define how people are expected to act and the responsibilities they take on based on their position or relationships with others.  Some roles are given or imposed, such as being a sibling or citizen, while others, such as being a volunteer or athlete, are chosen.	Define your understanding of a 'role' in society and reflect on how socialisation and culture have influenced your life roles.  Key skill: Investigate the past – predict the future – relate it to the present  Discuss whether you see yourself as a leader or a follower in your current life roles and reflect on your experiences in both roles.  Key skill: Represent your idea or data in an image, story or model	 9899

Development of the self in society	Core knowledge and key messages	Activities and key skills	Pages 100 – 107
Lesson 6.2 Shifting roles; evolving identities  1h	Roles and identities are not fixed; they change with life experiences, responsibilities and personal growth.  Families are diverse, including single-parent, blended and same-sex partner families, all of which play unique roles in society.	Explore diverse family structures and discuss how understanding different roles promotes inclusivity in society.  Key skill: Find, examine and weigh up the evidence  Reflect on how roles and identities change over time and examine the impact of these changes on personal growth.  Key skill: Be willing to challenge your thinking habits  Analyse the importance of respecting diversity and evaluate ways to challenge harmful stereotypes and assumptions.  Key skill: Structure your argument	 100101
Info Page I Families and fluidity	Support for Lesson set  Read about how family roles and identities change over time and the importance of respecting diverse family structures.		 102103
Info Page J Terminology for respecting diversity	Support for Lesson set  Read about important terms to better understand and respect gender diversity and orientation.		 104105
Lesson 6.3 A time of change  1h	Adolescence involves significant physical, emotional and social changes, influencing personal identity and relationships.  Navigating these changes with awareness and self-acceptance can help build confidence and resilience.	Reflect on how adolescence affects your emotions and relationships and discuss strategies for managing these changes.  Key skill: Persevere and work it out  Explore the unique journey you take as you grow and celebrate your uniqueness  Key skill: Take better care of yourself  Examine the physical changes associated with puberty.  Key skill: Structure your argument	 106107



Development of the self in society	Core knowledge and key messages	Activities and key skills	Pages 108 – 117
Info Page K Development is different for everyone	Support for Lesson set Read about the unique journey of adolescence, including the physical changes that influence individuality and self-awareness.		 108  109
Lesson 6.4 Emotional and social changes  1h	Adolescence brings emotional changes such as insecurity, mood swings and a shift in values impacting how adolescents interact with others. Social changes during adolescence involve shifting relationships and the increasing importance of peer acceptance.	Examine emotional and social changes during adolescence by reflecting on own experiences.  Key skill: Try to acknowledge your emotions, learn from them – without becoming them  Reflect on how overcoming challenges during adolescence can build resilience and influence character.  Key skill: Participate actively in productive dialogue	 110  111
Lesson 6.5 Making responsible decisions  1h	Adolescence is a critical time for understanding sexuality, making informed decisions and managing the risks associated with sexual activity. Practising responsible behaviour involves respecting boundaries, understanding consent and making decisions aligned with personal values.	Evaluate scenarios to assess the risks of peer pressure and discuss strategies for making informed decisions.  Key skill: Pause, reflect and assess your emotions and thoughts	 112  113
Lesson 6.6 The right to consent  1h	Understanding consent is important for making informed choices about sexual activities and relationships. Consent involves clear communication, respect for boundaries and recognising the importance of mutual agreement in all interactions.	Discuss what consent means and reflect on the implications of different scenarios involving consent.  Key skill: Make an informed choice with an awareness of consequences	 114  115
Lesson 6.7 Informed choices  1h	Making informed choices requires self-awareness, and the skills of assertive communication, critical thinking, decision-making, problem-solving and negotiating. The “Pause the Moment” approach helps you evaluate risks, consider your values and strategise before making decisions. Recognising and resisting peer pressure is important for maintaining self-respect and making thoughtful decisions.	Discuss skills for making responsible and informed decisions about sexuality and lifestyle.  Key skill: Take better care of yourself  Reflect on personal values and how they influence decision-making in relationships.  Key skill: Make an informed choice with an awareness of consequences	 116  117

Development of the self in society	Core knowledge and key messages	Activities and key skills	Pages 118 – 127
Info Page L Making responsible decisions about consent	Support for Lesson set Read about understanding and respecting consent to make safe and informed decisions in relationships.		 118  119
Lesson 6.8 Understanding sexual desire  1h	Sexual desire should be managed with knowledge of safe practices, respecting boundaries and aligning actions with personal values. Understanding the consequences of sexual activity is important for making responsible choices.	Assess statements about sexual desire and check your understanding of sexual health and safety.  Key skill: Ask questions that guide, probe and produce useful information Visit a clinic or invite a healthcare worker to speak to your class.  Key skill: Do your research and present your ideas or hypothesis	 120  121
Info Page M Sexually transmitted infections  30m	Support for Lesson set Read about the causes, symptoms and prevention of sexually transmitted infections to protect your health and wellbeing.		 122  123
Lesson 6.9 Safer sex  1h	Safer sex involves understanding and practicing methods to reduce risks during sexual activity. Making safer choices requires knowledge about contraception, communication with partners and alignment with personal values. Discussing safer sex with a partner is important for ensuring mutual understanding and protection.	Discuss issues of safer sex, focusing on when and how to communicate with a partner about sexual health.  Key skill: Take better care of yourself Use the Assertive Communication Tool to develop assertiveness and evaluate roleplaying scenarios to assess communication and safer sex discussions.  Key skill: Try to acknowledge your emotions, learn from them – without becoming them	 124  125
Lesson 6.10 Take a stand against rape  1h	Gender-based violence, including rape, is a severe violation of rights, requiring awareness and education to prevent it. Rape is a hate crime that abuses power and causes significant harm to individuals and communities. Promoting values of respect, dignity and equality is essential for combating gender-based violence.	Evaluate myths and truths about rape.  Key skill: Use empathy to perceive emotions and explore perspectives Explore how positive male role models can guide young men to challenge GBV and advocate against rape.  Key skill: Question the way you make moral judgements	 126  127






