

### 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

7



Digital



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA







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

Grade  
**7**



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

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## Foreword from the Department of Basic Education

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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







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

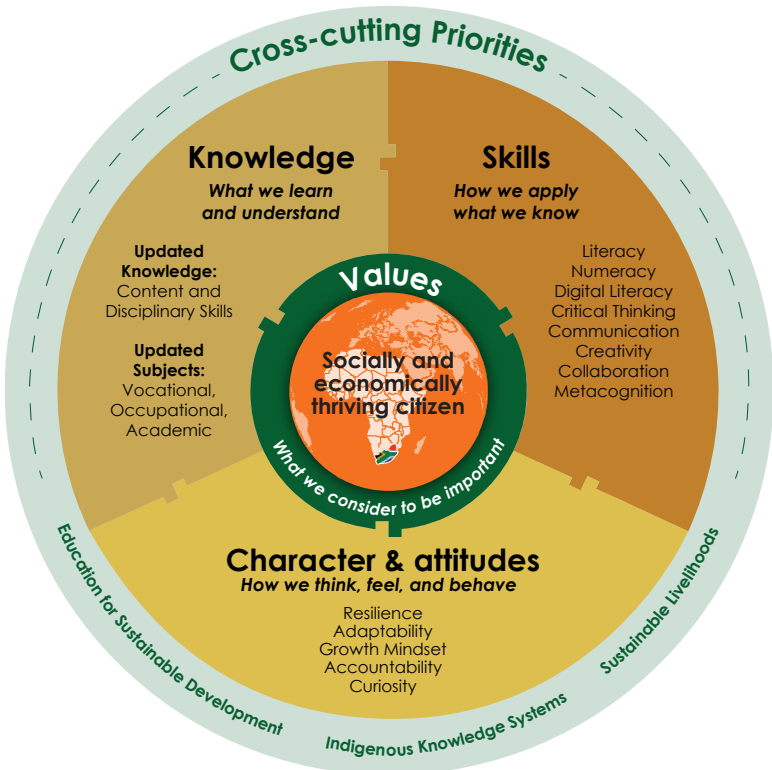
Opening Address by Minister Gwarube, MP, Basic Education, at the Association for Education Assessment in Africa (AEAA) International Conference 19 August 2024.

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

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

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

The Basic Education Competency Framework



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

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

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

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

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

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

### Skills: How we apply what we know

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

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

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

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

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

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

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

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

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

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

### Values: What we consider to be important

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

You can read more about how values strengthen the curriculum on pages 41 to 46 of your Teacher’s Guide.

### Cross-cutting Priorities

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

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





Look quickly through the book to see how the information, fonts, colours, diagrams and images are placed. Everything has been put where it is for a reason. There are two facing pages (a double-page spread) for each lesson. Most lessons will take about 30 minutes to 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.

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.

### World of Work

## Taking a look into the future

The world of work is changing fast. By the middle of the 21st century much of the work done by people now will be done by machines.

Machines already do some of the work of accountants, website designers, journalists, paralegals and pharmacists.

In the next few decades self-driving cars and trucks are likely to replace millions of drivers. Algorithms already do most financial transactions online. Automation is already threatening the jobs of cashiers, domestic workers, factory workers and miners. Artificial intelligence can already predict the spread of epidemics, scan crowds for wanted criminals and offer counselling to soldiers suffering from post-traumatic stress disorder. Let us imagine some other changes that may take place.

Don't choose a job a robot can do better!

### Future jobs

Test your idea - change your mind

Leka mohopolo wa hao - fetola monahano wa hao

- Choose three members from your family tree and imagine how the work they do will change because of automation.
- What kinds of jobs do you think humans will always do better than machines or robots? Are these jobs you might choose?

Step 1 Read these advertisements for possible future jobs.

### Rewilder

Apply now >

The Department of Urban Development and Environment is seeking a consultant to plan and manage the redesign and reconstruction of urban environments with natural, indigenous elements.

- Qualification in wildlife management, agriculture or environmental science is essential.
- A passion for nature, sustainable practices and spending time outdoors is recommended.
- Looking for a patient, creative, well-organised individual to work with environmental experts and town planners to reintroduce nature into our cities in a systematic sustainable way.

### Virtual-Journey Builder

Apply now >

The Department of Education is seeking a creative individual to design and create personalised school field trips for all subjects using virtual reality.

- Qualification in film studies together with some experience in education and knowledge of learners' needs is essential.
- Looking for an individual with good interpersonal skills to work with teachers of various subjects to plan school trips to many different places on earth and all the planets in our solar system.
- This position will allow you to work from home and to have flexible working hours.

### Urban Farm Planner

Apply now >

The Departments of Urban Development and Agriculture are seeking a dynamic manager to introduce communities in cities to growing their own crops and herbs on undeveloped land in urban spaces.

- Qualification in agriculture or environmental science is essential.
- Experience in management, development & training and aquaponics is recommended.
- Looking for a positive, hard-working individual to consult with communities, find suitable sites and assist growers to provide sustainably for communities and create markets for excess produce.

### The future sounds interesting

Step 2 Choose the job that interests you most and write up the answers to these questions.

- What kind of work is offered in this advertisement?
- What kind of activities are you likely to do each day?
- Where would you work?
- What school subjects and qualifications would you need for this work?

Find your own way to solve it

Fumana tsela ya hao ya ho e rarolla

Good job

146

Term 3: World of work

Lesson 10.3: Simulation of career-related activities; value of work

147

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.

### The 10 Basic Human Values

The Schwartz Theory of Basic Values shows ten groups of basic human values in a circular diagram. The value groups that are near each other tend to fit quite well with one another. For instance, people who connect mainly with self-direction are likely to fit with some parts of stimulation and universalism as well. Value groups that are directly opposite each other in the diagram tend to exist in tension with each other. For example, if someone feels most connected with conformity and tradition it will be quite difficult for that person to make life choices that come from a place of hedonism.

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

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Week 7: Term 3: World of work

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.

8 At the Crossroads Teacher's Guide Grade 7

How to use the textbook 9



Go through the features of a double-page spread, as explained on the previous pages 8 to 9. Use the questions below to help your learners identify the elements and understand how each element works on the page. All the questions are based on Grade 7 textbook pages 146 – 147, pages 148 to 149 and page 144 to 145 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.

## Identify design elements to help you use this textbook

Ask the learners to turn to pages 146 to 147 in the textbook. These are shown on pages 8 to 9 of your Teacher's Guide.

### 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:* Taking a look into the future.
  - Point out the writing in big letters that is below the heading. This is the introduction. Together with the title, it tells you what the lesson is about.
  - Ask the learners to turn to the next lesson – pages 148 to 149.
3. What is the title for this lesson? *Answer:* Work wear.

### The activities in the lesson – Taking a look into the future, pages 146 to 147.

Explain that each lesson has one or more **activity** – something for them to do. Each activity also has a **title**. The activity title is in a coloured band, so we can find it easily.

4. What colour are the bands that show us the activity titles? *Answer:* Blue and pink.
5. How many activity titles are there in this lesson? *Answer:* Two.
  - Give the names for the two activities. *Answer:* Future jobs and The future sounds interesting.
6. Look at the first activity title on the left-hand page: Future jobs.
  - How many parts are there to this activity? *Answer:* Three.
7. Now look at the activity on the right-hand page: The future sounds interesting.
8. How many parts are there to this activity? *Answer:* Seven.
9. How does the numbering work between the two activities? *Answer:* The numbering carries on across the activities.

If learners need more practice, the questions and answers below are based on: Work wear, pages 148 to 149.

10. How many activity titles do you see on this page? *Answer:* Two
11. What are the titles of these activities? *Answer:* Future work clothing and Protective work wear.
12. How many parts are there to each activity? *Answer:* Future work clothing has two parts and Protective work wear also has two parts.

### The skills in the lesson – Taking a look into the future, pages 146 to 147.

Look at the picture next to the activity. What do you think it shows? Example answer: A vase with a flower in it. Explain that the drawing is part of the skill icon. It shows the main skill learners will practise in the activity.

13. Read the text under the icon. What does it say? *Answer:* Test your idea – change your mind (English) and Leka mohopolo wa hao – fetola mona hano wa hao (Sesotho).
14. What is the skill for the other activity in this lesson? *Answer:* Find your own way to solve it (English) and Fumana tsela ya hao ya ho e rarolla (Sesotho).

If learners need more practice, the questions and answers below are based on: Work wear, pages 148 to 149.

15. How many skills do you see on this page? *Answer:* Two
16. What are the names of these skills? *Answer:* Create an image or story to show what it is like (English), Bopa setshwantsho kapa pale ho bontsha hore tla ba jwang (Sesotho) and Tell a story based on evidence (English), Pheta pale e nang le Bopaki (Sesotho).

### Reading boxes, stories, photographs, drawings and diagrams – pages 146 to 147.

Explain to the learners that all the features mentioned above add information that help with the activities.

17. For the lesson: Taking a look into the future, which of these features and how many do you see in the lesson? *Answer:* Four reading boxes and three photographs.

### The footers at the bottom of the pages

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

18. What information do they see? *Answer:* Grade 7, Term 3 and World of work – the topic.

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

19. What information do they see? *Answer:* The lesson number 10.4 and the name of the lesson set, Simulation of career-related activities; value of work.

### Be sure to show the learners:

- The Oberekile sticker at the bottom of page 151. Stickers like these show that you are at the end of a lesson set.
- An example of an Info Page, nearest one is pages 144 to 145. Tell the learners that these pages give more information and can help them with the activities.
- Ask the learners to find the journal icon for this lesson set. It can be found on page 143. Explain to the learners what a journal is and how journals work.

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

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.



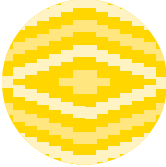


In the **Senior Phase school curriculum**, the subject Life Orientation has different topics. In this book, the topics are organised in the groups shown on this page.


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.

**Personal and Social Well-being**

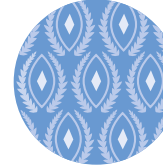
**Development of the self in society**



**Development of self** focuses on physical, emotional and mental well-being.




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




**Conflict** explores the ways to deal with disagreements, peer pressure, bullying and violence.

**Constitutional rights and responsibilities**

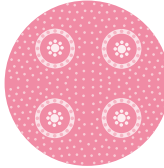


**Constitutional rights and responsibilities** is about human rights and values. It explores moral lessons, compares the practices of a range of religions and encourages you to become an active member of society, protecting the freedoms of us all.


**Health, social and environmental responsibility**



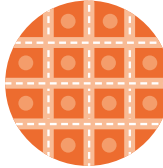
**Nutrition** explores the effects of the different foods we put in our bodies.



**Health and hygiene** provides information about communicable diseases, including HIV.




**Social and environmental responsibility** includes both a local and a global focus on environmental health.




**Safety** explores different types of safety, and develops the skills of risk assessment mitigation, choice and consent.

**Physical Education**




**Physical education** focuses on improving your health and fitness.

**World of Work**



**Careers and career choice** provides ideas about your future in the world of work.



**Study skills** offers tips for studying.

Topics covered in Grade 7

Topic		Lesson set
Term 1		
Development of self in society	Development of self	Self-image
	Sexuality	Changes in boys and girls
	Conflict	Peer pressure
World of work	Study skills	Reading and studying
Physical education	Generic stretches; Components of physical fitness	
Term 2		
Constitutional rights and responsibilities		Human rights
		Dealing with abuse in different contexts
World of work	Careers and career choice	Career fields
Physical education	Invasion games	
Term 3		
Health, social and environmental responsibility	Substance abuse	Substance abuse
	Social and environmental responsibility	Environmental health
World of work	Careers and career choice	Simulation of career-related activities: value of work
Physical education	Movement techniques	
Term 4		
Development of self in society	Development of self	Personal diet and nutrition
Health, social and environmental responsibility	Health and hygiene	Common diseases
Constitutional rights and responsibilities		Role of oral tradition and scriptures in religions
Physical education	Outdoor recreational activities	





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 7. This table shows the distribution of all the skills covered by all the activities across all lesson sets for Grade 7.