Lesson set 7: Diversity in jobs; safety and wellbeing in the workplace




Time: 4.5 hours

CAPS

Diversity in jobs

- Research careers in the economic sectors: primary (raw materials); secondary (finished products or goods); tertiary (infrastructure and providing services)
- Research careers in indoor and outdoor workplace environments and conditions
- Investigate the activities involved in each job: designing; assembling; growing
- Gather information and analyse the skills and competencies required in jobs that entail designing, assembling and growing
- Research opportunities within different career fields, including work in recreation, fitness and sport industries: skills required; salary package; promotion possibilities; further study prospects

Careers and career choices	Core knowledge and key messages	Activities and key skills	Pages 128 – 133
Lesson 7.1 Careers for a sustainable future <div>1.5h</div>	The economy is divided into four main sectors: primary, secondary, tertiary and quaternary, each representing different types of jobs and economic activities.  Green jobs, which focus on sustainability, can be found across all sectors and are very important for the future wellbeing of people and the planet.	Investigate industry sectors and explore how they have been impacted by the needs of a greener economy.  <i>Key skill: Investigate the past – predict the future – relate it to the present</i>  Investigate green jobs, match them to the correct sector, and discuss their roles in promoting sustainability.  <i>Key skill: Participate actively in productive dialogue</i>	 <div>128129</div>
Info Page N Green jobs	Support for Lesson set Read about the diversity of green jobs available in the economy.	 <div>130131</div>	
Info Page O Wind energy	Support for Lesson set Read about the Kouga Wind Farm and careers in wind energy.	 <div>132133</div>	

Careers and career choices	Core knowledge and key messages	Activities and key skills	Pages 134 – 139
Lesson 7.2 Safety and wellbeing in the workplace <div>1h</div>	Workplace safety involves recognising and addressing hazards, using good design to prevent accidents and ensuring spaces are accessible for everyone.  Ergonomic and inclusive designs make workspaces safer and more comfortable for all workers, supporting wellbeing.  Greening the workplace focuses on ecofriendly materials, energy-efficient systems and reducing environmental harm.	Investigate workplace risks, evaluate their impact on health and safety and design solutions to improve conditions by applying safety measures or greening principles.  <i>Key skill: Persevere and work it out</i>	 <div>134135</div>
Lesson 7.3 Design, assemble, grow <div>1h</div>	Green careers involve designing sustainable solutions, assembling ecofriendly technology and growing plants or food sustainably.  Upcycling transforms waste materials into useful items, reducing environmental harm and maximising resources.	Investigate upcycling and its benefits  <i>Key skill: Be willing to challenge your thinking habits</i>  Complete a research project: Careers in designing, assembling and growing.  <i>Key skill: Do your research and present your ideas or hypothesis</i>	 <div>136137</div>
Formal assessment Term 3: project (80 marks) Suggested activities and mark allocation	<b>Lesson 7.3: Design, assemble, grow</b> <b>Project: Research green jobs in designing, assembling or growing, and explore how they contribute to sustainability.</b> <b>Project Steps</b> <ul style="list-style-type: none"><li>• Choose your job type</li><li>• Research the career</li><li>• Plan your activity</li><li>• Create a presentation</li></ul> <b>Mark Allocation (80 marks):</b> <ul style="list-style-type: none"><li>• <b>Content (40 marks):</b> Introduction (10), Career details (10), Relevance to sustainability (10), Practical component (10)</li><li>• <b>Effort and research (20 marks):</b> Depth of research (10), Creativity (10)</li><li>• <b>Presentation (20 marks):</b> Visual aids (10), Communication (10)</li></ul> <b>Project Assessment Sheet</b> <ul style="list-style-type: none"><li>• See the specific steps for each project on the Project Assessment Sheet. Ensure each learner has a copy.</li></ul>		
Lesson 7.4 Sport, recreation, fitness <div>1h</div>	Engaging in physical activities and recreation is important for a healthy lifestyle and provides opportunities for social interaction and personal growth.  The sports, recreation and fitness sector offers a range of career opportunities that promote health, fitness and wellbeing for individuals and communities.	Assess interest in a career in the sports, recreation and fitness sector.  <i>Key skill: Make an informed choice, with an awareness of consequences</i>  Complete a research project: Careers in sports, recreation and fitness.  <i>Key skill: Do your research and present your ideas or hypothesis</i>	 <div>138139</div>

Careers and career choices	Core knowledge and key messages	Activities and key skills	Pages 138 – 139
<b>Formal assessment</b> <b>Term 3:</b> project (80 marks) Suggested activities and mark allocation	<b>Lesson 7.4: Sport, recreation and fitness</b> <b>Project: Careers in sports, recreation and fitness</b> Project Steps <ul style="list-style-type: none"><li>Choose your job type</li><li>Research the career</li><li>Plan your activity</li><li>Create a presentation</li></ul> Mark Allocation (80 marks): <ul style="list-style-type: none"><li><b>Content (40 marks):</b> Introduction (10), Career details (10), Relevance to sustainability (10), Practical component (10)</li><li><b>Effort and research (20 marks):</b> Depth of research (10), Creativity (10)</li><li><b>Presentation (20 marks):</b> Visual aids (10), Communication (10)</li></ul> Project Assessment Sheet <ul style="list-style-type: none"><li>See the specific steps for each project on the Project Assessment Sheet. Ensure each learner has a copy.</li></ul>		
<b>End-of-Term check-in</b>	Learners choose their two favourite activities from the term together with the skill that they learned from each activity.		