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 7 skills overview table



Skills	Enjoy a healthy mind and body	Ask questions that will help you understand what is going on	Convince someone of your point of view	Listen, talk and work it out together	Test your idea – change your mind	Create an image or a story to show what it is like	Step back – reflect and rethink – step back in		Work out what is right and wrong for you	Explore and express your emotions	Tell a story based on the evidence	Find your own way to solve it	Search, Record, compare	Make a choice and decide	Listen deeply to someone's feelings and thoughts	How did this happen? What will happen next?
TERM 1																
Lesson 1 Self-image	Page 3		Page 10	Page 11		Page 13			Page 7		Page 2	Page 2	Page 12	Page 6		
Lesson 2 Changes in boys and girls	Page 23	Page 15	Page 23		Page 16				Page 17	Page 15 Page 19	Page 21		Page 21		Page 20 Page 24	
Lesson 3 Peer pressure	Page 31	Page 37		Page 35	Page 36		Page 30		Page 26 Page 34			Page 29 Page 33		Page 37	Page 27	Page 28
Lesson 4 Reading and studying					Page 39 Page 43	Page 45 Page 47						Page 46	Page 44	Page 39		Page 38
TERM 2																
Lesson 5 Human rights			Page 63 Page 71	Page 69			Page 62		Page 70	Page 68	Page 64	Page 69				
Lesson 6 Dealing with abuse in different contexts	Page 73 Page 76		Page 74 Page 77	Page 82						Page 78 Page 83		Page 81	Page 84			Page 75 Page 79
Lesson 7 Career fields		Page 92 Page 95 Page 96			Page 91	Page 97	Page 88 Page 90					Page 89 Page 95	Page 92	Page 90		
TERM 3																
Lesson 8 Substance abuse	Page 121	Page 107	Page 109			Page 111	Page 120		Page 119		Page 111 Page 113	Page 114			Page 110 Page 117	Page 118
Lesson 9 Environmental health	Page 136		Page 135	Page 139					Page 134		Page 132 Page 134	Page 137	Page 127 Page 129 Page 133	Page 139		Page 124 Page 129
Lesson 10 Simulation of career-related activities; value of work			Page 150		Page 146	Page 141 Page 148	Page 143				Page 142 Page 149	Page 147	Page 140	Page 150		
TERM 4																
Lesson 11 Personal diet and nutrition	Page 163 Page 169	Page 161	Page 167		Page 167 Page 168	Page 163					Page 160 Page 163	Page 169	Page 165			
Lesson 12 Common diseases	Page 175 Page 179									Page 178	Page 173		Page 176	Page 179	Page 176 Page 181	Page 174
Lesson 13 Role of oral tradition and scriptures in religions		Page 191		Page 189						Page 187		Page 192	Page 185			
Number of times skill is covered over the year	11	8	10	6	8	8	6		7	7	12	13	12	7	7	8



# Strengthening the curriculum: Multilingualism

The purpose of the multi-language skills bookmarks in the *At the Crossroads* Grade 7 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/>

## My skills in Afrikaans

	 Enjoy a healthy mind and body Geniet 'n gesonde liggaam en gees
 Ask questions that will help you understand what is going on Vra vrae wat jou sal help om te verstaan wat aangaan	 Convince someone of your point of view Oortuig iemand van jou oogpunt
 Listen, talk and work it out together Luister, praat en werk dit saam uit	 Test your idea – change your mind Toets jou idee – verander van plan
 Create an image or a story to show what it is like Maak 'n prent of 'n storie om te wys hoe dit is	 Step back – reflect and rethink – step back in Staan terug – dink na – tree weer in
 Work out what is right and wrong for you Werk vir jouself uit wat is reg of verkeerd	 Explore and express your emotions Ondersoek en vertolk jou emosies
 Tell a story based on the evidence Vertel 'n storie gebaseer op die bewyse	 Find your own way to solve it Vind jou eie manier om dit op te los
 Search, record, compare Soek, maak notas, vergelyk	 Make a choice and decide Maak 'n keuse en besluit
 Listen deeply to someone's feelings and thoughts Luister diep na iemand se gevoelens en gedagtes	 How did this happen? What will happen next? Hoe het dit gebeur? Wat gaan volgende gebeur?

## My skills in isiNdebele

	 Enjoy a healthy mind and body Zijabulise ngengqondo kanye nomzimba ophilileko
 Ask questions that will help you understand what is going on Buza imibuzo ezakusiza bonyana uzwisise ukobana kwenzekani	 Convince someone of your point of view Dosa umuntu ngombono wakho
 Listen, talk and work it out together Lalalani, nikhulume begodu niyirarulule ngokuhlanganyela	 Test your idea – change your mind Lingelela umbono wakho – tjhugulula umkhumbulo wakho
 Create an image or a story to show what it is like Yakha umfanekiso namkha indatjana ukutjengisa ukobana injani	 Step back – reflect and rethink – step back in Thatha igadango lokubuyela emva – ucabangisisa begodu ucabange butjha – buyele ngaphakathi
 Work out what is right and wrong for you Funisisa okulungileko kanye nokunga-kalungi kuwe	 Explore and express your emotions Hlola begodu zwakalisa imizwa yakho
 Tell a story based on the evidence Coca indaba ngokuya kobuFakazi	 Find your own way to solve it Thola indlela yakho yokuyirarulula
 Search, record, compare Ifune, itilole phasi, imadanise	 Make a choice and decide Khetha begodu thatha Isiqunto
 Listen deeply to someone's feelings and thoughts Lalela ngokunge-neleleko imizwa kanye nemicabango yomunye umuntu	 How did this happen? What will happen next? Kwenzeka njani lokhu? Kuzokwenzekani ngokulandela?





## My skills in Tshivenda

Enjoy a healthy mind and body	ifhelwani nga muhumbulo na muvhili zwi re na mutakalo
Ask questions that will help you understand what is going on	Vhudzisani mbudziso dzine dza o ni thusa u pfesesa zwine zwa khou itea
Listen, talk and work it out together	Itani uri mu we muthu a pfesese kuvhonele kwa u
Test your idea - change your mind	Lingani muhumbulo wa u - shandukisani tsheo ya u
Listen, talk and work it out together	Mamelani, thethani niyisombulule kunye
Test your idea - change your mind	Vavanya uluvo lwakho - tsintsha ingqondo yakho
Listen, talk and work it out together	Yingisela, vulavula na ku tirhana na swona hi ku hlanyela swin'we
Test your idea - change your mind	Ringa muanakanyo wa wena - cinca mavonelo/ngqondo ya wena
Listen, talk and work it out together	Lalela, khuluma ebese nixazulula nonke ngokuhlanganyela
Test your idea - change your mind	Hloa umbono wakho - shintsha ingqondo yakho/gugula umqondo wakho
Listen, talk and work it out together	Yenza omunye umuntu akholelwe kumbono wakho
Test your idea - change your mind	Thokozela ingqondo nomzimba onempilo enhle

## My skills in isiXhosa

Enjoy a healthy mind and body	Yonwabela ingqondo nomzimba osemphilweni
Ask questions that will help you understand what is going on	Buza imibuzo eya kukunceda ekuqondeni okuqhubekayo
Listen, talk and work it out together	Itani uri mu we muthu a pfesese kuvhonele kwa u
Test your idea - change your mind	Lingani muhumbulo wa u - shandukisani tsheo ya u
Listen, talk and work it out together	Mamelani, thethani niyisombulule kunye
Test your idea - change your mind	Vavanya uluvo lwakho - tsintsha ingqondo yakho
Listen, talk and work it out together	Yingisela, vulavula na ku tirhana na swona hi ku hlanyela swin'we
Test your idea - change your mind	Ringa muanakanyo wa wena - cinca mavonelo/ngqondo ya wena
Listen, talk and work it out together	Lalela, khuluma ebese nixazulula nonke ngokuhlanganyela
Test your idea - change your mind	Hloa umbono wakho - shintsha ingqondo yakho/gugula umqondo wakho
Listen, talk and work it out together	Yenza omunye umuntu akholelwe kumbono wakho
Test your idea - change your mind	Thokozela ingqondo nomzimba onempilo enhle

## My skills in Xitsonga

Enjoy a healthy mind and body	Tiphine hi miehleketo na miri wa rihanyu
Ask questions that will help you understand what is going on	Vutisa swivutiso leswi swi nga ta ku pfuna leswo u twisisa hi leswi swi humelelaka
Listen, talk and work it out together	Itani uri mu we muthu a pfesese kuvhonele kwa u
Test your idea - change your mind	Lingani muhumbulo wa u - shandukisani tsheo ya u
Listen, talk and work it out together	Mamelani, thethani niyisombulule kunye
Test your idea - change your mind	Vavanya uluvo lwakho - tsintsha ingqondo yakho
Listen, talk and work it out together	Yingisela, vulavula na ku tirhana na swona hi ku hlanyela swin'we
Test your idea - change your mind	Ringa muanakanyo wa wena - cinca mavonelo/ngqondo ya wena
Listen, talk and work it out together	Lalela, khuluma ebese nixazulula nonke ngokuhlanganyela
Test your idea - change your mind	Hloa umbono wakho - shintsha ingqondo yakho/gugula umqondo wakho
Listen, talk and work it out together	Yenza omunye umuntu akholelwe kumbono wakho
Test your idea - change your mind	Thokozela ingqondo nomzimba onempilo enhle

## My skills in isiZulu

Enjoy a healthy mind and body	Thokozela ingqondo nomzimba onempilo enhle
Ask questions that will help you understand what is going on	Buza imibuzo ezokusiza uqondise ngokwenzekayo
Listen, talk and work it out together	Itani uri mu we muthu a pfesese kuvhonele kwa u
Test your idea - change your mind	Lingani muhumbulo wa u - shandukisani tsheo ya u
Listen, talk and work it out together	Mamelani, thethani niyisombulule kunye
Test your idea - change your mind	Vavanya uluvo lwakho - tsintsha ingqondo yakho
Listen, talk and work it out together	Yingisela, vulavula na ku tirhana na swona hi ku hlanyela swin'we
Test your idea - change your mind	Ringa muanakanyo wa wena - cinca mavonelo/ngqondo ya wena
Listen, talk and work it out together	Lalela, khuluma ebese nixazulula nonke ngokuhlanganyela
Test your idea - change your mind	Hloa umbono wakho - shintsha ingqondo yakho/gugula umqondo wakho
Listen, talk and work it out together	Yenza omunye umuntu akholelwe kumbono wakho
Test your idea - change your mind	Thokozela ingqondo nomzimba onempilo enhle



# 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

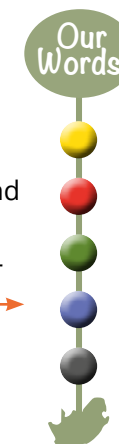
- Tools like Venn diagrams, T-charts, or flowcharts can help learners organise what they are reading and see relationships between ideas in the text.
- Encourage learners to take notes while they are reading using different graphic formats to find what works best for them. This will aid with comprehension 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 7. For further details on assessment, see CAPS Section 4.

Term 1			
Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
Personal and Social Well-being Development of the self in society	Consolidation of work done during the term. <b>Written task</b> Answering questions Writing a poem/creating a song	<b>Lesson Set 2: Changes in boys and girls</b> <b>Lesson 2.3: We each grow in our own way</b> - page 18 <b>Mark allocation</b> 1. How do you feel about all the physical changes you have just read about? (5) 2. Have you noticed any of these changes in yourself? Which ones? (2) 3. Are you prepared for all these changes? How can you prepare yourself better? (5) 4. Are people different towards you as a result of these physical changes? Which ones? (3) 5. Write a poem or song that describes your feelings. (15)	30 marks
Personal and Social Well-being Development of the self in society	<b>Written task</b> Answering questions Filling in a pledge	<b>Lesson Set 3: Peer pressure</b> <b>Lesson 3.6: Ways to cope with too much pressure &amp; My pledge</b> - pages 36–37 <b>Mark allocation</b> 1. Feeling too much pressure, what do you do? (3) 2. List at 4 coping techniques that work for you. (4) 3. What new technique are you going to try? Why this one? (3) 4. Fill in the pledge and commit yourself to positive peer pressure. (10)	20 marks
World of work Study skills	<b>Written task</b> Answering questions Creating a role-play	<b>Lesson set 4: Reading and studying</b> <b>Lesson 4.1: Reading takes us places</b> - page 38 <b>Mark allocation</b> 4. List the situations when it is important for you to know how to read. For example, when you are trying something new, following a recipe to bake a cake or checking the dosage on the package of medicine. (4) 5. Discuss what would happen if you could not read in these situations. (4) 6. Choose one situation and prepare a role play showing what would happen if you were not able to read. (12)	20 marks
Physical Education <i>Participate in a fitness program</i>	<i>Participation</i> = present and participating in the lesson. <i>Movement performance:</i> Focus on overall performance, must not encourage a sense of competition.	<b>Partner fitness activities</b> - pages 58–59 <b>Mark allocation</b> Participation (20) Movement performance (10)	30 marks
Total: 100 marks			

Term 2			
Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
<ul style="list-style-type: none"><li>Development of self in society</li><li>Constitutional rights and responsibilities</li><li>Health, social and environmental responsibility</li><li>World of work</li></ul>	Consolidation of activities done during the term. <b>Mid-year Exam</b> Minimum 60 minutes To cover work done in Terms 1 and 2. Assess knowledge recall, understanding and application of knowledge	<b>Mid-year Exam</b> Based on Lesson sets 1 to 7	70 marks
Physical Education <i>Play community or indigenous games that include the concept of invasion</i>	<i>Participation</i> = present and participating in the lesson. <i>Movement performance:</i> Focus on overall performance, must not encourage a sense of competition.	<b>Dibeke fun</b> - pages 98–99 <b>Mark allocation</b> Participation (20) Movement performance (10)	30 marks
Total: 100 marks			

Introduce the project for Term 3

Before the end of Term 2, explain to learners the project to be found on page 138, Plan your environmental campaign, which is to be completed in Term 3. Learners can choose their own groups of six or you can divide the class into mixed ability groups. Encourage the learners to read through Lesson set 9 during the holidays to get some ideas for their group's campaign. All learners in a group will get the same mark. **Find the sheet: GRADE 7: Term 3 Project on page 32** of your Teacher's Guide and make a photocopy for each learner or each group. Go through all the components of the campaign, explain the mark allocation, and encourage learners to start doing some research during the holidays.