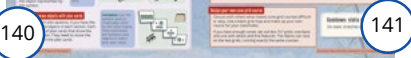
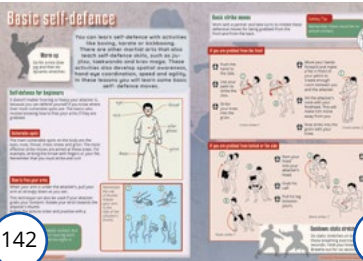





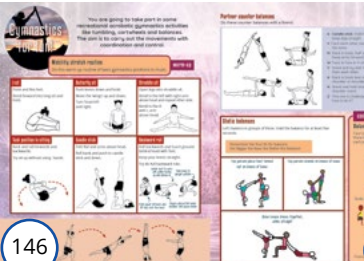

Activities that promote recreation and relaxation

Time: 8 hours

CAPS

- Participation in activities that promote recreation and relaxation
- Participation and movement performance in activities that promote recreation and relaxation

Physical Education	Core knowledge	Activities	Pages 140 – 143
<div>Orienteering</div> <div>60m × 2</div>	Orienteering as a recreational activity	<ul style="list-style-type: none"><li>• Identify map features to navigate a course</li><li>• Identify objects with symbol cards</li><li>• Identify and move objects with plan cards</li><li>• Navigate basic cone grid</li><li>• Identify control cones on the grid</li><li>• Attack and line features</li><li>• Design a cone grid</li></ul>	<div>140</div> <div>141</div>
<div>Basic Self defence</div> <div>60m × 2</div>	Basic self defence techniques to help create awareness and develop necessary skills	<ul style="list-style-type: none"><li>• Self-defence for beginners</li><li>• Vulnerable spots</li><li>• How to free your arms</li><li>• Basic strike moves</li></ul>	<div>142</div> <div>143</div>

Physical Education	Core knowledge	Activities	Pages 144 – 147
<div>Basic yoga</div> <div>60m × 2</div>	Basic yoga moves to help create mind body awareness and relaxation	<ul style="list-style-type: none"><li>• 12 basic yoga positions</li><li>• Sun salutation</li><li>• 4-7-8 rhythmic breathing</li></ul>	<div>144</div> <div>145</div>
<div>Gymnastics for fun</div> <div>60m × 2</div>	Recreational aerobics and gymnastic activities develop coordination and control	<ul style="list-style-type: none"><li>• L-sit</li><li>• Butterfly sit</li><li>• Straddle sit</li><li>• Tuck position in sitting</li><li>• Candle stick</li><li>• Backward roll</li><li>• Static balances</li><li>• Partner counter balances</li></ul>	<div>146</div> <div>147</div>
<div>Formal assessment</div> <div>Term 3: Physical Education Task (PET)</div> <div>Suggested activities for movement performance (20 marks)</div>	Participation and movement performance in programmes that demonstrate coordination and control. Activities that promote recreation and relaxation		

Lesson set 8: Awareness of trends and demands in the job market

Time: 4.5 hours

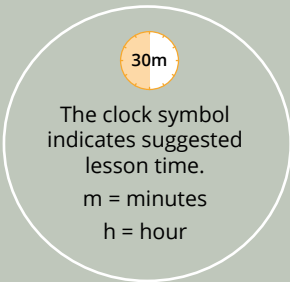
CAPS

Awareness of trends and demands in the job market

- Research emerging demands or changing patterns of careers and scarce skills, and the job market
- Reading the market for trends regarding jobs and identifying niches
- Growth and decline of various occupations and fields of work and competencies linked to these jobs

The need for lifelong learning

- Ability to change; retrain; flexibility; and ongoing development of the self
- South African Qualifications Authority (SAQA); National Qualifications Framework (NQF); Recognition of Prior Learning (RPL)
- Different kinds of learning: formal; informal; nonformal



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.

Careers and career choices	Core knowledge and key messages	Activities and key skills	Pages 148 – 151
Lesson 8.1 Future-proof yourself <div>1h</div>	The Fourth Industrial Revolution is bringing advanced technologies such as artificial intelligence, robotics and smart devices that are transforming workplaces and creating demand for digital skills. Digital literacy, which involves using and understanding technology, is becoming more important for communication, solving problems and accessing opportunities. Improving cybersafety includes protecting personal information, recognising scams and using strong passwords to stay safe online.	Assess your digital literacy skills and ways to stay cybersafe and identify areas for improvement.  Key skill: Take better care of yourself  Explore the impact of AI on the job market and identify jobs that use AI technology, as well as those that cannot easily be replaced by machines.  Key skill: Investigate the past – predict the future – relate it to the present	<div>148</div> <div>149</div>
Lesson 8.2 A world with Artificial Intelligence <div>1h</div>	Artificial Intelligence (AI) is transforming industries and creating new jobs, but it also raises concerns about job displacement and ethical considerations. Understanding both the potential benefits and challenges of AI is important for making informed decisions about its role in society and the economy.	Examine quotes about AI and create a collage that reflects both positive and negative impacts of AI on society.  Key skill: Represent your idea or data in an image, story or model	<div>150</div> <div>151</div>

Careers and career choices	Core knowledge and key messages	Activities and key skills	Pages 152 – 161
Lesson 8.3 Access for all Learning in the digital age <div>30m</div>	The digital divide, which refers to the gap between those with access to technology and those without, needs to be addressed to ensure equitable access to opportunities in an AI-driven world. Lifelong learning involves continuously improving skills and knowledge to stay relevant in a rapidly changing job market.	Investigate the effects of unequal internet access by discussing its impact on education, work opportunities and inclusion in the digital economy.  Key skill: Participate actively in productive dialogue  Identify ways to continuously develop skills and knowledge to adapt to changes in technology and the job market.  Key skill: Persevere and work it out	<div>152</div> <div>153</div>
Lesson 8.4 The 4C's: Skills for the future <div>1h</div>	Developing 21st century skills, such as critical thinking, collaboration, creativity and communication, the Four C's, is important for success in the modern job market.	Engage in a group activity to practise the 4 C's  Key skill: Be willing to challenge your thinking habits  Reflect on your experience with the 4C's  Key skill: Participate actively in productive dialogue	<div>154</div> <div>155</div>
Lesson 8.5 Who is in demand? <div>30m</div>	Scarce skills, which are in high demand but short supply, offer greater job opportunities and security, making them valuable for career development. Understanding the role of frameworks such as SAQA, NQF and RPL in supporting skills development and addressing skill shortages can help in making informed career choices.	Explore learning frameworks and scarce skills, and reflect on how they can contribute to personal and national growth.  Key skill: Do your research and present your ideas or hypothesis	<div>156</div> <div>157</div>
Lesson 8.6 Turning skills into income <div>30m</div>	Entrepreneurship helps people to build a sustainable livelihood using their talents and skills. Entrepreneurs benefit from lifelong learning by acquiring the skills needed to identify business opportunities, innovate and expand their business ventures.	Reflect on the fundamentals of starting and growing a successful business, using case studies as examples.  Key skill: Find, examine and weigh up the evidence	<div>158</div> <div>159</div>
Info Page P South Africa needs entrepreneurs	Support for Lesson set Read about getting a business started and the different types of learning.		<div>160</div> <div>161</div>



Lesson set 9: Ethics and religion; coverage of sport

Time: 4.5 hours


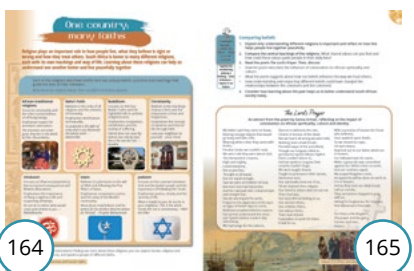

CAPS



Living in a multireligious society

- Understanding ethical teachings and/or religious laws of major religions in South Africa: African traditional religions; Baha’i Faith; Buddhism; Christianity; Hinduism; Islam; Judaism
- Indigenous belief systems in South Africa: origins and practices

Coverage of sport

- Research incidence of gender, race, and stereotyping and explain how they contribute towards bias in sporting codes.
- Elaborate on ways to redress biases within sporting codes.
- Discuss unfair, corrupt, and illegal practices in sports: Drugtaking; match-fixing; subjective umpiring; maladministration in sport.
- Analysis and critical evaluation of sport coverage.

Development of the self in society	Core knowledge and key messages	Activities and key skills	Pages 162 –167
Lesson 9.1 What guides your decisions?  1h	Ethics are guidelines that help individuals make decisions about what is right and wrong, though these can vary based on cultural values and personal beliefs.  Morals are personal beliefs influenced by experiences, culture and religion, which influence ethical thinking and behaviour.  Ethical dilemmas require critical thinking and consideration of the impact of actions on others, as well as the consequences of those actions.	Discuss the challenges of making ethical decisions, explore different perspectives on an ethical dilemma, and reflect on the importance of integrity.  Key skill: Question the way you make moral judgements  Identify the ethical approach you used in the dilemma, consider influences on your ethical code, and reflect on the impact of hearing different arguments.  Key skill: Pause, reflect and assess your emotions and thoughts	
Lesson 9.2 One country; many faiths  1h	Religion plays a significant role in shaping people’s ethics, with different religions providing unique beliefs, practices and teachings that guide their followers’ lives.  Understanding and respecting the diversity of religious traditions and ethical approaches is important for promoting tolerance and social harmony.	Investigate how understanding different religions promotes peaceful coexistence by recognising shared values and fostering respect for diverse beliefs.  Analyse the ethical perspectives in “The Lord’s Prayer” and other religions, discussing their influence on colonialist and indigenous approaches to morality and human rights.  Key skill: Investigate the past, predict the future – relate it to the present	
Lesson 9.3 Learning to live together  1h	Learning to live together involves finding common ground and understanding that differences in beliefs, traditions and practices can be a strength rather than a source of conflict.  Open and respectful dialogue can resolve disagreements about cultural or religious practices, ensuring everyone feels valued and included.  Schools play a vital role in bringing people together, teaching respect for diversity and creating inclusive environments where conflicts are resolved peacefully.	Discuss how Indigenous and modern belief systems coexist and analyse how the Constitutional Court has upheld rights in favour of learners’ belief systems.  Key skill: Question the way you make moral judgements  Facilitate dialogue using guidelines to address cultural and religious diversity, ensuring inclusive and respectful solutions.  Key skill: Try to acknowledge your emotions, learn from them – without becoming them	