Term 3			
Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
Health, social and environmental responsibility	Consolidation of work done during the term. <b>Project</b> Collect, analyse and/or evaluate data and information outside of contact time that will result in the synthesising of the findings into a campaign to be presented by learners in groups. The completion of the project will be facilitated by the teacher in class time to ensure the authenticity of the product.	<b>Lesson set 9: Term 3 Project – Plan and execute an environmental campaign</b> – Page 138 <ul style="list-style-type: none"><li><b>Topic:</b> Show you care for your environment</li><li><b>Task:</b> In groups of 6, learners plan a campaign with various features as laid out below.</li><li><b>Requirements:</b><ol style="list-style-type: none"><li>Choose a theme for the campaign and decide how long it will last for.</li><li>Decide on the audience the campaign will be focussed at.</li><li>Pick a memorable message for the campaign.</li><li>Decide on an action that will be part of the campaign and convince others to take better care of the environment.</li><li>Select an event that will kickstart the campaign.</li></ol></li></ul>	



Term 3			
Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
Health, social and environmental responsibility	Project Collect, analyse and/ or evaluate data and information outside of contact time that will result in the synthesising of the findings into a campaign to be presented by learners in groups. The completion of the project will be facilitated by the teacher in class time to ensure the authenticity of the product.	<b>Mark allocation</b> <b>Theme (10 marks)</b> Is the theme chosen relevant to the local environment? (5) How much effort did the group put into developing their theme? (5) <b>Audience (10 marks)</b> Is the target audience chosen a relevant target audience for the theme? (5) How effective was the group's communication with their target audience? (5) <b>Message (10 marks)</b> Is it a simple, memorable message? (4) How well does the message work with the theme? (3) How well was the message conveyed? (3) <b>Action (10 marks)</b> How well does the action work with the theme? (3) Is it an action that is sustainable? (4) How well was the action executed? (3) <b>Event (10 marks)</b> How well did the event work with the theme? (5) Was the event well planned? (5) How effective was the Campaign? (10 marks) How well did the campaign come together as a whole? (10) <b>Group work (10 marks)</b> How well did the group work together? (10) <b>You can use the template – pages 33 – 34 of your Teacher's Guide for learners to do self-assessment and peer assessment on their groupwork experience to help determine the group-work mark.</b>	70 marks
Physical Education <i>Perform a sequence of physical activities including rotation, balance, elevation and rhythmic movements</i>	<i>Participation</i> = present and participating in the lesson. <i>Movement performance:</i> Focus on overall performance, must not encourage a sense of competition.	<b>Movement activities 1 or 2 – textbook pages 152–153/154–155.</b> <b>Mark allocation</b> Participation (20) Movement performance (10)	30 marks
Total: 100 marks			

Term 4			
Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
<ul style="list-style-type: none"><li>Development of self in society</li><li>Constitutional rights and responsibilities</li><li>Health, social and environmental responsibility</li><li>World of work</li></ul>	Consolidation of activities done during the term. <b>End-of-year Exam</b> Minimum 60 minutes To cover work done in Terms 1, 2, 3 and 4. 3 sections, as laid out in CAPS Section 4 Assess knowledge recall, understanding and application of knowledge	<b>End-of-year Exam</b> Based on Lesson sets 1 to 7	70 marks
Physical Education <i>Participate in an outdoor recreational program</i>	<i>Participation</i> = present and participating in the lesson. <i>Movement performance:</i> Focus on overall performance, must not encourage a sense of competition.	<b>Outdoor team building</b> - pages 200–201 <b>Mark allocation</b> Participation (20) Movement performance (10)	30 marks
Total: 100 marks			



Topic: Show you care for your environment

- **Task:** In groups of 6, learners plan a campaign that shows they care for their environment.
- **Requirements:**
  1. Choose a **theme** for the campaign and decide how long it will last for.
  2. Decide on the **audience** the campaign will be focused at.
  3. Pick a memorable **message** for the campaign.
  4. Decide on an **action** that will be part of the campaign and convince others to take better care of the environment.
  5. Select an **event** that will kickstart the campaign.

Assessment Criteria (70 marks) as follows:

Theme (10 marks)

Is the theme chosen relevant to the local environment? (5)  
How much effort did the group put into developing their theme? (5)

Audience (10 marks)

Is the target audience chosen a relevant target audience for the theme? (5)  
How effective was the group’s communication with their target audience? (5)

Message (10 marks)

Is it a simple, memorable message? (4)  
How well does the message work with the theme? (3)  
How well was the message conveyed? (3)

Action (10 marks)

How well does the action work with the theme? (3)  
Is it an action that is sustainable? (4)  
How well was the action executed? (3)

Event (10 marks)

How well did the event work with the theme? (5)  
Was the event well planned? (5)

How effective was the Campaign? (10 marks)

How well did the campaign come together as a whole? (10)

Group work (10 marks)

How well did the group work together? (10)

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 7: 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

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, World of Work, Constitutional Rights and Responsibilities, or Health, 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 Senior Phase on the following pages. Turn the page



GRADE 7: 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.

5 = Excellent work done

4 = Good work done

3 = Sufficient work done

2 = Insufficient work done

1 = No work done

Enjoy a healthy mind and body ( \_\_\_\_ / 25)

- ☐ I try to eat as healthily as I am able to
- ☐ I try to exercise three times per week or more.
- ☐ I get eight hours of sleep most nights.
- ☐ I try to live a balanced life and I give time to friends, technology, and being active.
- ☐ When I feel sad, anxious, overwhelmed, etc. I have found healthy ways to that help me deal with my feelings.

Ask questions that will help you understand what is going on ( \_\_\_\_ / 25)

- ☐ I am curious about the world around me.
- ☐ I think carefully about the questions I ask.
- ☐ I try to ask questions that will help me 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.

Convince someone of your point of view ( \_\_\_\_ / 25)

- ☐ I try to state clearly the reasons for what I believe.
- ☐ I try use all the available evidence 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 step-by-step way.
- ☐ I have considered other possible explanations.

GRADE 7: Self-assessment: How well am I doing with the following skills?

Listen talk and work it out together ( \_\_\_\_ / 25)

- ☐ 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 productive dialogue tools.

Test your idea - change your mind ( \_\_\_\_ / 25)

- ☐ I have an idea and I am ready to 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 risks as much as possible.
- ☐ I am ready to risk failure and allow reality to give me feedback.

Create an image or a story to show what it is like ( \_\_\_\_ / 25)

- ☐ 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.

Step back - reflect and rethink - step back in ( \_\_\_\_ / 25)

- ☐ 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 quit.

GRADE 7: Self-assessment: How well am I doing with the following skills?

Work out what is right and wrong for you ( \_\_\_\_ / 25)

- ☐ 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 can identify things that influence my judgements.
- ☐ I am willing to compare my reasons with the reasons of others.
- ☐ I am willing to change my perspective when necessary.

Explore and express your emotions ( \_\_\_\_ / 25)

- ☐ 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 listening to what my emotions tell me about my responses to the world.
- ☐ I am finding my way to use my emotions help me learn more about the world.

Tell a story based on evidence ( \_\_\_\_ / 25)

- ☐ I am learning to identify where my point of view comes from.
- ☐ I try to find evidence for my point 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, including being willing to admit when I am wrong.

Find your own way to solve it ( \_\_\_\_ / 25)

- ☐ I understand that it can take time to find 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.

GRADE 7: Self-assessment: How well am I doing with the following skills?

Search, record, compare ( \_\_\_\_ / 25)

- ☐ 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 looking at many different reliable sources, 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 a choice and decide ( \_\_\_\_ / 25)

- ☐ I'm aware of when it's okay to follow, and when I must make my own decisions.
- ☐ I understand that the choices I make, in the present, 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 charge, and influence the events of my life, to the best of my ability.

Listen deeply to someone's thoughts and feelings ( \_\_\_\_ / 25)

- ☐ 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.



How did this happen? What will happen next? ( \_\_\_\_ / 25)

- ☐ I understand the idea of cause and effect.
- ☐ I know that choices I make now will affect my future.
- ☐ I am building a vision for my future.
- ☐ I try to make the choices that will help me reach that vision.
- ☐ I will try not to get caught up in activities that could lead me off the path and away from achieving my dreams.

Some questions for self-reflection

How have you applied this skill at school?

\_\_\_\_\_

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?

\_\_\_\_\_

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

\_\_\_\_\_

Strengthening the curriculum: Values

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

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

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

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

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

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

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





Definitions of explicit democratic values from the competency framework

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

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

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

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

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

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

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

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

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

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

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

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

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

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



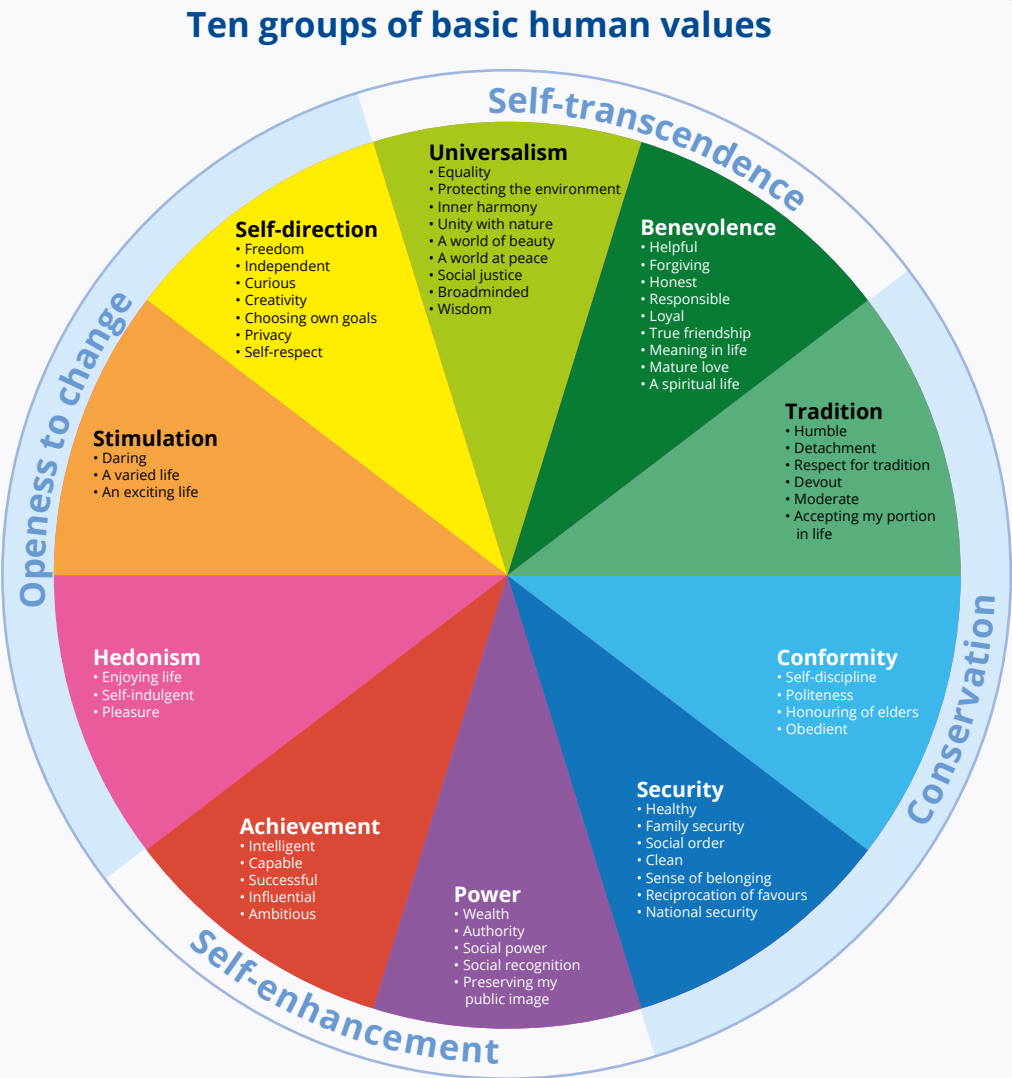


Below the surface of the values iceberg are the common values held by all human beings. The identification of all of these values, shared by communities all over the world is based on international research by Shalom Schwartz, with the addition of values. This has been explicitly linked to *Ubuntu* by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



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

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



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

**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)

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



Topic	Activity	In your journal...	Page no.
Development of the self in society Lesson 1.2 Self-image	What kind of friend are you?	Write or draw how you feel about the kind of friend you are.	Page 7
Development of the self in society Lesson 2.2 Changes in boys and girls	Ways to cope with mood changes	Write or draw how you can make yourself feel better when you feel sad, lonely, frustrated, angry, etc.	Page 16
Development of the self in society Lesson 3.1 Peer pressure	Facing the pressure	Write or draw how peer pressure makes you feel.	Page 26
World of work Lesson 4.1 Reading and studying	Reading takes us places	Write or draw how you feel about reading.	Page 39
Constitutional rights and responsibilities Lesson 5.1 Human rights	My vision for a democratic SA	Write or draw what your democratic SA looks like.	Page 63
Health, social and environmental responsibility Lesson 6.6 Dealing with abuse in different contexts	Message to my caregivers	Write or draw how you feel about your caregivers.	Page 83
World of work Lesson 7.1 Career fields	What did you learn from this exercise?	Write or draw how exploring who you are makes you feel.	Page 89
Health, social and environmental responsibility Lesson 8.1 Substance abuse	Survey your community	Write or draw how you feel about substance use in your community	Page 107
Health, social and environmental responsibility Lesson 8.8 Substance abuse	Healthy ways I can feel better	Write or draw how you feel about the ways you will try to help yourself feel better.	Page 121
Health, social and environmental responsibility Lesson 9.7 Environmental health	Show you care for your environment	Write or draw how you feel about being a planetary citizen.	Page 139
World of work Lesson 10.2 Simulation of career-related activities: value of work	My values and interests	Write or draw the interest that means the most to you.	Page 143
Health, social and environmental responsibility Lesson 11.4 Personal diet and nutrition	Where do you stand?	Write or draw how you feel about veganism or vegetarianism.	Page 166
Health, social and environmental responsibility Lesson 12.4 Common diseases	Love your body	Write or draw how it feels being inside your body.	Page 178
Constitutional rights and responsibilities Lesson 13.1 Role of oral traditions and scriptures in religions	Creation story – all the pieces fit together	After you have read all the creation stories, write or draw the one that you feel sits best with you.	Page 185
Grade 7: it's a wrap!	Reflecting on your year in Grade 7	Write something about the highs and lows of Grade 7.	Page 202

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 7 textbook.