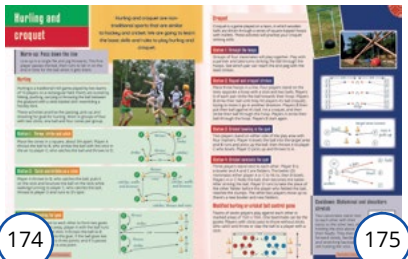
Development of the self in society	Core knowledge and key messages	Activities and key skills	Pages 168 –171
Lesson 9.4 Discrimination in sport  1h	Discrimination in sport arises from biases based on gender, race, ability or class, leading to unequal treatment and representation.  Policies promoting diversity and inclusion aim to create fair and welcoming environments in all sporting activities.  Addressing issues such as unequal pay, biased media coverage and racist behaviours can help make sports more equitable and inclusive for everyone.	Analyse media coverage to identify representation differences between male and female athletes, as well as athletes from diverse racial or ability groups.  Key skill: Find, examine and weigh up the evidence  Conduct a sports reporting survey  Key skill: Ask questions that guide, probe and produce useful information  Prepare a clip on the results of the survey  Key skill: Structure your argument	
Lesson 9.5 Playing fair  30m	Fair play in sports focuses on honesty, respect and equal opportunities for all participants while following established rules.  Unfair practices such as drug use, match-fixing, biased officials and poor management harm the integrity of sports and damage trust.  Encouraging respect, inclusion and compassion builds a positive environment where everyone can enjoy sports.	Share experiences of fair and unfair practices in sports and discuss the principles or values they represent.  Key skill: Make an informed choice, with an awareness of consequences  Examine examples of unethical behaviour in sports and predict the future of fairness by suggesting new approaches to ensure equal opportunities.  Key skill: Investigate the past, predict the future – relate it to the present	


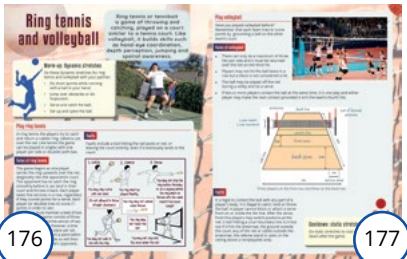


Activities that promote skills in sports

Time: 8 hours


CAPS

- Participation in activities that promote various traditional and /or non-traditional sport
- Participation and movement performance in traditional and/or non traditional sport
- Safety issues relating to participation in traditional and non-traditional sports

Physical Education	Core knowledge	Activities	Pages 172 – 175
Lacrosse and Australian rules football 	Lacrosse / scoop ball skills and rules Review of modified netball skills and rules AFL skills and rules Review of modified rugby skills and rules	<ul style="list-style-type: none"><li>• Lacrosse / scoop ball passing, pick-up, shooting for goal, rules of the game</li><li>• Review of netball passing, attacking and defending skills</li><li>• AFL punting, marking, bouncing and handballing</li><li>• Rugby kicking and catching skills</li></ul>	
Hurling and croquet 	Hurling skills Review of cricket skills Croquet skills and rules	<ul style="list-style-type: none"><li>• Hurling passing, pick-up, shooting for goal and rules of the game</li><li>• Review of cricket ball control skills</li><li>• Croquet striking skills and rules</li></ul>	

Physical Education	Core knowledge	Activities	Pages 176 – 177
Ring tennis and volleyball 	Striking games enhance functional movement skills Ring tennis explores catching and throwing, depth perception, speed, jumping and spatial awareness Volleyball explores hitting, depth perception, speed, jumping and spatial awareness	<ul style="list-style-type: none"><li>• Rules of ring tennis</li><li>• Play ring tennis</li><li>• Rules of volleyball</li><li>• Play volleyball</li></ul>	
Sepak takraw and netball soccer 	Understanding and applying the striking games to enhance functional movement skills Sepak takraw and netball soccer provide good cardiovascular training and help with agility and speed	<ul style="list-style-type: none"><li>• Rules of sepak takraw</li><li>• Play sepak takraw</li><li>• Rules of netball soccer</li><li>• Play netball soccer</li></ul>	
Formal assessment Term 4: Physical Education Task (PET) Suggested activities for movement performance (20 marks)	Activities that promote skills in sports Any choice of sport, pages 172 – 179		



	Activities	Pages 180 – 181
It's a wrap	<p><b>Consolidate the year's work.</b></p> <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>	



Antoninis, M. (2018, March 19). A global framework to measure digital literacy. UNESCO Institute for Statistics Blog. <https://uis.unesco.org/en/blog/global-framework-measure-digital-literacy>

Center for Curriculum Redesign. (2019). Competencies/ subcompetencies framework (Rev. 1.0). <https://curriculumredesign.org/framework/>

Center for Curriculum Redesign. (2023). Knowledge modernization [Draft concept note]. National Education Collaboration Trust.

Croucamp, A. (2022, January 17). Dialogue workshop – We’re in this together. Sacred Heart College.

Department of Basic Education. (2017, August 8). Life orientation textbooks grades 4 to 12: Guiding principles to inform writers and designers.

Ecological Approaches to Social Emotional Learning (EASEL) Laboratory. (2022). Personal correspondence.

Gwarube, S. (2024, August 19). Address at the 40th Annual Conference of the AEAA. Century City Conference Centre and Hotels, Cape Town.

Heard, J., Scoular, C., Duckworth, D., Ramalingam, D., & Teo, I. (2020). Critical thinking: Skill development framework. Australian Council for Educational Research. [https://research.acer.edu.au/ar\\_misc/41](https://research.acer.edu.au/ar_misc/41)

Jones, S. M., & Kahn, J. (2017). The evidence base for how we learn: Supporting students’ social, emotional, and academic development. National Commission on Social, Emotional, and Academic Development. Aspen Institute.

Organisation for Economic Co-operation and Development. (2019). OECD future of education and skills 2030 conceptual learning framework: Attitudes and values for 2030. OECD Publishing.

Organisation for Economic Co-operation and Development. (2019). OECD future of education and skills 2030 conceptual learning framework: Skills for 2030. OECD Publishing.

Piggott, C. L., Spray, C. M., Mason, C., & Rhind, D. (2024). Using sport and physical activity interventions to develop life skills and reduce delinquency in youth: A systematic review. International Review of Sport and Exercise Psychology. Advance online publication. <https://doi.org/10.1080/1750984X.2024.2349994>

Ramalingam, D., Anderson, P., Duckworth, D., Scoular, C., & Heard, J. (2020). Creative thinking: Skill development framework. Australian Council for Educational Research. [https://research.acer.edu.au/ar\\_misc/40](https://research.acer.edu.au/ar_misc/40)

Scoular, C., Duckworth, D., Ramalingam, D., & Heard, J. (2020). Collaboration: Skill development framework. Australian Council for Educational Research. [https://research.acer.edu.au/ar\\_misc/42](https://research.acer.edu.au/ar_misc/42)

UNESCO International Bureau of Education. (n.d.). Literacy. In Glossary of curriculum terminology. Retrieved May 15, 2023, from <https://www.ibe.unesco.org/en/glossary-curriculum-terminology/l/literacy>

UNESCO International Bureau of Education. (n.d.). Numeracy. In Glossary of curriculum terminology. Retrieved May 15, 2023, from <https://www.ibe.unesco.org/fr/node/12279>

UNESCO. (2020). Education for sustainable development: A roadmap. Paris: UNESCO.

UNESCO. (2021). Local and indigenous knowledge systems (LINKS). Retrieved January 10, 2023, from <https://en.unesco.org/links>

UNESCO. (2023). What you need to know about education for sustainable development. Retrieved May 10, 2023, from <https://www.unesco.org/en/education-sustainable-development/need-know>

Watson, P., Volmink, J., Mdaka, M. J., & Croucamp, A. P. (n.d.). Values in education: Animating the care and support for teaching and learning framework. Department of Basic Education, Pretoria, South Africa.



# Acknowledgements



The development of the *At the Crossroads Life Skills* and *Life Orientation* textbooks and Teacher’s Guides (Grades 4 to 12) involved collaboration between many partners, writers, designers, reviewers, and coordinators. We thank all those who have been involved with the project.

**Series Editor:** Patricia Watson, Department of Basic Education  
**Phase Editors** Intermediate Phase: Rachel Adatia, Thulani Sibeko, Esther Ramani and Leah Marais; Senior Phase: Diane Favis, Leah Marais and Bhuti Nkosi; Further Education and Training Phase: Trevor Waller. All phases benefitted from the editorial feedback from subject advisors as coordinated by Jerry Zitha and Martha Bernard-Phera  
**Project Guiding Document:** Patricia Watson, André Croucamp, Rachel Adatia, Sally Whines, Yumnah Hattas & Desmond Ntshalintshali

**Teacher Guides** generic section: Diane Favis, Patricia Watson, John Ostrowick and Sally Whines and Teacher Guide grade specific sections for Intermediate Phase: Rachel Adatia, Thulani Sibeko and Leah Marais; Senior Phase: Diane Favis, Leah Marais and Bhuti Nkosi; Further Education and Training Phase: Trevor Waller. All phases benefitted from the editorial feedback from subject advisors as coordinated by Jerry Zitha and Martha Bernard-Phera

**Editorial contributors**  
Antoinette Gennrich, Karen Hurt, Maren Bodenstein, Maylani Louw, Shanu Misser, Thandile Ntshwanti, Catherine Garson, Diane Favis, Daniella Favis, Esther Ramani, Gillian Mcdowell, Jennifer Button, Leah Marais, Rachel Adatia, Sally Clark, Thulani Sibeko, Trevor Waller, Una Seery, Wendy Rodseth, Barbara Rodwell, Catherine Alexander, Cheryl Minkley, Dorita Du Toit, Ernestina Mudau, Estelle Lawrence, Illiska Crossley, Jane Argall, Kekeletso Mbombo, Kent De Klerk, Lausanne Olvitt, Lloyd Leach, Maia Marie, Makganwana Mokgalong, Mamotha Ratlhankana, Marion Drew, Marta Heri, Michelle Petersen, Neville Josie, Nico Van Der Merwe, Nicole Levin, Nomagugu Mukadah, Ntombi Qoyi, Priya Vallabh, Refiloe Mofelehetsi, Shamim Meer, Shamin Chibba, Sharon Cort, Thabile Mangele, Vanishree Naamdhow, Zintle Tyuku, Desmond Ntshalintshali, Nandipha Mbangula, Nombuso Makhathu, Samuel Maraba, Ntombikayise Mota, Rosalee Telela, Julia Raynham, Makhosazane Mngadi, Khulekani Kanye, Bhuti Nkosi, Cyrilise Scholtz, Yvonne Shapiro, Patricia Dianne Tucker, Ismail Teladia, Lesedi Mogoathle, Zonke Mpotulo