Topic & lesson set	Info Page	Page numbers	Strengthening the curriculum: Cross-cutting priorities
Development of the self in society Lesson set 1: Self-image	A Sankara: Son of the African soil	Pages 4–5	Indigenous Knowledge Systems
Development of the self in society Lesson set 1: Self-image	B Sahwira (Ritual friendship)	Pages 8–9	Indigenous Knowledge Systems
World of work Lesson set 4: Reading and studying	C Reading club: Young African fiction	Pages 40–41	Language across the curriculum
World of work Lesson set 4: Reading and studying	D Read instructions and learn simple sewing tasks	Pages 48-49	Sustainable livelihoods
Constitutional rights and responsibilities Lesson set 5: Human rights	E A summary of the Bill of rights	Pages 66–67	Values and citizenship
Constitutional rights and responsibilities Lesson set 6: Dealing with abuse in different contexts	F Gaslighting	Pages 86–87	Psychological abuse
Health, social and environmental responsibility Lesson set 8: Substance abuse	G Healing Addiction	Pages 122–123	Indigenous Knowledge Systems
Health, social and environmental responsibility Lesson set 8: Environmental health	H Recycling and how to make a compost heap	Pages 130–131	Sustainable livelihoods
World of work Lesson 10: Simulation of career-related activities; value of work	I The 10 Basic Human Values	Pages 144–145	Values
Development of the self in society Lesson set 1: Personal diet and nutrition	J Food for thought	Pages 170–171	Indigenous Knowledge Systems



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.

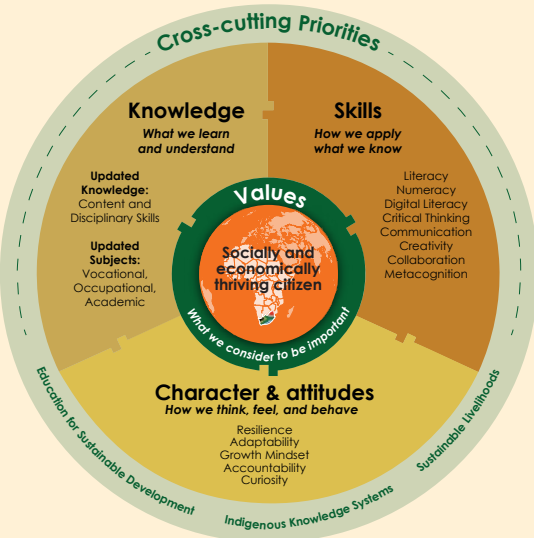
IKS offers alternative ways of **thinking, being and belonging**. Indigenous knowledge affects us in many ways, from the way we take care of ourselves and the natural world, to the way we communicate and express our creativity. It may be reflected in, for example, food production, medicine, technology, 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-image

Time: 2 hours




CAPS




- Concept: self-image
  - Identify and reflect on positive personal qualities: relationship with self, family, friends
  - Personal interests, abilities and potential
  - Strategies to enhance self-image through positive actions: respect for self
  - Strategies to enhance others' self-image through positive actions; respect for others and respect for diversity

30m

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

Assessment for Term 1 consists of Written Tasks for 70 marks and a Physical Education Task (PET) for 30 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	Core knowledge / Key messages	Activity / Key skills	Pages 2 - 13
Lesson 1.1 Value yourself <div>30m</div>	It is important to recognise, assert and communicate your value to yourself and others.	Read and discuss a dictionary definition of 'precious'. <b>Key skill: Find your own way to solve it</b> Identify which qualities make them valuable and make 'I am valuable' cards. <b>Key skill: Tell a story based on the evidence</b> Create an 'I am unique' flower. <b>Key skill: Enjoy a healthy mind and body</b>	 <div>23</div>
Info Page A Sankara	Support for Lesson 1.1 Learners read about this inspirational African leader and the 10 remarkable values by which he lived his life.		 <div>45</div>
Lesson 1.2 Friends: Choose wisely <div>30m</div>	Thinking about the factors that make for a supportive friendship is important. It helps you to consider your friendships and to act in ways that are kind and helpful to your friends.	Read comments that describe relationships with friends and decide whether it is thumbs-up, or thumbs-down behaviour or somewhere in between. <b>Key skill: Make a choice and decide</b> Choose values that are important to them and decide whether it is important for friends to share the same values. Imagine their dream friend. Reflect on the kind of friend they are. Have a conversation with a friend using sentence starters. <b>Key skill: Work out what is right and wrong for you</b>	 <div>67</div>

Development of the self	Core knowledge / Key messages	Activity / Key skills	Pages 2 - 13
Info Page B Sahwira	Support for Lesson 1.2 Learners read about a Shona custom, sahwira (ritual friendship) – how friends become ritual friends and what their responsibilities are to one another. The lyrics of a song by Oliver Mtukudzi speak to this custom.		 <div>89</div>
Lesson 1.3 Show respect <div>30m</div>	Respect is important in all relationships. By acting and speaking with respect we build healthy relationships.	Reflect on how they show respect to others at home and school and decide whether they feel they are respected. <b>Key skill: Convince someone of your point of view</b> Debate a conflict scenario and discuss, in the form of a talk show, ways to handle the situation more respectfully. Perform the respect rap. <b>Key skill: Listen, talk and work it out together</b>	 <div>1011</div>
Lesson 1.4 Be courageous <div>30m</div>	We can all make a valuable contribution to the world by standing up for ourselves and what we believe is right. This takes courage. It also helps us to build respect for ourselves and others.	Read about two courageous young people. Choose a courageous person and research how they showed courage. <b>Key skill: Search, record, compare</b> Read about the 1956 Women's March to Pretoria and answer questions. <b>Key skill: Create an image or a story to show what it is like</b>	 <div>1213</div>











Lesson set 2: Changes in boys and girls

Time: 3 hours

CAPS

- Concept: Changes in boys and girls: puberty and gender constructs
  - Physical and emotional changes
  - Understanding the changes and their impact on relationships
  - Respect for own and others' body changes and emotions
  - Appreciation and acceptance of the self and others and respect for diversity

Changes in boys and girls	Core knowledge / Key messages	Activity / Key skills	Pages 14 - 25
Lesson 2.1 Puberty: We are changing <div>30m</div>	Puberty can be an exciting time. It can also be a scary and confusing time. You are not alone. You can empower yourself by thinking and talking about the changes that are happening to you.	Read a short story and an information box about voice breaking. Consider various comments and questions about puberty. Ask their own questions about puberty. <b>Key skill:</b> Ask questions that will help you understand what is going on Draw a diagram and describe their own experiences of puberty – physical and emotional changes as well as changes in their relationships and social lives. <b>Key skill:</b> Explore and express your emotions	
Lesson 2.2 Coping with the changes <div>30m</div>	Growth hormones during puberty cause your body to change and can affect how you feel. Many of us have strong emotions and moods can change quickly. Mood swings can affect your relationships with your family, friends and other people.	Read how changes during puberty can affect relationships with family and friends. Explore different ways of coping with mood changes and try out methods to find out which suit them best. <b>Key skill:</b> Test your idea – change your mind Read about an adolescent challenged by acne and discuss how caregivers and peers can respond with care and respect, using effective communication. <b>Key skill:</b> Work out what is right and wrong for you	
Lesson 2.3 We each grow in our own way <div>30m</div>	We begin our journey to becoming an adult in our own way and in our own time. Understanding the physical changes that happen and expressing your feelings about going through puberty are important.	Examine anatomical drawings and learn about the physical changes that take place in girls and boys during puberty. Write 'I am my own normal during puberty' as a poem or song. <b>Key skill:</b> Explore and express your emotions	
<b>We each grow in our own way:</b> This activity counts for 30 marks towards the term assessment mark. <b>Mark allocation</b> 1. How do you feel about all the physical changes you have just read about? (5) 2. Have you noticed any of these changes in yourself? Which ones? (2) 3. Are you prepared for all these changes? How can you prepare yourself better? (5) 4. Are people different towards you as a result of these physical changes? Explain your answer. (3) 5. Write a poem or song that describes your feelings. (15)			

Changes in boys and girls	Core knowledge / Key messages	Activity / Key skills	Pages 14 - 25
Lesson 2.4 Periods are part of our life cycle <div>30m</div>	During puberty the physical changes a girl experiences are part of the process of maturing into a woman and she will begin to have monthly periods. Understanding how periods, sex and pregnancy work is very important.	Read about a girl's experience of her first period and answer questions. <b>Key skill:</b> Listen deeply to someone's thoughts and feelings Test their knowledge about the menstrual cycle, how a baby is made, safe sex (condoms) and why periods stop when a girl is pregnant. <b>Key skill:</b> Tell a story based on the evidence Consider the dangers and challenges of teenage pregnancy. <b>Key skill:</b> Search, record, compare	
Lesson 2.5 We can manage our feelings in relationships <div>30m</div>	It is normal to experience strong feelings when you reach puberty. It can be challenging and take some time getting used to these feelings but they can get you thinking about the kinds of relationships you would like.	Strong feeling experienced during puberty are not good or bad. They help them to understand more about themselves. Read about different ways to respond to strong feelings. Explore the idea of feeling safe and heard in relationships and imagine their perfect relationship. <b>Key skill:</b> Convince someone of your point of view Process why it is important to understand all the changes they are going through. Find out about affirmations and choose some for themselves. <b>Key Skill:</b> Enjoy a healthy mind and body	
Lesson 2.6 We choose who we want to be <div>30m</div>	Society gives us many messages, sometimes mixed messages, about what to do and who to be. You should decide these things for yourself – what makes you happy, what is important to you and what your dreams are.	Read a poem about being courageous. Explore ways to find the courage to be themselves. <b>Key skill:</b> Listen deeply to someone's thoughts and feelings	

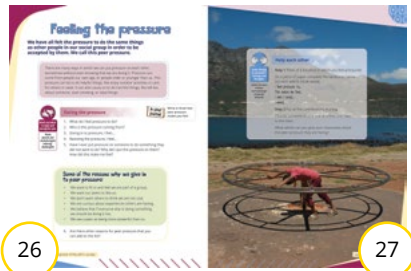

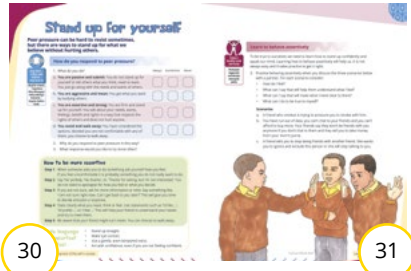



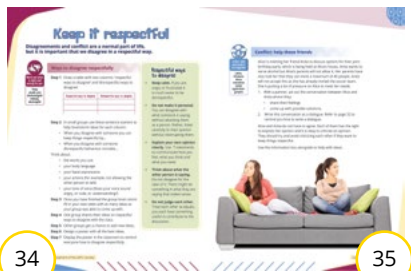

Lesson set 3: Peer pressure

Time: 3 hours

CAPS

- Concept: Peer pressure: effects of peer pressure
  - How peer pressure may influence an individual; use of substances, crime, unhealthy sexual behaviour, bullying and rebellious behaviour.
  - Appropriate responses to pressure: assertiveness and coping skills
  - Negotiation skills: ability to disagree in constructive ways
- Where to find help and respect for diversity

Peer pressure	Core knowledge / Key messages	Activity / Key skills	Pages 26 - 37
Lesson 3.1 Feeling the pressure <div>30m</div>	We have all felt the pressure to do the same things as other people in our social group in order to be accepted by them. We call this peer pressure.	Answer questions unpacking their own experiences of peer pressure. Read about some of the reasons people give in to peer pressure. <b>Key skill: Work out what is right and wrong for you</b> Give each other advice on ways to deal with peer pressure. <b>Key skill: Listen deeply to someone's thoughts and feelings</b>	
Lesson 3.2 Be aware of peer pressure <div>30m</div>	It is important to understand the effects of peer pressure so that we do not make choices or behave in ways that are not true to ourselves.	Read about a case of peer pressure with terrible consequences. Tell a partner about a case of someone harmed by peer pressure. Draw and fill in a diagram that unpacks the case of peer pressure. <b>Key skill: How did this happen? What will happen next?</b> Make a list of positive examples of peer pressure. <b>Key skill: Convince someone of your point of view</b> Read the lyrics of the rap 'Peer Pressure' and answer questions. <b>Key skill: Find your own way to solve it</b>	
Lesson 3.3 Stand up for yourself <div>30m</div>	Peer pressure can be hard to resist sometimes, but there are ways to stand up for what we believe without hurting others.	Consider the different ways to respond to peer pressure. <b>Key skill: Step back – reflect and rethink – step back in</b> Read about how to become more assertive. Practise more assertive responses to peer pressure scenarios. <b>Key skill: Enjoy a healthy mind and body</b>	

Peer pressure	Core knowledge / Key messages	Activity / Key skills	Pages 26 - 37
Lesson 3.4 Work it out <div>30m</div>	Relationships can get difficult when you feel pressured to do things. If the person is important to you, try and understand their needs and negotiate until you reach an agreement.	Consider a scenario of negotiation between two friends about cyberbullying. Read the four steps of negotiation. Examine the scenario more carefully by answering questions. <b>Key skill: Find your own way to solve it</b>	
Lesson 3.5 Keep it respectful <div>30m</div>	Disagreements and conflicts are a normal part of life, but it is important that we disagree in a respectful way.	Discuss and tabulate respectful and disrespectful ways to disagree. <b>Key skill: Work out what is right and wrong for you</b> Design a poster – Respectful ways to disagree. Read about respectful ways to disagree. Help two friends sort out a disagreement. <b>Key skill: Listen, talk and work it out together</b>	
Lesson 3.6 Ways to cope with too much pressure <div>30m</div>	If peer pressure feels too difficult to handle on your own, ask someone you trust for help. As a group we can make a commitment to create a healthier learning environment and put school policies to work.	Read about different ways to cope with peer pressure and make a list of techniques that work for them. <b>Key skill: Test your idea – change your mind</b> Learn a breathing technique. Sign a personal pledge, committing themselves to positive peer pressure. <b>Key skill: Make a choice and decide</b> Check out their school's policy on peer pressure or develop one if there isn't one. Find out where to get help. <b>Key skill: Ask questions that will help you understand what is going on</b>	
<b>Ways to cope with too much pressure and My pledge:</b> These activities count for 20 marks towards the term assessment mark. <b>Mark allocation</b> 1. Feeling too much pressure, what do you do? (3) 2. List at least 4 coping techniques that work for you. (4) 3. What new technique are you going to try? Why this one? (3) 4. Fill in the pledge and commit yourself to positive peer pressure. (10)			