**Reviewers & Specialists**  
Andreas Beutal, Didi Chokwe, Susan Naude, Nanjani Lungu, Rebone Ntsie, Andrew Simpson, Hayley Walker, Johanna Moolman, Judy Connors, Lesedi Mogoathle, André Croucamp, Elmari Briedenhann, David Mendes, Jacqui Makowem, Joanne Newton, Joanne Potterton, Nicolette Prea Naidoo, Finn Reygan, Renet Strehlau, Maude de Hoop, Timothy Fish Hodgson, Andrew Ingram, Sijabule Behane, Carina Muller, Ravi Pillay, Dineo Molatedi, Tshikovhi Madidimalo, Mpho Mkhonto, Grandville Whittle, Mpho Mkhonto, Saadhna Panday, Preeya Seetal, Krishni Perumal, Letha Ukuthula Makhanga, Lucy Matini, Nomfundo Somhlahllo, Kwanele Mabuza, Mmoloki Legodi, Kekeletso Mbombo, Nokuthula Prusent, Wycliffe Otieno, Nwabisa Tsengiwe, Sibongiseni Henna, Noluthando Mvabaza.

**Life Orientation Subject specialists**  
**Intermediate and Senior Phase:** Boitumelo Keebine, Christabel Jabulile Mkhathswa, Dinah Mosia, Eliza Thokozani Vilakazi, Gloria Ntombikazi Dekeza-Tsomo, Ismail Teladia, KG Modiba, Mangoma Hulisani Mulweli, Margie Clarke, Mark Antonels, Millicent Smith, Phillip Molala, Pumla Pretty Zimema, Rachel Kika, Reggy Mashego, Sibongile Moloko, Simon Mandewo, SV Moodley

**FET Phase:** Betty Twala, Disemelo Maphate-Mrubata, Fairuez Cassiem, June Darries, Marilyn Villaflores, Moses Nsimbini, Peace Merementsi, Robertha Nazer, Thato Adoro

**Managerial and Administrative support:** Doris Mahlobogoane, Jerry Zitha, Luvuyo Cebo, Makondele Tshitema, Martha Bernard-Phera, Mimi Mini, Ntebo Mkhondo, Pumla Mdontswa, Sifiso Sibiya, Tumi Montja, Virginia Mputla

**Translators**  
Benny Mojela, Khanyisile Mndebele, Themba Mahlangu, Claudine Rambau, Nombulelo Sambo, Bie Venter, Noma-Gcina Mtshontshi, Kubeka Prinscilla Nelisiwe, Ismael Stene, Ntombikayise Zulu, Michael Louw, Marcel Devos, Maureen Wilson, Lusanda Goli, Thompho Rambuda, Risuna Wisdom Nkolele.

**Design & Images**  
Adam Rumball, Alicia Arntzen, Arline Stoffberg, Brian Switala, Candice Turvey-Green, Jenny Hattingh, Landi Terblanche, Melinda Bosch, Michele Dean, Rizelle Haartmeier, Robert Machiri, Tatjana Godoy, Sally Whines, Emma Bosman, Francis Burger, Keabetswe Makgoane, Nkosinathi Khumalo, Rita Potenza, Sarie Potter

**Illustrators**  
Alastair Findlay, Bosslady Ami, Anri Terblanche, Chenoa Nwokedi, Dumisani Shambale, Emma Bosman, Emeka Ntone Edjabe, Francis Burger, Galaletsang Majatladi, Georgia Rae Luce, Michael Lawrence, Mninawa Ncombo, Nkosinathi Nzima, Paige Steyn, Sally Whines, Tamsin Hinrichsen, Tarika Pather, Vusi Malindi, Zenande Mtati

**Content developer – Creative Arts**  
Assitej South Africa  
**Administrative Support**  
Cynthia Manamela, Eric Richardson, Shalette Bester, Thabo Motshweni, Tsitsi Magwiro, Quanita Buys, Mantsha Maponya and Boitumelo Madie

**Special thanks to:**  
The curriculum strengthening team that supported the DBE to develop the Competency Framework led by Cheryl Weston: Shirley Eadie, Cathryn Moodley James, Sharon Grussendorff, Leketi Makalela, Andre Croucamp, Lauren Tracey Temba, Shafika Isaac who cocreated the Competency Framework for DBE

Gauteng Department of Basic Education officials and teachers who attended workshops and shared their experience of Life Orientation in the classroom and ideas to inform the textbooks

Schools that took part in photo shoots and illustrations: Emadwaleni High School, Greenside High School, Pretoria Tech High School, Queens High School, Thatha Ezakho Primary School, Vista Nova School

Kara Heritage Institute and the houses of traditional leadership that informed the indigenous knowledge priority

MindBurst Workshop for sharing their experience of developing and facilitating critical thinking skills with schools. The skills scaffold and the project lenses are based on their work

The South African Human Rights Commission (SAHRC), particularly Commissioner Ameermia and the Access to Justice Programme Discovery Vitality who hosted the Physical Education ‘Big Ideas’ specialist workshop