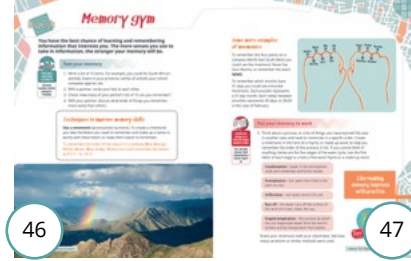
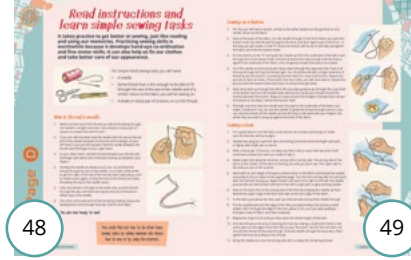
Lesson set 4: Reading and studying

Time: 2 hours

CAPS

- Concept: Importance of reading and studying: reading for enjoyment and reading with understanding
- Skills to develop memory: ability to recall

Reading and studying	Core knowledge / Key messages	Activity / Key skills	Pages 38 - 49
Lesson 4.1 Reading takes us places	Reading should not be something you just do in school. It can be an everyday part of your life and something you choose to do throughout your life. It allows you to experience many different worlds in your imagination and can help make you a calmer, happier, better-informed person.	Consider how reading has changed over generations. <b>Key skill: How did this happen? What will happen next?</b> Identify messages conveyed with few words – road signs, warning signs, cell phone texts, etc. Identify contexts where it is important to be able to read; discuss what would happen in these contexts if they could not read. Role play one of the above situations. <b>Key skill: Test your idea – change your mind</b> Discuss the benefits of reading and starting a book club. <b>Key skill: Make a choice and decide</b>	
<b>Reading takes us places and Reading opens doors:</b> These activities count for 20 marks towards the term assessment mark. <b>Mark allocation</b> 4. List the situations when it is important for you to know how to read. For example, when you are trying something new, following a recipe to bake a cake or checking the dosage on the package of medicine. (4) 5. Discuss what would happen if you could not read in these situations. (4) 6. Choose one situation and prepare a role play showing what would happen if you were not able to read. (12)			
Info Page C Reading Club	Support for Lesson 4.1 Learners are introduced to the Ugandan novelist, Jennifer Nansubuga Makumbi, and two of her novels. Also included is a list of ten novels from Africa, by African writers, that would make for interesting reading club reads.		
Lesson 4.2 Understanding the code	Reading starts with working out the code: the alphabet. The brain is good at working out codes. There are techniques that can help reading and there are barriers that can get in the way of reading.	Read about the alphabet as a code. Find out that they can read a text with muddled letters as long as the first and last letters of the words are in the correct place. Read about Braille as a code. Read about the techniques of skimming and scanning. Practise skimming and scanning. Find out about barriers to reading. <b>Key skill: Test your idea – change your mind</b>	

Reading and studying	Core knowledge / Key messages	Activity / Key skills	Pages 38 - 49
Lesson 4.3 We read with our senses	We use all five of our senses (sight, hearing, touch, smell and taste) to get information. Our brain processes this information and makes memories for us.	Examine road signs and identify their message. Find out about Hiragana signs. Research a road sign in a foreign language. Key skill: Search, record, compare Design symbols for railway safety rules. Key skill: Create an image or a story to show what it is like	 44 45
Lesson 4.4 Memory gym	You have the best chance of learning and remembering information that interests you. The more senses you use to take in information the stronger the memories will be.	Test their ability to remember things with a partner. Key skill: Find your own way to solve it Find out about different types of mnemonics to help remember different kinds of information. Create a mnemonic to help them remember something they have learned in class, or for the water cycle. Key skill: Create an image or a story to show what it is like	 46 47
Info Page D Read instructions and learn simple sewing tasks	Support for Lesson set Learners can practice reading instructions and learn how to do simple sewing tasks step-by-step.		 48 49
<b>End of Term check in:</b> Learners make a list of their two favourite activities from the term together with the skill that they learned from each activity.			

**Components of physical fitness****Time: 10 hours****CAPS**

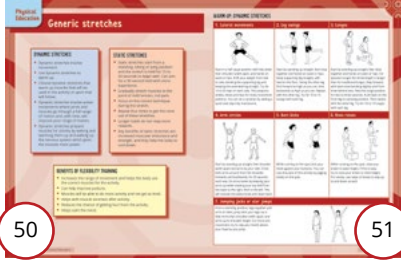

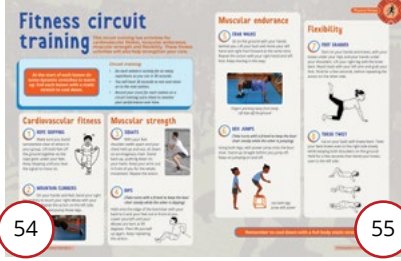
- Participating in a fitness programme
- Safety issues relating to fitness
- Participation and movement performance in a fitness programme

**Formal assessment task Term 1:**

Physical Education Task (PET) total 30 marks:

- participation 20 marks
- movement performance 10 marks

See assessment tool in CAPS Section 4.

Physical education	Core knowledge / Key messages	Activity / Key skills	Pages 50 - 61
Dynamic stretches (Warm-ups)	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	 50
Static stretches (Cooldowns)	Static stretches are done at the end of a lesson to cool down.	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	 52
Fitness circuit training	Fitness circuit training to develop: <ul style="list-style-type: none"><li>• Cardiovascular fitness.</li><li>• Muscle strength.</li><li>• Muscle endurance.</li><li>• Flexibility.</li></ul> Will also assist with core strengthening.	1. Rope skipping 2. Mountain climbers 3. Squats 4. Dips 5. Crab walks 6. Box jumps 7. Foot grabber 8. Torso twist	 54

Divide the class into eight equal groups for each of the eight training stations.




Blow a whistle or clap loudly to signal the start and end of the 30-second interval.

Learners complete as many repetitions as possible in the 30 seconds. They use the next 30 seconds to rest and move to the next station.

Learners do the circuit as many times as class time permits.

**Safety tip:**

For stations where the learners need to stand clear of others in the group, for example, rope skipping, mark out spaces on the ground to prevent accidents.

Physical education	Core knowledge / Key messages	Activity / Key skills	Pages 50 - 61
Fitness group games	Running games with dodging and short sprints to improve: <ul style="list-style-type: none"><li>• Cardiovascular fitness.</li><li>• Speed and agility.</li></ul>	1. Open gates 2. Group running 3. Extreme duck duck goose	 56
Partner fitness activities	Body-weight activities that will build muscle strength and endurance, as well as improve balance, agility and flexibility.	Dynamic stretches: Riders and horses & Fireman's lift 1. Trunk lifts 2. Bridges 3. Body pull-ups 4. Leg pushes 5. Partner sit-ups 6. Rigid log lifts 7. Partner drag 8. Handstands	 58
Group fitness activities	Improve teamwork skills and communication skills while developing strength, endurance and balance.	1. Tug of war 2. Human log carry 3. Obstacle navigation 4. The shrinking vessel 5. Shape building	 60

For partner activities ensure that partners match each other in terms of size, height and weight.

**Safety tip:**

Make sure that learners do not have any neck or head injuries before attempting handstands. w

In teams of eight or more, two teams at a station. Then winning teams compete against each other.

For human log carry: Teams need to carry 4 members over to the other side, but only 3 members can use arms and legs.

**Safety tips:**

For pyramid building make sure the heaviest, strongest learners are at the base of the pyramid to bear the weight of the lighter learners at the top.

Pyramid must not be held for long to avoid the strength bearers becoming fatigued, resulting in a collapse that could cause injury.

**Formal assessment Term 1:** Physical Education Task (PET) suggested activities for movement performance (10 marks) Participate in fitness programme **Partner fitness activities** – textbook pages 58 – 59.




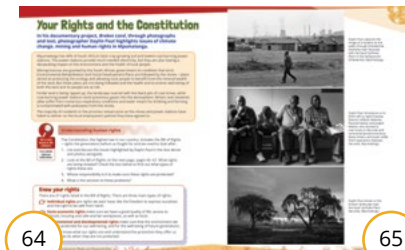



Lesson set 5: Human rights



Time: 2 hours

CAPS

- Concept: Human rights as stipulated in the South African Constitution
  - Application of human rights
  - Application of responsibilities in relation to human rights
  - Fair play in a variety of athletic and sporting activities: role of values, trust and respect for difference

Human rights	Core knowledge / Key messages	Activity / Key skills	Pages 62 - 71
Lesson 5.1 Rules as tools	Rules can help people to live, to learn and to work together in families, schools, places of work, and in the country as a whole. The Constitution is the rule book for South Africa.	Explore the importance of rules by playing a game with no rules. <b>Key skill: Step back – reflect and rethink – step back in</b> Learn about the process by which we got to have the Constitution. Imagine what it was like to be present at the launch of the Constitution. Describe their vision for the new South Africa. Develop five rules. <b>Key skill: Convince someone of your point of view</b>	
Lesson 5.2 Your rights and the Constitution	In his documentary project, <i>Broken Land</i> , Daylin Paul highlights the issues of climate change, mining and human rights in Mpumalanga.	Read about <i>Broken Land</i> , a documentary project by photographer Daylin Paul. Read about the different types of rights. Examine pictures from this project and answer questions. <b>Key skill: Tell a story based on the evidence</b>	
Info Page E A summary of the Bill of Rights	Learners read through A summary of the Bill of Rights to find out about the three types of rights, namely: individual rights, socio-economic rights and environmental and developmental rights. They then use the information to determine which rights have been violated in the documentary project, <i>Broken Land</i> , by photographer Daylin Paul.		

Assessment for Term 2 consists of a Mid-Year Exam for 70 marks and a Physical Education Task (PET) for 30 marks, making a total of 100 marks. Activities and skills from Term 1 and Term 2 are to be included in the exam.

Human rights	Core knowledge / Key messages	Activity / Key skills	Pages 62 - 71
Lesson 5.3 Rights and responsibilities	If we want to enjoy the benefits of a society that agrees to respect human rights it might be wise to keep those ideas alive through the way we treat others.	Read the Preamble to the Bill of Responsibilities. Read about the responsibilities that come with the right to human dignity. Decide whether it will be easy or difficult to carry out these responsibilities and say why. <b>Key skill: Explore and express your emotions</b> Read about the responsibilities that come with the right to live in a safe environment and say what they think of these responsibilities. <b>Key skill: listen, talk and work it out together</b> Work out the responsibilities they and their parents or caregivers have as a result of the right to education. <b>Key skill: Find your own way to solve it</b>	
Lesson 5.4 Fair play in sport	Just as we have the Constitution to help create fairness in our country, so all sports have rules that help the players play the game fairly.	Find out what red and yellow cards mean in football. Read scenarios of bad sporting behaviour and decide whether the behaviour should get a red or yellow card. <b>Key skill: Work out what is right and wrong for you</b> Examine photographs and identify the values shown by the team mates. Make a list of all the things that contribute to fair play. Use the Bill of Rights to build an argument for fair play. <b>Key skill: Convince someone of your point of view</b>	

























Lesson set 6: Dealing with abuse in different contexts

Time: 3.5 hours

CAPS

- Concept: Dealing with abuse in different contexts: between adults and children and between peers
  - Identify threatening and risky situations
  - Effects of abuse on personal and social health and relationships
  - Importance of communication to promote healthy and non-violent relationships
  - How to protect oneself from threatening and risky situations
  - Places of protection and safety for victims of abuse: where to find help

Dealing with abuse	Core knowledge / Key messages	Activity / Key skills	Pages 72 - 87
Lesson 6.1 Abuse hurts everyone  	Abuse can happen at home, in your family, at school, or even with your friends. No one, not even your elders, has the right to abuse you.  Sometimes people get so used to living in a harmful relationship they do not even realise that it is abusive. It is important to recognise the difference between healthy, unhealthy and abusive relationships.	Find out about aspects of healthy, unhealthy and abusive relationships. Read descriptions of various relationships and decide whether these relationships are healthy, unhealthy or abusive.  <i>Key skill: Enjoy a healthy mind and body</i>	 72  73
Lesson 6.2 Choose not to abuse one another  	Abuse can affect you physically and emotionally. It can change the way you behave and how you relate to others in both the short and the long term.	Read about different types of abuse. Consider how abuse can become part of a relationship and discuss why they choose not to abuse anyone.  <i>Key skill: Convince someone of your point of view</i>  Read a scenario about a difficult relationship. Unpack aspects of this relationship by answering questions.  <i>Key skill: How did this happen? What will happen next?</i>	 74  75
Lesson 6.3 How abuse can affect you  	Effects of abuse can be physical, psychological or emotional, or all three. Abused people often take out their anger on others and behave badly themselves.	Read about the different kinds of evidence of abuse. Choose a network of people they trust who can offer them support and protection.  <i>Key skill: Enjoy a healthy mind and body</i>  Read about the protection offered by the Bill of Rights. Write up their own Bill of Rights. Collate a Grade 7 or class Bill of Rights.  <i>Key skill: Convince someone of your point of view</i>	 76  77
Lesson 6.4 Avoiding abuse  	Abuse can happen at home, at school or in the community. Identifying situations that could lead to abuse can be difficult, but be on the look out for threatening behaviour and risky situations.	Think about what part of their bodies tells them that they are not feeling safe.  <i>Key skill: Explore and express your emotions</i>  Read a potentially risky online conversation. Unpack the conversation by answering questions.  Read how to be safe both off and online. Do a risk check.  <i>Key skill: How did this happen? What will happen next?</i>	 78  79