Soul City for permission to draw on their extensive archive of Soul Buddyz materials

The European Union for funding the initial phase of the project  
The National Collaboration Trust, particularly Godwin Khosa, Peter Kimingi, Sandile Mkhonto, Kanyisa Diamond, Tsitsi Magwiro, Hlayisani Mabutana and Thabo Motshweni

The senior managers of Basic Education, particularly Dr Granville Whittle, Mamiki Maboya, Patricia Watson, Moses Simelane, Rufus Poliah, Seliki Tlhabane, Cheryl Westen, Mark Chetty, Bulara Monyaki, Pule Rakgoathe, Martha Bernard-Phera, Jerry Zitha, Likho Bottoman, Sifiso Ngobese, Given Mabena, Neo Sediti, Muzi Ndlovu, Sibongile Monareng

**Organisations** who have contributed to the project, including those who participated in workshops and provided resource materials to inform the textbooks:

Adopt-a-School Foundation  
African Centre of Excellence for Information Ethics  
African Storybook Project  
Aids Accountability International  
Altus Sport  
Amnesty International  
ASSITEJ  
British Council  
Cape Peninsula University of Technology: Centre for International Teacher Education  
Class Act  
Constitution Hill: Education Outreach  
Constitutional Literacy and Service Initiative (CLASI)  
Cool to be Me  
Department of Arts and Culture  
Department of Cooperative Governance and Traditional Affairs  
Department of Basic Education: Life Orientation Education Specialists across the nine provinces  
Department of Health  
Department of Higher Education and Training  
Department of Justice and Constitutional Development  
Department of Social Development  
Department of Sport and Recreation South Africa  
Department of Transport  
Discovery Vitality  
Durban Gay Centre  
Durban University of Technology: International Centre of Nonviolence  
ENSAfrica  
Equal Education Law Centre  
Eskom  
Facing History and Ourselves  
Flemish Association for Development Cooperation and Technical Assistance (VVOB)  
Foundation for Human Rights (FHR)  
GALA (Gay and Lesbian Memory in Action)  
Gauteng Department of Education  
Gay and Lesbian Network (GLN)  
Gender Dynamix  
GIZ – Deutsche Gesellschaft  
Grassroot Soccer  
Higher Education and Training HIV/AIDS Programme (heads)  
Human Sciences Research Council (HSRC)  
I.B.I ART  
Inclusive Education South Africa  
Institute for Security Studies  
Intel South Africa Corporation

Iranti-org  
Kara Heritage Institute  
Kenya Institute of Education  
King David High School  
Know Your Constitution Campaign (KYC)  
Learning Matters  
Lifesaving South Africa  
Macsteel Maestros  
Mapungubwe Institute for Strategic Reflection  
Media in Education Trust Africa (MiET Africa)  
Mindset TV Network  
Motsepe Foundation  
Move-It Moving Matters  
Nal’ibali Reading Clubs  
Namibia Ministry of Education  
National Education Collaboration Trust (NECT)  
National Sea Rescue Institute (NSRI)  
Masihlangane Communications CC  
Milk SA  
Momentum Metropolitan Holdings Limited  
Nelson Mandela Children’s Fund  
Nelson Mandela Children’s Hospital  
Mandela University  
Nestlé  
North-West University  
Phaphama Initiatives  
Phoenix College of Johannesburg  
Physical Education Institute of South Africa (PEISA)  
Railway Safety Regulator (RSR)  
Regional Psychosocial Support Initiative (REPSSI)  
Road Accident Fund (RAF)  
Road Traffic Management Corporation (RTMC)  
Save the Children South Africa  
SCORE  
Section27  
SGS Consulting  
Shanduka Foundation  
Shikaya  
Socio-Economic Rights Institute  
Soul City Institute  
South African Human Rights Commission  
South African Institute for Drug Free Sports  
South African Local Government Association (SALGA)  
South African Medical Research Council  
South African National Roads Agency Ltd (SANRAL)  
South African Sugar Association  
South African Universities Physical Education Association (SAUPEA)  
Special Olympics South Africa

Sport for Social Change Network (SSCN)  
Sports Science Institute of South Africa (SSISA)  
Street Law  
Swiss Agency for Development and Cooperation  
The Global Hope: The Chicago School of Professional Psychology  
The Institute for Justice and Reconciliation  
The Other Foundation  
Triangle Project  
Tshwane University of Technology  
UNESCO: Quality Physical Education  
UNICEF  
United Nations Human Rights: Office of the High Commissioner  
Unity Actions  
University of Cape Town: Children’s Institute of South Africa  
University of Cape Town: Exercise Science and Sports Medicine  
University of Johannesburg School of Education  
University of KwaZulu-Natal: DST-NRF Centre in Indigenous Knowledge Systems (CIKS)  
University of Kwa Zulu-Natal: School of Education  
University of Pretoria: Centre for Sexualities, AIDS and Gender  
University of Pretoria: TUKS AIDS Reference Group  
University of South Africa (UNISA): Department of Inclusive Education  
University of Stellenbosch  
University of the Free State  
University of the Western Cape: School of Education  
University of the Witwatersrand: Centre for Diversity Studies  
University of the Witwatersrand: School of Education  
University of the Witwatersrand: School of Law  
University of Zululand  
USAID: Education Development Centre  
Valued Citizens Initiative  
Violence Prevention Forum  
Woolworths  
World Health Organization (WHO)