Dealing with abuse	Core knowledge / Key messages	Activity / Key skills	Pages 72 - 87
Lesson 6.5 How to protect myself  	Under South African law every child under 18 years of age has the right to be kept safe and unharmed. Understanding these rights, and knowing who you can turn to for help, is an important way of safeguarding yourself against abuse.	Read some statistics about abuse and bullying at school and at home. Find out about the laws that protect young people from abuse. Use the laws to advise a learner on how to counter corporal punishment.  <i>Key skill: Find your own way to solve it</i> Find out how to report a case of physical punishment at school.	 80  81
Lesson 6.6 Let's talk things through  	There is conflict and disagreement in even the healthiest relationships. Resolving these with violence and abuse is not the solution. Talking and really listening to each other's feelings and needs, is a good way to build healthy relationships.	Read about effective communication skills. Use effective communication skills to role-play a conversation.  <i>Key skill: Listen, talk and work it out together</i> Find out how to practise effective communication skills with parents or caregivers. Write a letter / note to parents or caregivers practising these strategies.  <i>Key skill: Explore and express your emotions</i>	 82  83
Lesson 6.7 Let's build awareness	Putting an end to violence and abuse is not easy, but raising awareness by talking about it is a good place to start. If everyone commits to working together to end abuse we will all be better protected.	Plan a class campaign to build awareness. Research all the organisations in the region that help with child and adult abuse and put this information together in a directory that is displayed in all classrooms. Invite one or more of these organisations to help the school set up a Safety Committee.  <i>Key skill: Search, record, compare</i>	 84  85
Info Page F Gaslighting	Support for Lesson set Learners find out about a particular form of emotional abuse called gaslighting, which can happen within personal relationships or in society at large.		 86  87



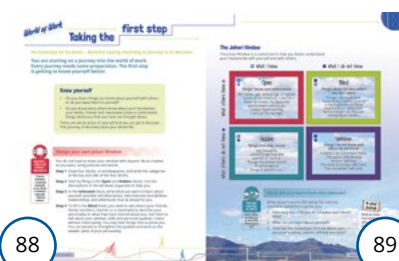

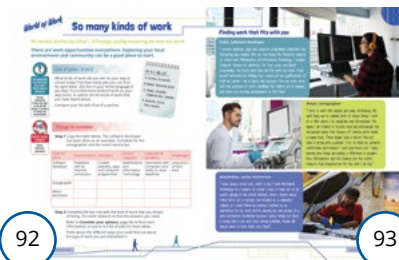


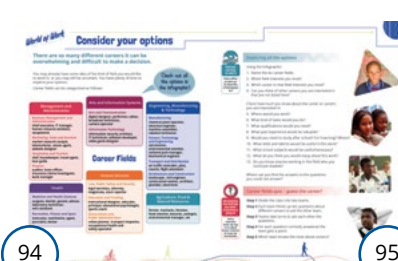

Lesson set 7: Career fields

Time: 2.5 hours

CAPS

- Concept: career fields
  - Qualities relating to each field: interests and abilities
  - School subjects related to each career field
  - Work environment and activities in each career field
  - Opportunities within each career field
  - Challenges within each career field
  - Level of schooling – requirements for each career field
  - Duration of study for each career field
  - Services and sources for career fields and study information

Career fields	Core knowledge / Key messages	Activity / Key skills	Pages 88 - 97
Lesson 7.1 Taking the first step <div>30m</div>	You are starting on a journey into the world of work. Before any journey you need to prepare. The first step on this journey is to get to know yourself better.	Create their own Johari Window to better understand themselves and their relationships with others. <b>Key skill:</b> Step back – reflect and rethink – step back in Reflect on what they learned by completing the exercise. <b>Key skill:</b> Find your own way to solve it	 <div>8889</div>
Lesson 7.2 Finding my way <div>30m</div>	We all face the challenge of making a living doing meaningful work. You may follow a single career all through your life or have many careers. You may be employed, work for yourself, or start a business and employ others. This journey begins with you exploring, discovering, developing and expressing different parts of yourself.	Imagine what they would like to do. <b>Key skill:</b> Make a choice and decide Take a quiz to see where their interests lie and the kinds of work they might be interested in. <b>Key skill:</b> Step back – reflect and rethink – step back in Consider the categories they were matched with and decide whether the test worked for them. <b>Key skill:</b> Test your idea – change your mind	 <div>9091</div>
Lesson 7.3 So many kinds of work <div>30m</div>	There are work opportunities everywhere. Exploring the kinds of work within your local environment and community can be a good place to start.	Make an A-Z list of the types of work they see around them. <b>Key skill:</b> Ask questions that will help you understand what is going on Read what three people say about the work they do. Research the kind of work they might be interested in. <b>Key skill:</b> Search, record, compare	 <div>9293</div>


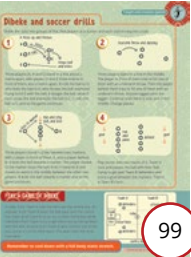


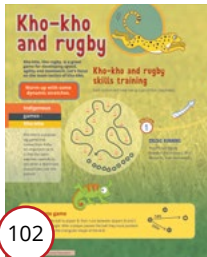

Career fields	Core knowledge / Key messages	Activity / Key skills	Pages 88 - 97
Lesson 7.4 Consider your options <div>30m</div>	There are so many different careers to choose from that it can feel overwhelming and difficult to make a decision. You might already have some idea of the kind of field you would like to work in, or you may still be uncertain. You have plenty of time to explore your options.	Examine a diagrammatic career field representation. Select the career field and a career within that field that interests them. Answer questions about that career to find out how much they already know about it. <b>Key skill:</b> Find your own way to solve it Test general knowledge of various careers through a career fields quiz. <b>Key skill:</b> Ask questions that will help you understand what is going on	 <div>9495</div>
Lesson 7.5 Turn challenges into opportunities <div>30m</div>	Your journey to finding the work that works for you will include making choices. It is useful to have a mental picture to help you find your way. Allow this picture to change as you find out more. Sometimes the opportunities for the work you will do one day are right in front of you, presented as challenges.	Identify challenges presented through pictures and find ways to turn these challenges into opportunities. <b>Key skill:</b> Ask questions that will help you understand what is going on Read about the response of a group of learners to a community problem. Identify a challenge in the community and visualise a solution and opportunity for creating work. Create an advertisement for this opportunity. <b>Key skill:</b> Create an image or a story to show what it is like	 <div>9697</div>
<b>End of Term check in:</b> Learners make a list of their two favourite activities from the term together with the skill that they learned from each activity.			





Invasion games  
Time: 8 hours

- CAPS
- Play community or indigenous games that include the concept of invasion
  - Participation and movement performance in community games or indigenous games that include the concept of invasion
  - Safety issues relating to participation in invasion games

**Formal assessment task Term 2:**  
Physical Education Task (PET) total 30 marks:  
• participation 20 marks  
• movement performance 10 marks  
See assessment tool in CAPS Section 4.

Physical education	Core knowledge / Key messages	Activity / Key skills	Pages 98 - 105
Dibeke fun	Practise skills and drills to help develop foot-eye coordination before playing the indigenous game dibeke.	Play 'bok in die hok' Learn dibeke skills <ol style="list-style-type: none"><li>1. Underhand rolling</li><li>2. Kicking a moving ball</li><li>3. Overarm throwing</li><li>4. Dodging</li><li>5. Soccer heading</li><li>6. Attacking and defending</li><li>7. Shooting for goal</li><li>8. Play modified dibeke</li><li>9. Dibeke and soccer training drills</li><li>10. Kicking a moving ball</li><li>11. Throwing and ducking</li><li>12. Stopping and passing the ball</li></ol> Play a game of dibeke	 
Dibeke is played with 12 players in a team and modified dibeke is played with 5 players in a team.			
Diketo, netball and volleyball	Practise diketo, netball and volleyball skills and drills to develop agility and hand-eye coordination before playing the indigenous game diketo.	Weave run Netball and diketo skills <ol style="list-style-type: none"><li>1. Netball shadowing</li><li>2. Netball interception</li><li>3. Diketo catching</li></ol> Play modified netball Diketo and volleyball training drills <ol style="list-style-type: none"><li>1. Gross motor diketo</li><li>2. Volleyball passing</li><li>3. Volleyball serving</li><li>4. Play diketo</li></ol> Play modified volleyball	 
Kho-kho and rugby	The indigenous game of kho-kho, like rugby, develops speed, agility and teamwork. Skills and rules of kho-kho. Intermediate rugby skills in group situations.	Triangulate game Kho-kho and rugby skills training <ol style="list-style-type: none"><li>1. Zigzag running</li><li>2. Kho-kho chain tag</li><li>3. Zigzag rugby drill</li><li>4. Circle rugby passing</li></ol> Play touch rugby	 

Physical education	Core knowledge / Key messages	Activity / Key skills	Pages 98 - 105
Jukskei, cricket and hockey	The indigenous game of jukse, like cricket, develops target throwing skills. Skills and rules of jukse. Intermediate cricket and hockey skills in group situations.	Jukskei and cricket drills <ol style="list-style-type: none"><li>1. Underarm poison ball</li><li>2. Skei throwing</li><li>3. Spot bowling</li><li>4. Nominate the spot</li></ol> Play a game of modified jukskei Jukskei and hockey drills <ul style="list-style-type: none"><li>• Skei throwing at a target</li><li>• Dribbling the ball with a hockey stick</li><li>• Striking the ball with a hockey stick</li></ul> Play modified hockey	 
<b>Formal assessment Term 2:</b> Physical Education Task (PET) suggested activities for movement performance (10 marks) Play community or indigenous games that include the concept of invasion <b>Dibeke fun</b> – textbook pages 98 – 99.			








Lesson set 8: Substance abuse

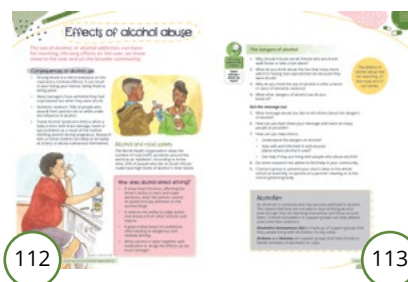

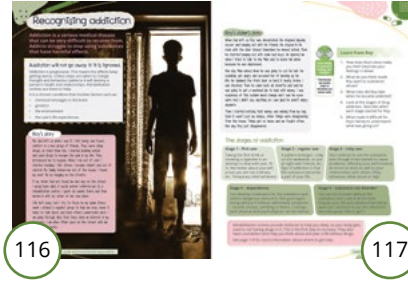
Time: 4 hours

CAPS

- Concept: Substance abuse
  - Types / forms of substance abuse
  - Symptoms of substance abuse
  - Personal factors that contribute to substance abuse: intrapersonal and interpersonal
  - Protective factors that reduce the likelihood of substance abuse
  - Prevention measures: early detection

Assessment for Term 3 consists of a Project for 70 marks and a Physical Education Task (PET) for 30 marks, making a total of 100 marks. Check the table for Lesson set 9, lesson 9.7 Let's take better care of the earth, to see the mark allocation for this project.

Substance abuse	Core knowledge / Key messages	Activity / Key skills	Pages 106 - 123
Lesson 8.1 Substance use	People around us use addictive substances – smoke cigarettes, drink alcohol, use drugs that are illegal. These substances can be addictive. They can also poison the mind, the body and social interactions.	Read about the effects addictive substances can have on people and find out what addiction is. Survey the community in terms of substance use and abuse. <b>Key skill: Ask questions that will help you understand what is going on</b> Find out from neuroscience why experimenting with addictive substances under the age of 25 is dangerous.	 106 107
Lesson 8.2 Tobacco – no thanks	All tobacco products, including hookahs and e-cigarettes, are harmful. They contain nicotine, which causes addiction, and other toxins that can cause asthma, cancer and heart problems. Inhaling second-hand smoke is also harmful and can cause illness. South Africa has strict laws about tobacco use to prevent harm caused by smoking.	Find out what is in a cigarette. Read about nicotine addiction and the dangers of second-hand smoke. Consider why people smoke. <b>Key skill: Convince someone of your point of view</b> Learn about the strict South African smoking laws. Read about the dangers of hookahs and e-cigarettes.	 108 109
Lesson 8.3 Say no to alcohol	It is legal for people 18 years and older to drink alcohol, but it can be very dangerous. It is especially dangerous for those who are under age. It has damaging effects on the body and the mind. Alcohol poisoning can be caused by binge drinking. It is possible to have a good time without drinking alcohol.	Read and learn from a case of underage drinking at a party that resulted in alcohol poisoning. <b>Key skill: Listen deeply to someone's feelings and thoughts</b> Under-age drinking is illegal, but it happens. Find out how to drink responsibly. Unpack their own experience of being in the presence of someone under the influence of alcohol. <b>Key skill: Tell a story based on the evidence</b> Plan a party without alcohol. <b>Key skill: Create an image or a story to show what it is like</b> Find out about the effects of alcohol on the body, and the timing of these effects. Read how much alcohol is considered to show that someone is a heavy drinker.	 110 111

Substance abuse	Core knowledge / Key messages	Activity / Key skills	Pages 106 - 123
Lesson 8.4 Effects of alcohol abuse	Alcoholism – when a person becomes addicted to alcohol – can have far-reaching, life-long effects: on the alcoholic, his or her family and friends and on the broader community. There is help and support available for alcoholics and for those affected by alcoholism.	Learn about the effects of alcohol on road safety and driving. Read about other serious consequences of alcohol use. Consider the dangers of alcohol by answering questions and choosing what message about alcohol they would like to share with their community. <b>Key skill: Tell a story based on the evidence</b> Find out about support groups that can help with alcohol abuse.	 112 113
Lesson 8.5 Risk and protective factors	Your personality, your family and your environment all influence the choices you make. Understanding these influences, both positive and negative, can help you make better decisions and avoid substance abuse.	Find out about risks and protective factors. Decide from a list of factors which are risk factors and which are protective factors, then rank the risk factors from lowest to highest. <b>Key skill: Find your own way to solve it</b>	 114 115
Lesson 8.6 Recognising addiction	There are four stages of addiction and it is important to recognise the warning signs. Addiction is an illness, often one that is very difficult to recover from. Rehabilitation centres are there to help.	Find out what addiction is. Consider the story of a young addict from two perspectives. Learn about the stages of addiction and identify them in the story. <b>Key skill: Listen deeply to someone's feelings and thoughts</b>	 116 117



Lesson set 8: Substance abuse

Time: 4 hours

CAPS

- Concept: Substance abuse:
  - Types / forms of substance abuse
  - Symptoms of substance abuse
  - Personal factors that contribute to substance abuse: intrapersonal and interpersonal
  - Protective factors that reduce the likelihood of substance abuse
  - Prevention measures: early detection

Substance abuse	Core knowledge / Key messages	Activity / Key skills	Pages 106 - 123
Lesson 8.7 How can we help each other? <div>30m</div>	When you are growing up you will face many challenges – temptations, pressures and influences. Let's find ways to help each other.	Read about a young person who is pressured to drink alcohol by his family and consider what his options are. <b>Key skill: How did this happen? What will happen next?</b> Find out how to help a friend who might have a problem.  Read about a young person who got very drunk at a party and consider what kind of help would have been helpful. <b>Key skill: Work out what is right and wrong for you</b>	<div>118119</div>
Lesson 8.8 How can I help myself? <div>30m</div>	To take care of ourselves we need to be aware of what is happening around us, face the challenges the best way we know how and find a way to achieve our goals.	Find out how they can all be more assertive. Analyse their own risk and protective factors for substance abuse. <b>Key skill: Step back – reflect and rethink – step back in</b> Find out about oxytocin and think of ways to increase the level of activities that bring this hormone into their lives. <b>Key skill: Enjoy a healthy mind and body</b> Consider who to turn to for help when they are overwhelmed, sad or hopeless, including their own personal protection network and help lines.	<div>120121</div>

Substance abuse	Core knowledge / Key messages	Activity / Key skills	Pages 106 - 123
Info Page G Healing Addiction	Support for Lesson set Learners read that there is a strong link between trauma and addiction. They find out about different healers, the process of healing and indigenous plants that can be used to heal addiction.		<div>122123</div>








Lesson set 9: Environmental health

Time: 3.5 hours

CAPS

- Concept: environmental health
  - Local environmental health problems
  - Community and individual projects and strategies to prevent and deal with environmental health problems
  - Problem-solving skills: an action plan to address an environmental health problem and formulate environmentally sound choices and actions

Environmental health	Core knowledge / Key messages	Activity / Key skills	Pages 124 - 139
Lesson 9.1 Our environment, our home <div>30m</div>	The environment in which we live is not only our home, it is everything that keeps us alive. Every one of us should be caring for the environment.	Look at a healthy landscape and read a list of things we get for free from our environment. Consider how the actions of humans have: <ul style="list-style-type: none"><li>- Polluted the air we breathe.</li><li>- Contaminated our water sources.</li><li>- Harmed the land that feeds us.</li></ul> What can we do to reduce the damage? What will happen if we do nothing? <b>Key skill: How did this happen? What will happen next?</b> Read about the Shona approach to ecological balance. Read a list of days observed around the world that keep us focused on caring for our environment.	<div><div>124125</div></div>
Lesson 9.2 Trees are life <div>30m</div>	Trees clean our air and provide us with many of our daily needs. Are we doing enough to look after them?	Read about how trees help to clean the air. Find out about all the different things we get from trees. Read about special days and weeks that highlight the need to look after trees. Consider the significance of the marula tree in Africa. Research the traditional medicinal properties of the marula tree. <b>Key skill: Search, record, compare</b>	<div><div>126127</div></div>
Lesson 9.3 Reduce waste <div>30m</div>	Everyone creates waste. Some countries manage their waste well while others have created huge environmental problems for the people and animals who live there.	Read about the three Rs of waste management. Read about the problems of waste from synthetic materials. Work out the amounts of plastic waste generated personally using WWF statistics on plastic waste in South Africa. <b>Key skill: How did this happen? What will happen next?</b> Find ways to reduce plastic use. <b>Key skill: Search, record, compare</b>	<div><div>128129</div></div>

Environmental health	Core knowledge / Key messages	Activity / Key skills	Pages 124 - 139
Info Page H Recycling <div>30m</div>	Support for Lesson set Learners find out about the research that needs to be done before starting a recycling station at school. Learners also find out how to make a compost heap.		<div><div>130131</div></div>
Lesson 9.4 Reduce the use of fossil fuels <div>30m</div>	We are too dependent for energy on fossil fuels – coal, natural gas and fuels, such as petroleum and paraffin. They pollute the air we breathe and heat up the atmosphere.	Read about the human activities that contribute to greenhouse gases and global warming. Find out what they can do to help. Find out about the two days that tell us how to take better care of the atmosphere. Check their daily energy use. <b>Key skill: Tell a story based on the evidence</b> Read about Wonderbags and the Children's Movement. Read about biogas as an alternative source of energy. Consider other forms of renewable energy. <b>Key skill: Search, record, compare</b>	<div><div>132133</div></div>



Lesson set 9: Environmental health

Time: 3.5 hours

CAPS

- Concept: environmental health
  - Local environmental health problems
  - Community and individual projects and strategies to prevent and deal with environmental health problems
  - Problem-solving skills: an action plan to address an environmental health problem and formulate environmentally sound choices and actions

Environmental health	Core knowledge / Key messages	Activity / Key skills	Pages 124 - 139
Lesson 9.5 Look after our precious water	Without water nothing on earth can live. It is our responsibility to keep our water sources clean and to save as much water as we can.	Find out how much of the human body is water. Read about water treatment. Find out about the days that highlight the importance of looking after our water. Check water usage at home/school. <b>Key skill: Tell a story based on the evidence</b> Make a list of water-saving tips and think about how they view the wasting of water. <b>Key skill: Work out what is right and wrong for you</b> Read about the drought in the Eastern Cape. Read drought guidelines from the Western Cape. Decide whether they agree with the World Health Organization about daily water needs and give reasons for their answer. <b>Key skill: Convince someone of your point of view</b>	 134135
Lesson 9.6 Keep your hands clean	To protect ourselves from the bacteria and viruses that give us diarrhoea, colds and flu and now Covid-19 we need to wash our hands with clean water and soap.	Read about when hands should be washed. Find out about the effectiveness of using soap. Create a 20-second handwashing jingle. <b>Key skill: Enjoy a healthy mind and body</b> Find out that handwashing can prevent people from getting worms. Consider whether they are one of the 81% who do not wash their hands after going to the toilet. Read how encouraging handwashing can improve the health of communities. Find out how handwashing can save the lives of millions of children. Research how to make a tippy tap. Find ways to encourage handwashing. <b>Key skill: Find your own way to solve it</b>	 136137

Environmental health	Core knowledge / Key messages	Activity / Key skills	Pages 124 - 139
Lesson 9.7 Let's take better care of the earth	Many environmental issues feel so big that there is very little an individual can do about them. But there is always something we can do. It is time to act and show you care about our environment.	Read what they can do to take better care of the Earth. Consider some ideas for action. Plan a campaign: theme, event, message, action and audience. <b>Key skill: Listen, talk and work it out together</b> Commit to caring for the environment by signing a pledge. <b>Key skill: Make a choice and decide</b>	 138139
<b>Show you care for your environment: Plan and execute an environmental campaign</b> This project counts 70 marks toward the term assessment mark. <b>Mark allocation</b> <b>Theme (10 marks)</b> Is the theme chosen relevant to the local environment? (5) How much effort did the group put into developing their theme? (5) <b>Audience (10 marks)</b> Is the target audience chosen a relevant target audience for the theme? (5) How effective was the group's communication with their target audience? (5) <b>Message (10 marks)</b> Is it a simple, memorable message? (4) How well does the message work with the theme? (3) How well was the message conveyed? (3) <b>Action (10 marks)</b> How well does the action work with the theme? (3) Is it an action that is sustainable? (4) How well was the action executed? (3) <b>Event (10 marks)</b> How well did the event work with the theme? (5) Was the event well planned? (5) <b>How effective was the Campaign? (10 marks)</b> How well did the campaign come together as a whole? (10) <b>Group work (10 marks)</b> How well did the group work together? (10) See self-assessment and peer assessment in the assessment section of your Teacher's Guide.			











Lesson set 10: Simulation of career-related activities; value of work

Time: 2.5 hours

CAPS

- Concept: Simulation of career-related activities: name of career, who is the employer
  - Dress code for the career
  - Tools or working equipment for the career
  - Activities related to work environment
  - Place or institution of employment
  - Personality characteristics
- School subjects and level of schooling: requirements for the career
- Where to study and duration of study
- Related careers
- Value and importance of work in fulfilling personal needs and potential

World of work	Core knowledge / Key messages	Activity / Key skills	Pages 140 - 151
Lesson 10.1 Reach for the stars <div>30m</div>	Discovering work that we love and enjoy is like winning first prize, so look for something that inspires you. Find your way to reach for the stars	Read about Stephen Hawking and Eddie Ndopu and do some research. Consider their own challenges and decide on an issue they would like to champion. <b>Key skill: Search, record, compare</b> Draw a family tree reflecting work through the generations and answer questions. <b>Key skill: Create an image or a story to show what it is like</b>	 <div>140141</div>
Lesson 10.2 What will work for you? <div>30m</div>	Your values inform what is important to you and what choices you make. When you live your values in the work you do you find happiness and are able to reach your full potential.	Read comments about values and interests. Role play being a career counsellor and match these comments with a possible career. Match these comments with the 10 groups of basic human values. <b>Key skill: Tell a story based on the evidence</b> Consider what their interests and values are and where they fit within the 10 groups. <b>Key skill: Step back – reflect and rethink – step back in</b>	 <div>142143</div>
Info Page I The 10 Basic Human Values	Support for Lesson 10.2 Learners are introduced to a model of human values to help them start thinking about their own values and interests with a view to choosing a future career.	 <div>144145</div>	

World of work	Core knowledge / Key messages	Activity / Key skills	Pages 140 - 151
Lesson 10.3 Taking a look into the future <div>30m</div>	The world of work is changing and in the future many of today's jobs will no longer exist.	Read about how many jobs are heading towards automation. <b>Key skill: Test your idea – change your mind</b> Read advertisements for three future jobs. Select one and answer questions. <b>Key skill: Find your own way to solve it</b>	 <div>146147</div>
Lesson 10.4 Work wear <div>30m</div>	Most workplaces have a dress code setting out what to wear, based on the kind of work that is done there. Sometimes it is necessary to wear protective gear.	Consider that there are different dress codes in different workplaces and no dress codes should violate human rights. Design work clothes for the future. <b>Key skill: Create an image or a story to show what it is like</b> Look at images of different protective work wear and consider what protection the gear offers. <b>Key skill: Tell a story based on the evidence</b>	 <div>148149</div>
Lesson 10.5 Prepare yourself <div>30m</div>	Planning for your future can be confusing and your goals can often feel impossible to achieve, but do not give up.	Brainstorm the career of their dreams. <b>Key skill: Make a choice and decide</b> Create an advertisement promoting themselves for their dream job. <b>Key skill: Convince someone of your point of view</b> Read some posters and quotes to inspire them en route to their future work.	 <div>150151</div>
End of Term check in: Learners make a list of their two favourite activities from the term together with the skill that they learned from each activity.			



Movement techniques

Time: 10 hours

CAPS


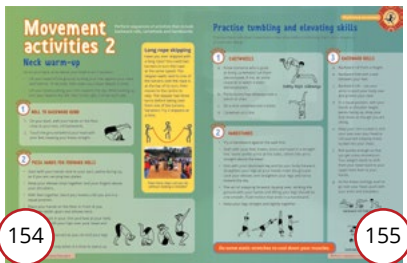
- Perform a sequence of physical activities including rotation, balance, elevation and rhythmic movements
- Participation and movement performance of a sequence of physical activities including rotation, balance, elevation and rhythmic movements
- Safety issues related to movement activities



Formal assessment task Term 3:

Physical Education Task (PET) total 30 marks:

- participation 20 marks
- movement performance 10 marks

See assessment tool in CAPS Section 4.

Physical education	Core knowledge / Key messages	Activity / Key skills	Pages 152 - 159
Movement activities 1	Sequences of physical activities that include rotations like forward rolls, balances, elevations and rhythmic movements to improve coordination and control.	Warm-up with cat stretch and cow pose. Sequences of physical activities 1. Rock and roll 2. Log roll and balance walk 3. Forward rolls 4. Elephant walk 5. Superman swim Stretch routine	
Movement activities 2	Practise movement sequences including backward rolls, cartwheels and handstands.	Neck warm-up Log rope skipping Warm up for sequences 1. Roll to backward bend 2. Pizza hands for forward rolls Practise tumbling and elevating skills 1. Cartwheels 2. Backward rolls 3. Handstands	
<b>Safety tips:</b> Always warm up the neck before doing backward rolls. When helping a learner do a backward roll never try push them over. Rather lift them by the hips to assist them to take body weight off the neck when rolling over the head.			

Physical education	Core knowledge / Key messages	Activity / Key skills	Pages 152 - 159
Gymnastics skills	Learn prescribed floor routines including static balances, rotations and jumps in sequence to improve agility.	Triangle warm-up Gymnastics skills as part of a sequence 1. Moving forward 2. Rotations 3. Feet astride – feet together 4. Upside down 5. Balance 6. Sideways rotation	
Gymnastics floor routine sequence	Performance of the rotations, balances, elevations and rhythmic movements to a regular beat or music.	Perform sequences to music Floor routine practice 1. Jump to tuck handstand 2. Balance stand 3. Two forward rolls 4. Jumping jack to squat 5. Backward roll 6. Half handstand 7. Arabesque 8. Handstands	
<b>Formal assessment Term 3:</b> Physical Education Task (PET) suggested activities for movement performance (10 marks) Perform a sequence of physical activities including rotation, balance, elevation and rhythmic movements <b>Movement activities 1 or 2</b> – textbook pages 150 – 151/152 - 153.			








Lesson set 11: Personal diet and nutrition




Time: 2.5 hours

CAPS

- Concept: Personal diet and nutrition
  - Factors that influence choice of personal diet: ecological, social, economic, cultural and political
  - Ways to improve nutritional value of own personal diet: a plan for healthy eating habits

Assessment for Term 4 consists of a End-of-Year Exam for 70 marks and a Physical Education Task (PET) for 30 marks, making a total of 100 marks. Activities and skills from all four terms to be included in the End-of-year exam.

Personal diet and nutrition	Core knowledge / Key messages	Activity / Key skills	Pages 160 - 171
Lesson 11.1 We are the food we eat <div>30m</div>	The food we eat gives us the energy we need to live our lives, learn and remember things, move around, grow and protect ourselves from disease.  What we eat is dependent on a whole lot of factors. The better we understand these factors the better chance we have of making food choices that are good for us.	Draw up a food log table, including type of food, amount eaten and how much it costs.  <b>Key skill: Tell a story based on the evidence</b>  Consider home factors relating to food: - Where does food come from? - Who is responsible for food at home? - Reflect on own eating habits and decide whether they are healthy or not.  Share with a partner the factors that influence what they eat at home.  <b>Key skill: Ask questions that will help you understand what is going on</b>	 <div>160161</div>
Lesson 11.2 Make healthy food choices <div>30m</div>	Nutritious food is important for a healthy body and it gives us strength and energy. Healthy eating means eating mostly plant foods such as fruit and vegetables and not eating foods that are highly processed.	Find out about the different food groups and answer questions. Read healthy living tips.  <b>Key skill: Tell a story based on the evidence</b>  Consider why processed foods are not healthy and learn the maximum amounts of salt, sugar and fat that are within healthy limits for a young person.  Check food log for: - the amount of processed food per day. - the amount of fresh fruit and vegetables. - at least four food groups. - water every day.  <b>Key skill: Enjoy a healthy mind and body</b>  Write a song to encourage healthy eating habits using the tips for healthy living.  <b>Key skill: Create an image or a story to show what it is like</b>	 <div>162163</div>
Lesson 11.3 Eating disorders <div>30m</div>	Many different factors influence the kinds of food we choose to eat and sometimes it can be difficult to make healthy decisions about food. People who make unhealthy food choices over a long period can develop eating disorders.	Consider what an eating disorder is. Read about obesity. Learn why extreme dieting is dangerous. Read about anorexia and bulimia. Choose an eating disorder and consider the ways they could support someone with this disorder.  <b>Key skill: Search, record, compare</b>	 <div>164165</div>

Personal diet and nutrition	Core knowledge / Key messages	Activity / Key skills	Pages 160 - 171
Lesson 11.4 Vegans and vegetarians <div>30m</div>	Many people all over the world are vegetarians or vegans. They choose to eat only food from plant sources to get the nutrients they need.	Find out the difference between vegans and vegetarians.  Consider the different reasons for choosing a plant-based diet.  Decide where they stand with regard to being a vegan.  <b>Key skill: Convince someone of your point of view</b>  Choose a legume and make a vegan meal. Write down the recipe.  <b>Key skill: Test your idea – change your mind</b>	 <div>166167</div>
Lesson 11.5 Check your diet <div>30m</div>	Our lives can get so busy we do not put enough effort into taking care of ourselves, specifically watching what we eat.	Check food logs for how much it cost to feed them and what food they ate most.  <b>Key skill: Test your idea – change your mind</b>  Read the ingredients on the packaging of store-bought sliced bread and consider its nutritional value.  Check the nutritional value of the food they eat most.  Plan their own food budget. Create a healthy food advertisement.  <b>Key skill: Find your own way to solve it</b>  <b>Key skill: Enjoy a healthy mind and body</b>	 <div>168169</div>
Info Page J Food for thought	Support for Lesson set  Learners read about this food activist, seed librarian and indiginous food revivalist and find out about starting their own seed collection.		 <div>170171</div>



## Lesson set 12: Common diseases

Time: 2.5 hours

## CAPS

- Concept: common diseases – tuberculosis, diabetes, epilepsy, obesity, anorexia, HIV and AIDS
  - Causes of diseases: social, economic and environmental factors including the use of alcohol and tobacco, poor eating habits and physical inactivity
  - Treatment options, care and support
  - Resources for health information and health services
  - Strategies for living with tuberculosis, diabetes, epilepsy, HIV and AIDS

Common diseases	Core knowledge / Key messages	Activity / Key skills	Pages 172 - 181
Lesson 12.1 What causes diseases?  30m	Diseases can be caused by many different factors: germs (viruses and bacteria), parasites, your lifestyle, your environment or the genes you have inherited from your family.	Read about communicable, non-communicable and lifestyle diseases. Find out about the link between genetics and disease. Consider the differences between Type 1 and Type 2 diabetes. Read about Covid-19. Find out the impact disease can have or has had on them.  Key skill: Tell a story based on the evidence	 172 173
Lesson 12.2 The choices you make  30m	Many diseases can be avoided if you live a healthy life and make positive choices about your lifestyle. It is important to exercise regularly to stay healthy.	Consider the risk factors of chronic diseases.  Key skill: How did this happen? What will happen next? Find out about blood pressure and blood glucose. Read how important it is to exercise. Play exercise Bingo.  Key skill: Enjoy a healthy mind and body	 174 175
Lesson 12.3 Living with a chronic disease  30m	A chronic disease is an illness that may last for a long time. Chronic conditions may not be cured, but they can be controlled by medical treatment and a change in lifestyle. It is still possible to live a comfortable and active life if you have one.	Find out about chronic diseases. Consider what it must be like to suffer from a chronic disease.  Key skill: Listen deeply to someone's feelings and thoughts Do some research or answer questions about a person they know who is suffering from a chronic diseases.  Key skill: Search, record, compare Find out about famous people who have a chronic diseases. Read about the different kinds of support for chronic sufferers.	 176 177

Common diseases	Core knowledge / Key messages	Activity / Key skills	Pages 172 - 181
Lesson 12.4 Love your body  30m	Our bodies come in many different shapes and sizes. No matter its shape or size, every body needs the right amount of healthy food, rest and exercise to stay healthy.	Find out about the link between body image, self-esteem and eating disorders. Learn about stereotypes. Consider the messages we get from media and how they can affect our body image.  Key skill: Explore and express your emotions Discuss with a partner what they love about their body. Create a stretch, dance move or exercise. Develop a Weekly Movement Timetable for the class.  Key skill: Enjoy a healthy mind and body Think about healthy alternatives to screen time.  Key skill: Make a choice and decide	 178 179
Lesson 12.5 Dealing with depression  30m	Depression is a condition that causes people to feel sad and hopeless for long periods. It affects the way a person feels, thinks and acts. People with depression find it difficult to enjoy the things they did before, they have less energy than they are used to and they struggle to find the motivation to concentrate on normal activities.	Find out what research tells us about depression. Read about the causes, risk factors, warning signs and prevention of depression. Think about the difference between feeling unhappy and being depressed and work out what makes them feel better.  Key skill: Listen deeply to someone's feelings and thoughts Read some helpful, healthy advice when feeling down. Find out where and how to get help and what the warning signs are for suicide.	 180 181










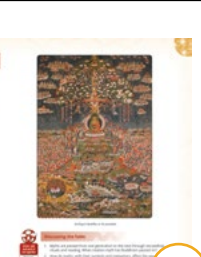





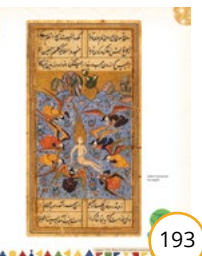
Lesson set 13: Role of oral traditions and scriptures in religions

Time: 3 hours

CAPS

- Role of oral traditions and scriptures in major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism and African

Role of oral traditions and scriptures in religions	Core knowledge / Key messages	Activity / Key skills	Pages 182 - 193
Lesson 13.1 A creation tale	Creation stories help us feel at home in the world, they tell us how we got here and assure us that there is a purpose to life. They pass on basic moral guidance for shaping human relations and remind us of the inter-relationship between humans and nature.	Read an African creation story from Botswana, compiled from different fields of study and sources: <ul style="list-style-type: none"><li>- First written account of oral tradition as told to a missionary.</li><li>- Evidence from archaeologists.</li><li>- An account from anthropologists.</li></ul>	 
Lesson 13.2 A tale of creation continued	Animals and humans belong together on this earth.	Read more about the African creation story from: <ul style="list-style-type: none"><li>- Wikipedia.</li><li>- Dictionary of African Mythology.</li></ul> Answer questions interpreting these sources. <b>Key skill: Search, record, compare</b>	 
Lesson 13.3 Connecting with the divine	All the world's major religions have some kind of story that explains the birth of the world – how plants, animals and human beings came to inhabit the Earth.  Sacred stories are often told to help make sense of why things are the way they are. They give meaning and purpose. Sacred stories are sometimes called myths. This is not because they are not true, but because they are stories that communicate truth through symbols, metaphors and parables.	Read some facts about Hinduism. Read a Hindu creation tale. Explore how they felt reading the story and the idea of 'transcendence'. <b>Key skill: Explore and express your emotions</b>	 
Lesson 13.4 Myths – stories that contain truth		Read some facts about Buddhism. Read a Buddhist creation tale. Explore what myths are and how they work with symbols and metaphors. <b>Key skill: Listen, talk and work it out together</b>	 

Role of oral traditions and scriptures in religions	Core knowledge / Key messages	Activity / Key skills	Pages 182 - 193
Lesson 13.5 Creation story from the Middle East	Three of the world's major religions that believe in one God come from a region of the world called the Middle East. The God of Judaism, Christianity and Islam creates through his spoken word.	Read some facts about Judaism and Christianity. Read a creation story for Jews and Christians. Explore the idea of a natural order and whether we should accept such stories or allow ourselves to question them and deepen our knowledge. <b>Key skill: Ask questions that will help you understand what is going on</b>	 
Lesson 13.6 Another creation story from the Middle East		Read some facts about Islam. Read a Muslim creation tale. Explore how creation myths inform identity and how people with different faiths can live together on earth. <b>Key skill: Find your own way to solve it</b>	 
End of Term check in: Learners make a list of their two favourite activities from the term together with the skill that they learned from each activity.			



Outdoor recreational activities

Time: 7 hours

CAPS


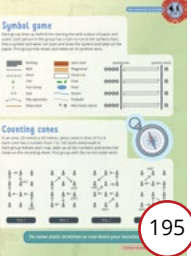




- Participation in outdoor recreational activities
- Participation and movement performance in outdoor recreational activities
- Safety issues relating to outdoor recreational activities



Formal assessment task Term 4:



Physical Education Task (PET) total 30 marks:

- participation 20 marks
- movement performance 10 marks

See assessment tool in CAPS Section 4.

Reading and studying	Core knowledge / Key messages	Activity / Key skills	Pages 194 - 203
Introduction to orienteering	Orienteering is an exciting and challenging outdoor sport that uses both body and mind and works on the principles of map work. It involves interpreting map symbols and planning and following a route. The aim is to navigate between control points marked on an orienteering map.	Warm up: Running square Group games 1. Fitness map – map orienteering 2. Direction game – route following 3. Symbol game – learning map symbols 4. Counting cones – speed and accuracy	 
Orienteering involves some preparation. Copy the maps needed for the class beforehand. Satellite images of schools can be found on the internet (e.g, satellites.pro and http://www.maphill.com) and copied to be used by the groups.			
Line and point-to-point orienteering	Learn the difference between line and point-to-point orienteering and practise the skills of: <ul style="list-style-type: none"><li>• Orienting a map</li><li>• Interpreting map symbols</li><li>• Planning and following a route</li></ul>	Group games 1. Line orienteering challenge 2. Point-to-point orienteering challenge 3. Orienteering relay	 
<b>Safety tips:</b> Learners to be made aware of any hazardous terrain on the school property so they can avoid it. Each group to carry a whistle in case anyone gets hurt.			
Score orienteering and parkour	Score orienteering, in addition to the skills already covered, includes problem solving, teamwork, leadership and cooperation.  Parkour is free running and involves a range of movements including safety vault, safety roll and precision jumping.	Warm up: High five on the midline 1. Score orienteering challenge 2. Basic parkour: <ul style="list-style-type: none"><li>• Skill points and steps of the safety vault</li><li>• Safety roll</li><li>• Skill points of precision jumping</li></ul> 3. Parkour adventure obstacle  Inner-outer circle direction game	 

Reading and studying	Core knowledge / Key messages	Activity / Key skills	Pages 194 - 203
<b>Safety tips:</b> Start the learners off practising on low obstacles. Make sure learners can manage the learning steps before attempting the full parkour moves.			
Outdoor team building	Team-building activities that involve problem solving.	Warm up: Jump the line team game Team-building adventures 1. Toxic waste 2. The magic carpet 3. Pipe/towel ball transfer 4. The human knot  Team-building adventures 2 1. Human caterpillar 2. Ball train 3. Rotating ball carry 4. Team pendulum pass Pass the hoop challenge	 
<b>Formal assessment Term 4:</b> Physical Education Task (PET) suggested activities for movement performance (10 marks) Participate in an outdoor recreational programme <b>Outdoor team building</b> – textbook pages 202 – 203.			

Reading and studying	Core knowledge / Key message	Pages 194 - 203
It's a Wrap	Now that your Grade 7 learners have come to the end of their Life Orientation journey and primary school years encourage them to use the questions and take some time to reflect on their experiences.	 





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